



## National Survey of Student Engagement

Howard University

---

Mean Comparisons

August 2009

# Interpreting the Mean Comparisons Report

## Sample

The *Mean Comparisons* report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted oversamples and other non-randomly selected students are not included in this report.

## Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument. The name of each variable appears in the second column for easy reference to your data file and the summary statistics at the end of this section. Response options are also provided to help you interpret the statistics.

## Benchmark

Items that make up the five “Benchmarks of Effective Educational Practice” are indicated by the following:

**LAC**=Level of Academic Challenge

**ACL**=Active and Collaborative Learning

**SFI**=Student-Faculty Interaction

**EEE**=Enriching Educational Experiences

**SCE**=Supportive Campus Environment

## Mean

The mean is the *weighted* arithmetic average of student responses on a particular item. Means are provided for your institution and all comparison groups. For more information

about weighting go to:

[www.nsse.iub.edu/2009\\_Institutional\\_Report/NSSE\\_2009\\_Weighting.cfm](http://www.nsse.iub.edu/2009_Institutional_Report/NSSE_2009_Weighting.cfm).

## Class

Results are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used.

## Statistical Significance

Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). The smaller the significance level, the smaller the likelihood that the difference is due to chance.

*Statistical significance does not guarantee the result is substantive or important.* Large sample sizes (like those produced by NSSE) tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes (see below) to judge the practical meaning of the results.

## Effect Size

Effect size indicates the “practical significance” of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for your institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or



**NSSE 2009 Mean Comparisons  
NSSEville State University**

*NSSEville State compared with:*

Variable	Benchmark	Class	NSSEville State				Mid East Public				Carnegie Class				NSSE 2009				
			Mean <sup>a</sup>	Sg <sup>b</sup>	Sig <sup>c</sup>	Effect Size <sup>e</sup>	Mean <sup>a</sup>	Sg <sup>b</sup>	Sig <sup>c</sup>	Effect Size <sup>e</sup>	Mean <sup>a</sup>	Sg <sup>b</sup>	Sig <sup>c</sup>	Effect Size <sup>e</sup>	Mean <sup>a</sup>	Sg <sup>b</sup>	Sig <sup>c</sup>	Effect Size <sup>e</sup>	
1. Academic and Intellectual Experiences																			
a. Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.94		***	.40	2.61		***	.40	2.64		***	.35	2.78		***	.18
			SR	3.25		***	.39	2.90		***	.39	2.91		***	.39	3.07		***	.21
b. Made a class presentation	CLPRESEN	ACL	FY	2.22		**	.14	2.11		**	.14	2.14		*	.10	2.27			-.07
			SR	3.11		***	.54	2.65		***	.54	2.65		***	.54	2.80		***	.36
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.73		***	.23	2.50		***	.23	2.56		***	.18	2.65		*	.08
			SR	2.36			.04	2.32			.04	2.34			.03	2.47		**	-.11
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.27		***	.42	2.93		***	.42	2.98		***	.36	3.06		***	.26
			SR	3.40		***	.24	3.22		***	.24	3.23		***	.23	3.30		***	.14
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.88		***	.23	2.67		***	.23	2.72		***	.18	2.78		*	.11
			SR	2.89		***	.19	2.72		***	.19	2.72		***	.19	2.81		*	.09
f. Come to class without completing readings or assignments	CLUNPREP		FY	1.96		**	-.14	2.07		**	-.14	2.05		**	-.12	2.01			-.07
			SR	2.07		***	-.18	2.22		***	-.18	2.21		***	-.18	2.10			-.04

institutional practice represented by the item may warrant attention. An exception to this interpretation is the “coming to class unprepared” item (item 1f.) where a negative sign is preferred (i.e., meaning fewer students reporting coming to class unprepared).

**NSSE 2009 Mean Comparisons  
Howard University**

				<i>Howard compared with:</i>											
				<b>Howard</b>			<b>Urban Universities</b>			<b>Peers-Stakeholders</b>			<b>HBCU Peers</b>		
<i>Variable</i>	<i>Benchmark</i>	<i>Class</i>		<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>		
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>															
<b>1. Academic and Intellectual Experiences</b>															
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.99	2.88	*	.14	2.79	***	.24	3.16	*	-.20	
				SR	3.28	3.09	***	.21	3.00	***	.32	3.38		-.14	
b.	Made a class presentation	CLPRESEN	ACL	FY	2.32	2.31		.00	2.29		.03	2.50	**	-.21	
				SR	2.90	2.74	**	.18	2.67	***	.27	2.98		-.08	
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.34	2.80	***	-.47	2.43		-.08	2.98	***	-.67	
				SR	2.31	2.53	***	-.22	2.35		-.04	2.82	***	-.52	
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.08	3.11		-.04	3.03		.06	3.29	***	-.28	
				SR	3.30	3.30		.00	3.31		-.01	3.42	*	-.15	
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.92	2.85		.08	2.84		.10	2.97		-.05	
				SR	2.75	2.87	*	-.12	2.82		-.07	3.06	***	-.34	
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.09	2.03		.08	2.11		-.02	1.94	*	.21	
				SR	2.17	2.10		.09	2.21		-.04	2.00	***	.25	
g.	Worked with other students on projects <b>during class</b>	CLASSGRP	ACL	FY	2.21	2.54	***	-.38	2.39	**	-.21	2.50	***	-.32	
				SR	2.41	2.62	***	-.23	2.41		.00	2.73	***	-.36	
h.	Worked with classmates <b>outside of class</b> to prepare class assignments	OCCGRP	ACL	FY	2.61	2.32	***	.31	2.53		.09	2.68		-.08	
				SR	2.94	2.64	***	.32	2.75	***	.21	2.83		.12	
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.59	2.63		-.04	2.63		-.05	2.76	*	-.18	
				SR	2.98	2.89		.10	2.95		.04	2.92		.07	
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.85	1.64	**	.25	1.74		.13	1.91		-.06	
				SR	2.23	1.77	***	.51	1.83	***	.43	2.04	*	.19	
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.50	1.54		-.05	1.62	*	-.14	2.02	***	-.55	
				SR	1.78	1.68		.10	1.60	***	.21	2.01	**	-.23	

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Howard University**

				<i>Howard compared with:</i>									
				<b>Howard</b>	<b>Urban Universities</b>			<b>Peers-Stakeholders</b>			<b>HBCU Peers</b>		
	<i>Variable</i>	<i>Benchmark</i>	<i>Class</i>	<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.71		.08	2.79		-.08	2.76		-.05
				SR	2.87		.01	2.91		-.04	2.92		-.05
m.	Used e-mail to communicate with an instructor	EMAIL		FY	3.19		.08	3.17		.03	3.15		.04
				SR	3.23	**	-.17	3.43	***	-.28	3.38	*	-.18
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.84	*	.17	2.58	***	.30	2.92		-.09
				SR	3.08	***	.30	2.73	***	.40	3.11		-.03
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.04	**	-.20	2.17	*	-.15	2.48	***	-.47
				SR	2.60	***	.29	2.32	***	.31	2.72		-.12
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.86		-.04	1.84		.02	2.13	***	-.29
				SR	2.31	***	.29	2.02	***	.32	2.39		-.09
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.47	***	-.26	2.64	**	-.20	2.71	***	-.28
				SR	2.57	***	-.28	2.69	*	-.14	2.80	***	-.28
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.62		-.11	2.58		.04	2.88	***	-.30
				SR	2.75		.01	2.67		.10	3.00	***	-.29
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.66		.04	1.57		.11	1.95	***	-.31
				SR	2.00	***	.32	1.75	***	.27	2.06		-.06
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.95	**	.19	2.76	**	.22	2.88		.09
				SR	2.95		.08	2.89		.07	3.06		-.13
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.43	***	-.26	2.96	***	-.54	2.43		.00
				SR	2.50	***	-.25	2.96	***	-.48	2.65		-.14
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.71		-.01	2.96	***	-.26	2.70		.01
				SR	2.85	*	.13	2.91		-.07	2.73		.13

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Howard University**

				<i>Howard compared with:</i>									
				<b>Howard</b>	<b>Urban Universities</b>			<b>Peers- Stakeholders</b>			<b>HBCU Peers</b>		
<i>Variable</i>	<i>Benchmark</i>	<i>Class</i>		<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>													
<b>2. Mental Activities</b>													
a.	<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	3.09	2.95	*	.17	2.91	**	.21	3.00		.12
			SR	2.90	2.77	*	.15	2.78	*	.13	3.00		-.10
b.	<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC	3.18	3.13		.07	3.20		-.02	3.09		.11
			SR	3.31	3.24		.09	3.32		-.03	3.33		-.04
c.	<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	2.93	2.90		.03	3.00		-.08	2.97		-.05
			SR	3.03	3.03		.00	3.11		-.09	3.11		-.09
d.	<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	LAC	3.01	2.95		.06	2.93		.09	3.10		-.11
			SR	3.02	3.00		.02	3.00		.02	3.10		-.10
e.	<b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING	LAC	3.15	3.07		.09	3.06		.10	3.13		.02
			SR	3.23	3.19		.05	3.20		.03	3.31		-.10
<i>During the current school year, about how much reading and writing have you done? 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20</i>													
<b>3. Reading and Writing</b>													
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	3.25	3.12		.14	3.28		-.03	3.17		.09
			SR	3.18	3.10		.08	3.18		.01	3.13		.05
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	FY	1.96	2.13	**	-.18	2.06		-.11	2.11	*	-.17
			SR	2.16	2.21		-.05	2.24		-.08	2.21		-.06
c.	Number of written papers or reports of <b>20 pages or more</b>	WRITEMOR	LAC	1.29	1.32		-.04	1.25		.06	1.55	***	-.28
			SR	1.68	1.64		.05	1.63		.06	1.80		-.13
d.	Number of written papers or reports <b>between 5 and 19 pages</b>	WRITEMID	LAC	2.20	2.23		-.03	2.28		-.10	2.27		-.07
			SR	2.56	2.46		.10	2.57		-.01	2.47		.10
e.	Number of written papers or reports of <b>fewer than 5 pages</b>	WRITESML	LAC	2.94	2.97		-.02	3.02		-.07	3.02		-.08
			SR	2.92	2.80		.10	2.88		.03	2.56	***	.33

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.



NSSE 2009 Mean Comparisons  
Howard University

			Howard compared with:									
			Howard	Urban Universities			Peers-Stakeholders			HBCU Peers		
Variable	Benchmark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<b>4. Problem Sets</b>												
<i>In a typical week, how many homework problem sets do you complete? 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6</i>												
a.	Number of problem sets that take you <b>more</b> than an hour to complete	PROBSETA	FY	2.75		.05	2.67		.07	2.70		.04
			SR	2.57		-.04	2.50		.06	2.78	*	-.18
b.	Number of problem sets that take you <b>less</b> than an hour to complete	PROBSETB	FY	2.67		-.07	2.62		.04	2.94	*	-.22
			SR	2.26		-.06	2.13		.11	2.39		-.11
<b>5. Examinations</b>												
<i>1=Very little to 7=Very much</i>												
	Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work.	EXAMS	FY	5.41		.03	5.46		-.04	5.16	*	.20
			SR	5.23		-.17	5.42	*	-.16	5.57	***	-.27
<b>6. Additional Collegiate Experiences</b>												
<i>1=Never, 2=Sometimes, 3=Often, 4=Very often</i>												
a.	Attended an art exhibit, play, dance, music, theatre or other performance	ATDART07	FY	2.37		.29	2.19	**	.21	2.46		-.09
			SR	2.17		.18	2.08		.10	2.22		-.06
b.	Exercised or participated in physical fitness activities	EXRCSE05	FY	2.72		.08	2.85		-.13	2.78		-.06
			SR	2.70		.15	2.73		-.03	2.51	*	.19
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	FY	2.56		.56	1.92	***	.60	2.57		.00
			SR	2.57		.42	1.94	***	.59	2.75	*	-.16
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	2.92		.36	2.66	***	.30	2.91		.02
			SR	2.89		.17	2.68	***	.23	2.94		-.06
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	2.99		.19	2.85	*	.17	3.06		-.09
			SR	2.99		.13	2.86	*	.15	3.09		-.13
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	3.03		.19	2.88	*	.18	3.14		-.13
			SR	3.02		.16	2.88	**	.17	3.12		-.12
<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)</i>												
<b>7. Enriching Educational Experiences</b>												
a.	Practicum, internship, field experience, co-op	INTERNO4	FFF	FY	.08		.01	.10		-.06	.10	-.08

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.



**National Survey  
of Student Engagement**

**NSSE 2009 Mean Comparisons  
Howard University**

Variable	Benchmark	Class	Howard compared with:									
			Howard	Urban Universities		Peers-Stakeholders			HBCU Peers			
			Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<sup>a.</sup> experience, or clinical assignment	SR	SR	.73	.46	***	.54	.57	***	.33	.55	***	.37

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Howard University**

				<i>Howard compared with:</i>									
				<b>Howard</b>	<b>Urban Universities</b>			<b>Peers- Stakeholders</b>			<b>HBCU Peers</b>		
	<i>Variable</i>	<i>Benchmark</i>	<i>Class</i>	<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>
b.	Community service or volunteer work	EEE	FY	.55	.37	***	.38	.41	***	.29	.58		-.07
			SR	.80	.52	***	.57	.60	***	.43	.66	***	.32
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	EEE	FY	.15	.17		-.04	.23	**	-.18	.27	***	-.28
			SR	.34	.25	**	.20	.27	*	.15	.35		-.02
d.	Work on a research project with a faculty member outside of course or program requirements	SFI	FY	.07	.06		.06	.06		.05	.10		-.12
			SR	.27	.15	***	.34	.23		.10	.24		.08
e.	Foreign language coursework	EEE	FY	.55	.20	***	.86	.24	***	.71	.26	***	.65
			SR	.73	.38	***	.74	.47	***	.54	.46	***	.56
f.	Study abroad	EEE	FY	.01	.05	***	-.19	.03	**	-.14	.04	**	-.19
			SR	.15	.10	*	.17	.18		-.08	.08	*	.21
g.	Independent study or self-designed major	EEE	FY	.06	.05		.02	.03		.17	.08		-.08
			SR	.25	.15	***	.29	.15	***	.27	.20		.11
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	EEE	FY	.01	.03		-.08	.02		-.05	.04	*	-.16
			SR	.47	.29	***	.38	.32	***	.31	.36	**	.23

Select the circle that best represents the quality of your relationships with people at your institution.

1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging

**8. Quality of Relationships**

a.	Relationships with <b>other students</b>	ENVSTU	SCE	FY	5.47	5.34	.09	5.52		-.04	5.39		.06	
				SR	5.64	5.49	.11	5.47		.12	5.73		-.07	
<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>														
b.	Relationships with <b>faculty members</b>	ENVFAC	SCE	FY	4.70	5.13	***	-.31	5.09	***	-.31	4.96	*	-.18
				SR	5.07	5.35	**	-.20	5.17		-.07	5.36	**	-.20
<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>														
c.	Relationships with <b>administrative personnel and offices</b>	ENVADM	SCE	FY	3.17	4.64	***	-.92	4.61	***	-.94	4.37	***	-.69
				SR	3.51	4.53	***	-.60	4.30	***	-.48	4.50	***	-.55

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.



**NSSE 2009 Mean Comparisons  
Howard University**

				<i>Howard compared with:</i>										
				<b>Howard</b>	<b>Urban Universities</b>			<b>Peers- Stakeholders</b>			<b>HBCU Peers</b>			
<i>Variable</i>	<i>Benchmark</i>	<i>Class</i>		<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	
<i>About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk</i>														
<b>9. Time Usage</b>														
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	4.13	3.90	*	.15	4.34		-.12	3.82	*	.19
				SR	3.98	4.01		-.02	4.27	**	-.17	3.97		.00
b.	Working for pay <b>on campus</b>	WORKON01		FY	1.30	1.49	**	-.15	1.49	*	-.16	1.62	**	-.25
				SR	2.03	1.61	***	.28	1.77	*	.16	1.77	*	.16
c.	Working for pay <b>off campus</b>	WORKOF01		FY	1.80	3.16	***	-.53	1.80		.00	2.21	*	-.19
				SR	3.36	4.71	***	-.48	3.40		-.02	4.12	***	-.26
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.63	1.94	***	.47	2.39	*	.15	2.30	*	.22
				SR	2.67	1.76	***	.66	2.17	***	.31	2.24	**	.24
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.79	3.75		.02	4.07	*	-.16	3.74		.03
				SR	3.45	3.35		.07	3.69	*	-.15	3.37		.05
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.35	2.18	***	-.42	1.50		-.12	1.99	***	-.37
				SR	1.84	2.97	***	-.45	2.01		-.09	3.32	***	-.58
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.37	2.49		-.10	2.25		.11	2.73	**	-.22
				SR	2.56	2.59		-.02	2.46		.10	2.72		-.11
<i>To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>														
<b>10. Institutional Environment</b>														
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.11	3.11		-.01	3.13		-.03	3.10		.00
				SR	3.07	3.10		-.04	3.13		-.07	3.18		-.14
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	2.61	3.01	***	-.47	3.06	***	-.54	2.98	***	-.41
				SR	2.52	2.86	***	-.39	2.81	***	-.34	2.95	***	-.48
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.33	2.69	***	-.36	2.88	***	-.55	2.68	***	-.34
				SR	2.28	2.57	***	-.29	2.65	***	-.37	2.60	***	-.31

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Howard University**

				<i>Howard compared with:</i>											
				<b>Howard</b>			<b>Urban Universities</b>			<b>Peers-Stakeholders</b>			<b>HBCU Peers</b>		
				<i>Mean</i> <sup>a</sup>	<i>Mean</i> <sup>a</sup>	<i>Sig</i> <sup>b</sup>	<i>Effect Size</i> <sup>c</sup>	<i>Mean</i> <sup>a</sup>	<i>Sig</i> <sup>b</sup>	<i>Effect Size</i> <sup>c</sup>	<i>Mean</i> <sup>a</sup>	<i>Sig</i> <sup>b</sup>	<i>Effect Size</i> <sup>c</sup>		
<i>Variable</i>	<i>Benchmark</i>	<i>Class</i>	<i>Class</i>												
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	1.85	2.20	***	-.37	2.22	***	-.40	2.45	***	-.60		
			SR	1.79	1.93	*	-.14	1.92	*	-.14	2.22	***	-.41		
e. Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.36	2.41		-.05	2.49		-.13	2.64	**	-.27		
			SR	2.19	2.14		.05	2.18		.01	2.44	**	-.25		
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	3.16	2.69	***	.47	2.93	***	.26	3.05		.12		
			SR	2.87	2.47	***	.42	2.72	*	.17	2.84		.03		
g. Using computers in academic work	ENVCOMPT		FY	3.21	3.28		-.09	3.36	*	-.18	3.30		-.11		
			SR	3.33	3.44	*	-.14	3.49	**	-.22	3.45	*	-.15		

*To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?  
1=Very little, 2=Some, 3=Quite a bit, 4=Very much*

**11. Educational and Personal Growth**

a. Acquiring a broad general education	GNGENLED		FY	3.07	3.11		-.05	3.16		-.11	3.09		-.03
			SR	3.23	3.20		.04	3.18		.07	3.26		-.04
b. Acquiring job or work-related knowledge and skills	GNWORK		FY	2.73	2.71		.02	2.73		.00	2.83		-.11
			SR	3.03	3.01		.02	2.96		.07	3.15		-.13
c. Writing clearly and effectively	GNWRITE		FY	2.99	3.04		-.06	2.89		.11	3.16	*	-.19
			SR	3.05	3.08		-.03	3.05		.00	3.18		-.14
d. Speaking clearly and effectively	GNSPEAK		FY	2.84	2.90		-.06	2.70		.14	3.09	**	-.26
			SR	3.08	2.97		.11	2.89	**	.20	3.22	*	-.16
e. Thinking critically and analytically	GNANALY		FY	3.15	3.17		-.02	3.18		-.04	3.29		-.16
			SR	3.34	3.30		.05	3.32		.03	3.36		-.02
f. Analyzing quantitative problems	GNQUANT		FY	2.83	2.93		-.11	2.96		-.15	3.08	**	-.28
			SR	2.95	3.07	*	-.13	3.05		-.12	3.16	**	-.24
g. Using computing and information technology	GNCMPTS		FY	2.83	3.03	**	-.22	2.98		-.16	3.07	**	-.26
			SR	2.90	3.19	***	-.34	3.17	***	-.30	3.20	***	-.33
h. Working effectively with others	GNOTHERS		FY	2.87	2.98		-.11	2.94		-.08	3.10	**	-.25
			SR	3.16	3.09		.09	3.08		.09	3.21		-.05

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Howard University**

				<i>Howard compared with:</i>									
				<b>Howard</b>	<b>Urban Universities</b>			<b>Peers- Stakeholders</b>			<b>HBCU Peers</b>		
	<i>Variable</i>	<i>Benchmark</i>	<i>Class</i>	<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>
i.	Voting in local, state, or national elections	GNCITIZN	FY	3.06	2.60	***	.42	2.69	***	.34	3.19		-.13
			SR	2.80	2.24	***	.51	2.32	***	.44	2.83		-.02
j.	Learning effectively on your own	GNINQ	FY	3.09	2.96		.16	3.00		.11	3.17		-.08
			SR	3.20	2.98	***	.23	3.02	**	.20	3.16		.04
k.	Understanding yourself	GNSSELF	FY	2.92	2.76	*	.16	2.78		.14	3.09	*	-.18
			SR	3.01	2.70	***	.30	2.75	***	.26	2.99		.02
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.53	2.75	**	-.22	2.82	***	-.31	2.84	***	-.30
			SR	2.65	2.70		-.04	2.74		-.09	2.83	*	-.17
m.	Solving complex real-world problems	GNPROBSV	FY	2.60	2.68		-.08	2.70		-.10	2.93	***	-.34
			SR	2.81	2.73		.08	2.78		.04	2.88		-.07
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.78	2.65		.13	2.62		.15	3.09	***	-.33
			SR	2.84	2.60	***	.23	2.60	***	.23	2.95		-.11
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.65	2.38	***	.26	2.52		.13	2.88	*	-.23
			SR	2.91	2.40	***	.49	2.40	***	.50	2.81		.09
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	2.35	2.06	***	.27	1.96	***	.37	2.84	***	-.48
			SR	2.39	1.85	***	.51	1.76	***	.62	2.55		-.14
<b>12. Academic Advising</b>				<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>									
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	2.43	2.94	***	-.59	2.97	***	-.61	2.89	***	-.51
			SR	2.51	2.77	***	-.27	2.65	*	-.15	2.88	***	-.40
<b>13. Satisfaction</b>				<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>									
	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	2.94	3.11	**	-.23	3.23	***	-.41	2.94		.00
			SR	2.97	3.09	*	-.15	3.16	***	-.25	3.05		-.09
<b>14.</b>				<i>1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes</i>									
	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	FY	3.07	3.12		-.06	3.26	**	-.23	2.82	**	.26
			SR	3.18	3.07		.13	3.15		.03	2.97	**	.22

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.



**NSSE 2009 Mean Comparisons  
Howard University**

Variable	Bench- mark	Class	<i>Howard compared with:</i>									
			<b>Howard</b>	<b>Urban Universities</b>			<b>Peers- Stakeholders</b>			<b>HBCU Peers</b>		
			Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
IPEDS: 131520												

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.



# National Survey of Student Engagement

## NSSE 2009 Detailed Statistics <sup>a</sup>

### Howard University First-Year Students

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
		Howard	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard compared with:		Howard compared with:		HBCU Peers
CLQUEST	230	2.99	2.88	2.79	3.16	.06	.01	.02	.04	.84	.85	.85	.82	4,828	298	669	.042	.001	.014	.14	.24	-.20
CLPRESEN	231	2.32	2.31	2.29	2.50	.06	.01	.02	.04	.84	.82	.76	.89	4,836	287	494	.969	.674	.010	.00	.03	-.21
REWROPAP	227	2.34	2.80	2.43	2.98	.07	.01	.02	.04	1.01	.98	.98	.93	4,829	1,859	423	.000	.240	.000	-.47	-.08	-.67
INTEGRAT	232	3.08	3.11	3.03	3.29	.05	.01	.02	.04	.79	.79	.79	.78	4,846	1,868	675	.513	.359	.001	-.04	.06	-.28
DIVCLASS	231	2.92	2.85	2.84	2.97	.06	.01	.02	.04	.88	.89	.86	.92	4,828	1,867	672	.265	.152	.545	.08	.10	-.05
CLUNPREP	230	2.09	2.03	2.11	1.94	.05	.01	.02	.03	.74	.79	.80	.72	4,840	1,865	672	.227	.730	.012	.08	-.02	.21
CLASSGRP	232	2.21	2.54	2.39	2.50	.06	.01	.02	.04	.86	.85	.85	.92	4,835	1,871	497	.000	.003	.000	-.38	-.21	-.32
OCCGRP	232	2.61	2.32	2.53	2.68	.06	.01	.02	.05	.86	.90	.83	.97	4,850	1,874	523	.000	.178	.298	.31	.09	-.08
INTIDEAS	216	2.59	2.63	2.63	2.76	.06	.01	.02	.04	.94	.85	.82	.89	232	263	630	.566	.524	.030	-.04	-.05	-.18
TUTOR	213	1.85	1.64	1.74	1.91	.07	.01	.02	.05	.98	.83	.89	.94	227	1,731	636	.002	.085	.496	.25	.13	-.06
COMMPROJ	212	1.50	1.54	1.62	2.02	.05	.01	.02	.05	.75	.82	.90	1.05	4,597	304	562	.512	.035	.000	-.05	-.14	-.55
ITACADEM	216	2.71	2.62	2.79	2.76	.07	.02	.03	.05	1.06	1.04	.98	1.05	4,614	270	637	.247	.301	.575	.08	-.08	-.05
EMAIL	214	3.19	3.13	3.17	3.15	.06	.01	.02	.04	.82	.83	.79	.86	4,601	1,735	636	.283	.710	.625	.08	.03	.04
FACGRADE	214	2.84	2.69	2.58	2.92	.06	.01	.02	.04	.90	.90	.88	.86	4,601	1,732	410	.014	.000	.266	.17	.30	-.09
FACPLANS	216	2.04	2.22	2.17	2.48	.06	.01	.02	.05	.94	.92	.90	.95	4,615	1,736	434	.004	.037	.000	-.20	-.15	-.47
FACIDEAS	216	1.86	1.90	1.84	2.13	.06	.01	.02	.05	.88	.93	.88	1.00	4,617	1,738	482	.520	.802	.000	-.04	.02	-.29
FACFEED	209	2.47	2.70	2.64	2.71	.06	.01	.02	.04	.83	.86	.82	.86	4,531	1,707	624	.000	.007	.001	-.26	-.20	-.28
WORKHARD	208	2.62	2.71	2.58	2.88	.06	.01	.02	.04	.89	.86	.88	.89	4,530	1,706	624	.107	.591	.000	-.11	.04	-.30
FACOTHER	207	1.66	1.62	1.57	1.95	.06	.01	.02	.05	.90	.89	.80	.96	4,519	254	623	.560	.160	.000	.04	.11	-.31
OOCIDEAS	206	2.95	2.78	2.76	2.88	.07	.01	.02	.04	.94	.89	.86	.84	4,534	1,699	616	.007	.003	.317	.19	.22	.09
DIVRSTUD	208	2.43	2.69	2.96	2.43	.07	.02	.03	.05	1.05	1.02	.97	1.06	4,535	259	623	.000	.000	.990	-.26	-.54	.00
DIFFSTU2	207	2.71	2.72	2.96	2.70	.07	.02	.02	.05	1.01	1.00	.96	.98	4,543	260	622	.870	.001	.914	-.01	-.26	.01
MEMORIZE	204	3.09	2.95	2.91	3.00	.06	.01	.02	.04	.87	.85	.87	.82	4,494	1,693	385	.020	.004	.176	.17	.21	.12
ANALYZE	204	3.18	3.13	3.20	3.09	.06	.01	.02	.04	.82	.80	.76	.82	4,479	1,685	615	.333	.786	.200	.07	-.02	.11
SYNTHESZ	205	2.93	2.90	3.00	2.97	.06	.01	.02	.04	.91	.86	.83	.84	4,470	253	615	.678	.332	.559	.03	-.08	-.05
EVALUATE	204	3.01	2.95	2.93	3.10	.06	.01	.02	.04	.90	.86	.85	.84	4,483	1,687	615	.414	.213	.212	.06	.09	-.11
APPLYING	205	3.15	3.07	3.06	3.13	.06	.01	.02	.04	.85	.87	.84	.86	4,497	1,692	615	.199	.193	.779	.09	.10	.02
READASGN	203	3.25	3.12	3.28	3.17	.07	.01	.02	.05	1.03	.98	.96	1.00	4,506	1,694	614	.059	.679	.307	.14	-.03	.09

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



# National Survey of Student Engagement

## NSSE 2009 Detailed Statistics <sup>a</sup>

### Howard University First-Year Students

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
		Howard	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard compared with:		Howard compared with:		
		Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Urban Universities	Peers-Stakeholders	HBCU Peers	Urban	HBCU Peers			HBCU Peers	
READOWN	206	1.96	2.13	2.06	2.11	.06	.01	.02	.04	.84	.96	.91	.87	231	277	618	.005	.102	.044	-.18	-.11	-.17
WRITEMOR	204	1.29	1.32	1.25	1.55	.05	.01	.02	.05	.71	.74	.63	1.03	4,492	1,695	549	.592	.407	.000	-.04	.06	-.28
WRITEMID	204	2.20	2.23	2.28	2.27	.07	.01	.02	.04	.95	.86	.78	.82	4,495	243	615	.661	.244	.385	-.03	-.10	-.07
WRITESML	205	2.94	2.97	3.02	3.02	.07	.02	.03	.05	.97	1.05	1.02	1.00	228	1,693	617	.721	.326	.356	-.02	-.07	-.08
PROBSETA	204	2.75	2.69	2.67	2.70	.08	.02	.03	.05	1.09	1.12	1.13	1.09	4,484	1,688	615	.469	.359	.600	.05	.07	.04
PROBSETB	206	2.67	2.76	2.62	2.94	.09	.02	.03	.06	1.28	1.23	1.20	1.23	4,488	1,694	616	.315	.566	.011	-.07	.04	-.22
EXAMS	205	5.41	5.38	5.46	5.16	.08	.02	.03	.06	1.15	1.20	1.17	1.30	4,494	1,695	616	.674	.604	.017	.03	-.04	.20
ATDART07	203	2.37	2.10	2.19	2.46	.07	.01	.02	.05	.96	.96	.89	.95	4,423	252	607	.000	.010	.281	.29	.21	-.09
EXRCSE05	203	2.72	2.63	2.85	2.78	.07	.02	.03	.05	1.05	1.06	1.01	1.04	4,434	1,671	609	.261	.080	.456	.08	-.13	-.06
WORSH05	203	2.56	1.96	1.92	2.57	.08	.02	.03	.05	1.13	1.08	1.05	1.08	220	252	606	.000	.000	.956	.56	.60	.00
OWNVIEW	203	2.92	2.58	2.66	2.91	.06	.01	.02	.04	.90	.94	.89	.88	223	1,668	607	.000	.000	.848	.36	.30	.02
OTHRVIEW	203	2.99	2.82	2.85	3.06	.06	.01	.02	.04	.84	.90	.85	.81	224	1,670	609	.005	.022	.308	.19	.17	-.09
CHNGVIEW	203	3.03	2.87	2.88	3.14	.06	.01	.02	.04	.80	.87	.83	.81	225	1,674	609	.005	.015	.121	.19	.18	-.13
INTERN04	200	.08	.08	.10	.10	.02	.00	.01	.02	.27	.27	.30	.31	4,362	1,645	599	.848	.458	.352	.01	-.06	-.08
VOLNTR04	199	.55	.37	.41	.58	.04	.01	.01	.02	.50	.48	.49	.49	216	1,637	596	.000	.000	.451	.38	.29	-.07
LRNCOM04	200	.15	.17	.23	.27	.03	.01	.01	.02	.36	.37	.42	.45	4,348	279	479	.578	.009	.000	-.04	-.18	-.28
RESRCH04	198	.07	.06	.06	.10	.02	.00	.01	.02	.26	.23	.23	.31	4,352	1,640	464	.448	.492	.143	.06	.05	-.12
FORLNG04	200	.55	.20	.24	.26	.04	.01	.01	.02	.50	.40	.43	.44	212	242	355	.000	.000	.000	.86	.71	.65
STDABR04	198	.01	.05	.03	.04	.01	.00	.00	.01	.09	.21	.17	.20	308	427	596	.000	.004	.008	-.19	-.14	-.19
INDSTD04	195	.06	.05	.03	.08	.02	.00	.00	.01	.23	.22	.16	.27	4,352	221	593	.795	.095	.342	.02	.17	-.08
SNRX04	198	.01	.03	.02	.04	.01	.00	.00	.01	.11	.16	.14	.20	236	1,644	588	.131	.534	.026	-.08	-.05	-.16
ENVSTU	197	5.47	5.34	5.52	5.39	.10	.02	.04	.07	1.34	1.45	1.34	1.47	4,350	1,639	598	.229	.635	.507	.09	-.04	.06
ENVFAC	197	4.70	5.13	5.09	4.96	.11	.02	.03	.07	1.51	1.39	1.27	1.48	212	235	599	.000	.001	.041	-.31	-.31	-.18
ENVADM	197	3.17	4.64	4.61	4.37	.12	.02	.04	.09	1.72	1.58	1.50	1.72	4,362	238	598	.000	.000	.000	-.92	-.94	-.69
ACADPR01	198	4.13	3.90	4.34	3.82	.12	.02	.04	.08	1.65	1.60	1.67	1.62	4,329	1,628	597	.045	.103	.026	.15	-.12	.19
WORKON01	198	1.30	1.49	1.49	1.62	.07	.02	.03	.07	1.00	1.31	1.22	1.46	230	283	534	.008	.013	.001	-.15	-.16	-.25
WORKOF01	198	1.80	3.16	1.80	2.21	.13	.04	.04	.11	1.80	2.58	1.68	2.22	237	1,624	471	.000	.987	.018	-.53	.00	-.19
COCURR01	198	2.63	1.94	2.39	2.30	.11	.02	.04	.07	1.58	1.45	1.58	1.47	4,331	1,628	598	.000	.050	.012	.47	.15	.22

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



**National Survey  
of Student Engagement**

**NSSE 2009 Detailed Statistics <sup>a</sup>**

**Howard University  
First-Year Students**

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
		Howard	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard compared with:		Howard compared with:		HBCU Peers
SOCIAL05	195	3.79	3.75	4.07	3.74	.12	.03	.05	.09	1.70	1.67	1.73	1.82	4,302	1,613	591	.742	.036	.761	.02	-.16	.03
CAREDE01	195	1.35	2.18	1.50	1.99	.09	.03	.03	.09	1.31	1.98	1.30	1.89	238	250	525	.000	.130	.000	-.42	-.12	-.37
COMMUTE	195	2.37	2.49	2.25	2.73	.10	.02	.03	.08	1.40	1.20	1.01	1.68	4,301	223	455	.160	.257	.007	-.10	.11	-.22
ENVSCHOL	186	3.11	3.11	3.13	3.10	.06	.01	.02	.04	.81	.77	.78	.82	4,261	1,598	584	.941	.709	.955	-.01	-.03	.00
ENVSUPRT	185	2.61	3.01	3.06	2.98	.07	.01	.02	.04	.91	.83	.81	.87	199	224	348	.000	.000	.000	-.47	-.54	-.41
ENVDIVRS	186	2.33	2.69	2.88	2.68	.08	.02	.03	.05	1.04	.98	.98	1.04	4,251	230	581	.000	.000	.000	-.36	-.55	-.34
ENVNACAD	184	1.85	2.20	2.22	2.45	.07	.02	.03	.05	.94	.98	.94	1.03	4,251	1,588	389	.000	.000	.000	-.37	-.40	-.60
ENVSOCAL	187	2.36	2.41	2.49	2.64	.08	.02	.02	.05	1.03	.98	.93	1.01	4,232	229	584	.507	.113	.002	-.05	-.13	-.27
ENVEVENT	187	3.16	2.69	2.93	3.05	.06	.02	.02	.05	.85	.99	.88	.95	210	1,594	580	.000	.001	.181	.47	.26	.12
ENVCOMPT	186	3.21	3.28	3.36	3.30	.07	.01	.02	.04	.90	.82	.77	.82	4,253	222	581	.242	.039	.233	-.09	-.18	-.11
GNGENLED	182	3.07	3.11	3.16	3.09	.06	.01	.02	.04	.87	.81	.79	.84	4,195	1,560	568	.485	.146	.734	-.05	-.11	-.03
GNWORK	181	2.73	2.71	2.73	2.83	.08	.02	.03	.05	1.05	.96	.94	.98	194	219	330	.826	.985	.255	.02	.00	-.11
GNWRITE	181	2.99	3.04	2.89	3.16	.07	.01	.02	.04	.93	.86	.90	.86	4,195	1,562	571	.401	.163	.031	-.06	.11	-.19
GNSPEAK	181	2.84	2.90	2.70	3.09	.08	.01	.03	.05	1.02	.90	.96	.94	193	1,561	326	.445	.075	.006	-.06	.14	-.26
GNANALY	180	3.15	3.17	3.18	3.29	.06	.01	.02	.04	.83	.82	.81	.82	4,195	1,559	572	.775	.613	.074	-.02	-.04	-.16
GNQUANT	179	2.83	2.93	2.96	3.08	.07	.01	.02	.04	.93	.90	.88	.84	4,184	222	316	.164	.080	.003	-.11	-.15	-.28
GNCMPTS	180	2.83	3.03	2.98	3.07	.07	.01	.03	.05	1.00	.91	.93	.92	193	222	571	.009	.061	.004	-.22	-.16	-.26
GNOTHERS	180	2.87	2.98	2.94	3.10	.07	.01	.02	.04	.97	.90	.88	.89	193	220	570	.164	.372	.005	-.11	-.08	-.25
GNCITIZN	179	3.06	2.60	2.69	3.19	.08	.02	.03	.05	1.07	1.10	1.10	.97	196	1,537	567	.000	.000	.142	.42	.34	-.13
GNINQ	180	3.09	2.96	3.00	3.17	.07	.01	.02	.04	.95	.88	.86	.85	193	220	565	.059	.209	.360	.16	.11	-.08
GNSELF	178	2.92	2.76	2.78	3.09	.07	.02	.03	.05	.95	.99	.96	.95	195	1,528	561	.031	.071	.047	.16	.14	-.18
GNDIVERS	179	2.53	2.75	2.82	2.84	.08	.02	.03	.05	1.01	.99	.94	1.03	4,123	219	565	.004	.000	.001	-.22	-.31	-.30
GNPROBSV	179	2.60	2.68	2.70	2.93	.08	.02	.03	.05	1.05	.97	.94	.92	192	218	311	.355	.240	.000	-.08	-.10	-.34
GNETHICS	178	2.78	2.65	2.62	3.09	.07	.02	.03	.05	.99	1.01	1.00	.91	4,128	1,539	563	.089	.052	.000	.13	.15	-.33
GNCOMMUN	179	2.65	2.38	2.52	2.88	.08	.02	.03	.05	1.06	1.02	1.00	1.00	4,136	1,540	326	.001	.096	.015	.26	.13	-.23
GNSPIRIT	180	2.35	2.06	1.96	2.84	.08	.02	.03	.05	1.08	1.08	1.04	1.02	4,130	1,534	567	.000	.000	.000	.27	.37	-.48
ADVISE	183	2.43	2.94	2.97	2.89	.07	.01	.02	.04	1.00	.85	.86	.85	195	220	309	.000	.000	.000	-.59	-.61	-.51
ENTIREXP	185	2.94	3.11	3.23	2.94	.05	.01	.02	.04	.68	.73	.71	.78	205	242	410	.001	.000	.964	-.23	-.41	.00
SAMECOLL	185	3.07	3.12	3.26	2.82	.07	.01	.02	.05	.91	.84	.80	.97	4,180	1,563	579	.422	.003	.004	-.06	-.23	.26

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.



**National Survey  
of Student Engagement**

**NSSE 2009 Detailed Statistics <sup>a</sup>**

**Howard University  
First-Year Students**

N		Mean			Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>		Effect Size <sup>f</sup>	
Howard	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard compared with:	HBCU Peers	Howard compared with:	HBCU Peers

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.





**National Survey  
of Student Engagement**

**NSSE 2009 Detailed Statistics <sup>a</sup>**

**Howard University  
Seniors**

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
		Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard compared with:		Howard compared with:		HBCU Peers	
CLQUEST	280	3.28	3.09	3.00	3.38	.05	.01	.01	.03	.75	.86	.87	.77	302	3,891	837	.000	.000	.059	.21	.32	-.14
CLPRESEN	281	2.90	2.74	2.67	2.98	.05	.01	.01	.04	.88	.89	.86	.91	9,130	3,896	841	.002	.000	.247	.18	.27	-.08
REWROPAP	281	2.31	2.53	2.35	2.82	.06	.01	.02	.04	.98	1.01	.97	.96	9,110	3,887	839	.000	.546	.000	-.22	-.04	-.52
INTEGRAT	281	3.30	3.30	3.31	3.42	.04	.01	.01	.03	.73	.77	.76	.74	9,120	3,899	842	.958	.833	.040	.00	-.01	-.15
DIVCLASS	281	2.75	2.87	2.82	3.06	.05	.01	.02	.04	.91	.94	.94	.90	9,118	3,890	836	.045	.277	.000	-.12	-.07	-.34
CLUNPREP	282	2.17	2.10	2.21	2.00	.04	.01	.01	.03	.64	.80	.82	.75	311	357	840	.055	.407	.001	.09	-.04	.25
CLASSGRP	281	2.41	2.62	2.41	2.73	.05	.01	.01	.04	.87	.90	.86	.90	9,112	3,904	841	.000	.984	.000	-.23	.00	-.36
OCCGRP	280	2.94	2.64	2.75	2.83	.05	.01	.01	.04	.84	.94	.90	.94	301	330	613	.000	.000	.094	.32	.21	.12
INTIDEAS	272	2.98	2.89	2.95	2.92	.05	.01	.01	.04	.85	.85	.81	.84	8,860	3,768	825	.094	.574	.338	.10	.04	.07
TUTOR	274	2.23	1.77	1.83	2.04	.06	.01	.02	.05	1.01	.91	.95	1.09	287	3,774	831	.000	.000	.012	.51	.43	.19
COMMPROJ	275	1.78	1.68	1.60	2.01	.06	.01	.01	.04	.91	.90	.86	1.02	8,867	3,758	832	.087	.001	.002	.10	.21	-.23
ITACADEM	274	2.87	2.85	2.91	2.92	.06	.01	.02	.05	1.00	1.03	.98	1.09	8,894	3,779	829	.859	.505	.458	.01	-.04	-.05
EMAIL	274	3.23	3.36	3.43	3.38	.05	.01	.01	.03	.81	.76	.72	.78	8,881	307	828	.007	.000	.013	-.17	-.28	-.18
FACGRADE	273	3.08	2.82	2.73	3.11	.05	.01	.01	.04	.86	.88	.87	.86	8,887	3,775	827	.000	.000	.643	.30	.40	-.03
FACPLANS	275	2.60	2.32	2.32	2.72	.06	.01	.02	.04	.93	.97	.93	1.02	8,889	3,777	591	.000	.000	.104	.29	.31	-.12
FACIDEAS	275	2.31	2.04	2.02	2.39	.06	.01	.02	.04	.96	.93	.91	1.00	290	313	824	.000	.000	.242	.29	.32	-.09
FACFEED	271	2.57	2.81	2.69	2.80	.05	.01	.01	.04	.78	.83	.82	.83	8,783	3,726	820	.000	.027	.000	-.28	-.14	-.28
WORKHARD	271	2.75	2.74	2.67	3.00	.05	.01	.01	.04	.88	.88	.88	.84	8,796	3,728	508	.848	.125	.000	.01	.10	-.29
FACOTHER	272	2.00	1.71	1.75	2.06	.06	.01	.02	.05	.97	.92	.91	1.08	8,789	3,714	597	.000	.000	.426	.32	.27	-.06
OOCIDEAS	271	2.95	2.88	2.89	3.06	.05	.01	.01	.04	.84	.86	.86	.85	8,803	3,727	820	.187	.255	.083	.08	.07	-.13
DIVRSTUD	271	2.50	2.75	2.96	2.65	.06	.01	.02	.04	1.01	.98	.95	1.01	8,805	308	822	.000	.000	.057	-.25	-.48	-.14
DIFFSTU2	272	2.85	2.72	2.91	2.73	.06	.01	.02	.04	.94	.98	.95	.95	8,817	3,730	824	.034	.295	.087	.13	-.07	.13
MEMORIZE	270	2.90	2.77	2.78	3.00	.06	.01	.02	.04	.97	.93	.92	.87	8,745	3,701	485	.019	.046	.180	.15	.13	-.10
ANALYZE	266	3.31	3.24	3.32	3.33	.05	.01	.01	.03	.79	.76	.73	.74	8,709	3,695	816	.144	.685	.637	.09	-.03	-.04
SYNTHESZ	269	3.03	3.03	3.11	3.11	.05	.01	.01	.04	.88	.85	.83	.84	8,701	3,677	813	.971	.161	.215	.00	-.09	-.09
EVALUATE	270	3.02	3.00	3.00	3.10	.05	.01	.01	.04	.89	.88	.87	.85	8,733	3,690	818	.784	.781	.197	.02	.02	-.10
APPLYING	269	3.23	3.19	3.20	3.31	.06	.01	.01	.03	.92	.84	.83	.80	283	304	474	.478	.666	.214	.05	.03	-.10
READASGN	271	3.18	3.10	3.18	3.13	.06	.01	.02	.05	1.03	1.05	1.03	1.06	8,719	3,693	821	.208	.934	.494	.08	.01	.05

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



# National Survey of Student Engagement

## NSSE 2009 Detailed Statistics <sup>a</sup>

### Howard University Seniors

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
		Howard	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard compared with:		Howard compared with:		HBCU Peers
READOWN	270	2.16	2.21	2.24	2.21	.05	.01	.02	.04	.86	1.01	1.00	.91	293	328	820	.336	.162	.411	-.05	-.08	-.06
WRITEMOR	270	1.68	1.64	1.63	1.80	.05	.01	.01	.04	.79	.81	.77	1.00	8,712	3,687	659	.380	.350	.064	.05	.06	-.13
WRITEMID	267	2.56	2.46	2.57	2.47	.05	.01	.02	.04	.89	.96	.95	.92	8,691	3,688	814	.110	.828	.178	.10	-.01	.10
WRITESML	270	2.92	2.80	2.88	2.56	.07	.01	.02	.04	1.18	1.12	1.11	1.01	8,711	3,690	467	.105	.632	.000	.10	.03	.33
PROBSETA	268	2.57	2.62	2.50	2.78	.07	.01	.02	.05	1.17	1.21	1.23	1.15	8,671	3,676	817	.488	.343	.019	-.04	.06	-.18
PROBSETB	268	2.26	2.32	2.13	2.39	.07	.01	.02	.05	1.18	1.22	1.18	1.16	8,672	3,666	816	.372	.084	.130	-.06	.11	-.11
EXAMS	269	5.23	5.44	5.42	5.57	.08	.01	.02	.05	1.25	1.30	1.22	1.27	8,677	3,688	815	.007	.012	.000	-.17	-.16	-.27
ATDART07	262	2.17	2.00	2.08	2.22	.05	.01	.02	.04	.85	.92	.91	.96	8,592	3,648	574	.003	.128	.436	.18	.10	-.06
EXRCSE05	264	2.70	2.55	2.73	2.51	.06	.01	.02	.04	.97	1.06	1.02	1.03	284	3,650	810	.010	.689	.010	.15	-.03	.19
WORSH05	263	2.57	2.10	1.94	2.75	.07	.01	.02	.05	1.12	1.14	1.07	1.12	8,578	300	809	.000	.000	.038	.42	.59	-.16
OWNVIEW	263	2.89	2.73	2.68	2.94	.05	.01	.02	.04	.88	.91	.89	.88	280	3,634	808	.004	.000	.393	.17	.23	-.06
OTHRVIEW	264	2.99	2.87	2.86	3.09	.05	.01	.01	.03	.79	.88	.85	.82	284	313	811	.019	.014	.081	.13	.15	-.13
CHNGVIEW	264	3.02	2.88	2.88	3.12	.05	.01	.01	.03	.78	.84	.82	.81	283	311	541	.005	.005	.111	.16	.17	-.12
INTERN04	258	.73	.46	.57	.55	.03	.01	.01	.02	.44	.50	.50	.50	278	308	560	.000	.000	.000	.54	.33	.37
VOLNTR04	257	.80	.52	.60	.66	.02	.01	.01	.02	.40	.50	.49	.48	282	319	590	.000	.000	.000	.57	.43	.32
LRNCOM04	254	.34	.25	.27	.35	.03	.00	.01	.02	.47	.43	.44	.48	266	288	795	.004	.026	.778	.20	.15	-.02
RESRCH04	256	.27	.15	.23	.24	.03	.00	.01	.02	.45	.36	.42	.42	265	290	477	.000	.140	.288	.34	.10	.08
FORLNG04	258	.73	.38	.47	.46	.03	.01	.01	.02	.44	.48	.50	.50	277	310	564	.000	.000	.000	.74	.54	.56
STDABR04	254	.15	.10	.18	.08	.02	.00	.01	.01	.35	.30	.38	.28	264	299	402	.029	.207	.013	.17	-.08	.21
INDSTD04	256	.25	.15	.15	.20	.03	.00	.01	.02	.43	.35	.36	.40	266	283	470	.000	.001	.168	.29	.27	.11
SNRX04	258	.47	.29	.32	.36	.03	.01	.01	.02	.50	.46	.47	.48	271	293	486	.000	.000	.003	.38	.31	.23
ENVSTU	257	5.64	5.49	5.47	5.73	.09	.01	.02	.06	1.38	1.36	1.34	1.32	8,512	3,606	801	.089	.054	.362	.11	.12	-.07
ENVFAC	258	5.07	5.35	5.17	5.36	.08	.02	.02	.06	1.36	1.38	1.38	1.51	274	3,608	558	.001	.247	.006	-.20	-.07	-.20
ENVADM	258	3.51	4.53	4.30	4.50	.11	.02	.03	.08	1.78	1.71	1.66	1.79	8,516	293	802	.000	.000	.000	-.60	-.48	-.55
ACADPR01	255	3.98	4.01	4.27	3.97	.11	.02	.03	.07	1.78	1.71	1.74	1.66	8,472	3,584	797	.754	.009	.948	-.02	-.17	.00
WORKON01	254	2.03	1.61	1.77	1.77	.11	.02	.03	.07	1.75	1.51	1.54	1.58	265	284	451	.000	.025	.047	.28	.16	.16
WORKOF01	255	3.36	4.71	3.40	4.12	.16	.03	.05	.13	2.49	2.83	2.63	3.05	275	3,588	597	.000	.805	.000	-.48	-.02	-.26
COCURR01	255	2.67	1.76	2.17	2.24	.11	.01	.03	.08	1.79	1.35	1.55	1.77	263	284	797	.000	.000	.002	.66	.31	.24

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



# National Survey of Student Engagement

## NSSE 2009 Detailed Statistics <sup>a</sup>

### Howard University Seniors

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
		Howard	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard compared with:		Howard compared with:		
		Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Urban Universities	Peers-Stakeholders	HBCU Peers	Urban	HBCU Peers			HBCU Peers	
SOCIAL05	255	3.45	3.35	3.69	3.37	.10	.02	.03	.07	1.63	1.47	1.59	1.58	267	3,579	792	.317	.022	.529	.07	-.15	.05
CAREDE01	255	1.84	2.97	2.01	3.32	.12	.03	.03	.12	1.91	2.54	1.91	2.78	283	3,570	692	.000	.181	.000	-.45	-.09	-.58
COMMUTE	256	2.56	2.59	2.46	2.72	.09	.01	.02	.06	1.40	1.13	1.05	1.49	265	277	796	.781	.252	.153	-.02	.10	-.11
ENVSCHOL	254	3.07	3.10	3.13	3.18	.05	.01	.01	.03	.80	.80	.78	.81	8,392	3,559	792	.577	.273	.073	-.04	-.07	-.14
ENVSUPRT	252	2.52	2.86	2.81	2.95	.05	.01	.02	.04	.87	.86	.86	.90	8,365	3,546	788	.000	.000	.000	-.39	-.34	-.48
ENVDIVRS	253	2.28	2.57	2.65	2.60	.06	.01	.02	.05	.97	1.00	1.00	1.09	269	3,542	550	.000	.000	.000	-.29	-.37	-.31
ENVNACAD	254	1.79	1.93	1.92	2.22	.05	.01	.02	.05	.87	.96	.92	1.09	8,367	3,542	611	.023	.034	.000	-.14	-.14	-.41
ENVSOCAL	252	2.19	2.14	2.18	2.44	.06	.01	.02	.04	.98	.94	.93	1.04	266	287	521	.429	.870	.001	.05	.01	-.25
ENVEVENT	253	2.87	2.47	2.72	2.84	.06	.01	.02	.04	.92	.97	.92	.99	269	3,550	523	.000	.010	.687	.42	.17	.03
ENVCOMPT	252	3.33	3.44	3.49	3.45	.05	.01	.01	.03	.83	.77	.73	.79	8,383	281	789	.034	.003	.049	-.14	-.22	-.15
GNGENLED	248	3.23	3.20	3.18	3.26	.05	.01	.01	.03	.78	.83	.83	.81	8,273	3,506	782	.489	.309	.626	.04	.07	-.04
GNWORK	248	3.03	3.01	2.96	3.15	.06	.01	.02	.04	.93	.94	.94	.93	8,267	3,521	785	.749	.260	.081	.02	.07	-.13
GNWRITE	248	3.05	3.08	3.05	3.18	.05	.01	.02	.04	.85	.87	.87	.88	8,289	3,516	783	.679	.997	.064	-.03	.00	-.14
GNSPEAK	248	3.08	2.97	2.89	3.22	.06	.01	.02	.04	.88	.91	.93	.89	8,268	3,512	784	.075	.002	.039	.11	.20	-.16
GNANALY	248	3.34	3.30	3.32	3.36	.05	.01	.01	.03	.80	.78	.77	.79	8,286	3,503	782	.444	.704	.805	.05	.03	-.02
GNQUANT	247	2.95	3.07	3.05	3.16	.06	.01	.02	.04	.90	.89	.90	.88	8,261	3,491	779	.038	.078	.002	-.13	-.12	-.24
GNCMPTS	249	2.90	3.19	3.17	3.20	.06	.01	.02	.04	.93	.87	.89	.89	8,299	3,518	785	.000	.000	.000	-.34	-.30	-.33
GNOTHERS	249	3.16	3.09	3.08	3.21	.05	.01	.02	.04	.86	.88	.86	.87	8,293	3,511	783	.184	.171	.502	.09	.09	-.05
GNCITIZN	244	2.80	2.24	2.32	2.83	.07	.01	.02	.05	1.15	1.10	1.09	1.15	8,204	3,480	777	.000	.000	.753	.51	.44	-.02
GNINQ	245	3.20	2.98	3.02	3.16	.06	.01	.02	.04	.90	.92	.89	.92	8,193	3,484	778	.000	.003	.610	.23	.20	.04
GNSELF	243	3.01	2.70	2.75	2.99	.07	.01	.02	.05	1.02	1.04	1.01	1.04	258	3,476	777	.000	.000	.785	.30	.26	.02
GNDIVERS	246	2.65	2.70	2.74	2.83	.07	.01	.02	.05	1.03	1.00	.96	1.06	8,197	279	780	.498	.199	.029	-.04	-.09	-.17
GNPROBSV	245	2.81	2.73	2.78	2.88	.06	.01	.02	.04	.98	.98	.95	1.00	8,200	3,481	777	.204	.591	.377	.08	.04	-.07
GNETHICS	244	2.84	2.60	2.60	2.95	.07	.01	.02	.04	1.02	1.07	1.03	1.03	260	3,480	778	.000	.000	.165	.23	.23	-.11
GNCOMMUN	247	2.91	2.40	2.40	2.81	.06	.01	.02	.05	1.00	1.04	1.02	1.10	262	3,480	517	.000	.000	.221	.49	.50	.09
GNSPIRIT	247	2.39	1.85	1.76	2.55	.07	.01	.02	.05	1.10	1.06	1.02	1.17	260	279	505	.000	.000	.059	.51	.62	-.14
ADVISE	248	2.51	2.77	2.65	2.88	.06	.01	.02	.04	.93	.96	.98	.94	8,302	3,520	786	.000	.024	.000	-.27	-.15	-.40
ENTIREXP	248	2.97	3.09	3.16	3.05	.05	.01	.01	.03	.79	.76	.74	.79	8,301	3,519	786	.020	.000	.234	-.15	-.25	-.09
SAMECOLL	247	3.18	3.07	3.15	2.97	.06	.01	.02	.04	.97	.87	.86	.96	258	276	784	.080	.683	.005	.13	.03	.22

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.



**National Survey  
of Student Engagement**

**NSSE 2009 Detailed Statistics <sup>a</sup>**

**Howard University  
Seniors**

N		Mean			Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>		Effect Size <sup>f</sup>	
Howard	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Howard	Urban Universities	Peers-Stakeholders	HBCU Peers	Urban Universities	Peers-Stakeholders	HBCU Peers	Urban	HBCU Peers	HBCU Peers	

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



**NSSE 2009 Mean Comparisons<sup>a</sup>  
Urban Universities Consortium  
Howard University**

Howard	<i>Howard compared with Urban Universities</i>
--------	--

**Urban Universities Consortium Questions**

*Refer to the Urban Universities consortium codebook for response option values.*

	<i>Variable</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig<sup>b</sup></i>	<i>Effect size<sup>c</sup></i>
1. About how many hours do you spend in a typical week engaging in community service or some other volunteer activity off campus?	URB0901	FY	1.60	1.47	*	.18
		SR	1.85	1.60	***	.31
2. About how many hours do you spend in a typical week on your university's campus outside of time spent in class?	URB0902	FY	2.70	2.26	***	.29
		SR	2.01	1.69	***	.29
3. How likely is it that your work or family commitments will delay you in completing your undergraduate education?	URB0903	FY	1.61	2.19	***	-.43
		SR	1.86	2.40	***	-.35
4. How likely is it that financial problems will delay you in completing your undergraduate education?	URB0904	FY	2.97	2.85		.09
		SR	2.30	2.49		-.12
5. By the time that you expect to receive your bachelor's degree, how long will it have taken, from when you first started attending college, to complete your undergraduate studies?	URB0905	FY	1.26	1.53	***	-.37
		SR	1.59	2.43	***	-.63
6. How likely is it that you will remain living in the area after you complete your undergraduate education?	URB0906	FY	2.68	3.27	***	-.44
		SR	3.20	3.59	***	-.28
7. How will your undergraduate education impact your career?	URB0907 <sup>d</sup>	FY				
		SR				
8. To what extent have your experiences at this institution contributed to your understanding of today's international/multicultural world?	URB0908	FY	2.63	2.54		.09
		SR	2.86	2.59	***	.28
9. To what extent have your experiences at this institution contributed to your ability to work effectively in diverse/cross-cultural settings?	URB0909	FY	2.42	2.56		-.14
		SR	2.72	2.62		.10
10. As an outcome of your college education, how important to you is acquiring a broad general education?	URB0910	FY	3.50	3.32	**	.21
		SR	3.51	3.34	***	.20
11. As an outcome of your college education, how important to you is acquiring job- or work-related knowledge and skills?	URB0911	FY	3.83	3.73	**	.18
		SR	3.69	3.75		-.11

<sup>a</sup>. Weighted by gender, enrollment status, and institution size

<sup>b</sup>. \* p<.05, \*\* p<.01, \*\*\* p<.001

<sup>c</sup>. Mean difference divided by the pooled s.d.

<sup>d</sup>. Response set is categorical



NSSE 2009 Mean Comparisons <sup>a</sup>  
 Urban Universities Consortium  
 Howard University

Howard	<i>Howard compared with Urban Universities</i>
--------	--

Urban Universities Consortium Questions

*Refer to the Urban Universities consortium codebook for response option values.*

	<i>Variable</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig<sup>b</sup></i>	<i>Effect size<sup>c</sup></i>
12. As an outcome of your college education, how important to you is writing clearly and effectively?	URB0912	FY	3.76	3.52	***	.33
		SR	3.82	3.69	***	.22
13. As an outcome of your college education, how important to you is thinking critically and analytically?	URB0913	FY	3.82	3.63	***	.30
		SR	3.85	3.77	**	.17
14. As an outcome of your college education, how important to you is developing computer and information technology skills?	URB0914	FY	3.53	3.43		.14
		SR	3.59	3.60		.00
15. As an outcome of your college education, how important to you is working effectively with others?	URB0915	FY	3.75	3.63	**	.19
		SR	3.75	3.67	*	.12
16. As an outcome of your college education, how important to you is developing your ability to make informed decisions as a citizen?	URB0916	FY	3.80	3.54	***	.36
		SR	3.73	3.55	***	.24
17. As an outcome of your college education, how important to you is understanding people of other racial and ethnic backgrounds?	URB0917	FY	3.64	3.36	***	.34
		SR	3.61	3.39	***	.27
18. How would you characterize the support you receive for going to college from your close friends and family?	URB0918	FY	4.72	4.59	*	.16
		SR	4.71	4.60	*	.15
19. If you take less than a full course load (less than 15 or 16 student credit hours per term), what is the <b>most</b> important reason for doing so?	URB0919 <sup>d</sup>	FY				
		SR				
20. Do you usually speak a language other than English at home or with family?	URB0920	FY	1.08	1.19	***	-.29
		SR	1.16	1.17		-.01

IPEDS: 131520

<sup>a</sup>. Weighted by gender, enrollment status, and institution size

<sup>b</sup>. \* p<.05, \*\* p<.01, \*\*\* p<.001

<sup>c</sup>. Mean difference divided by the pooled s.d.

<sup>d</sup>. Response set is categorical



**NSSE 2009 Detailed Statistics<sup>a</sup>  
Urban Universities Consortium  
Howard University**

**First-Year Students**

**Seniors**

	N	Mean	Standard Error of the Mean <sup>b</sup>		Standard deviation <sup>c</sup>		DF <sup>d</sup>	Sig. <sup>e</sup>	Effect size <sup>f</sup>	
			Howard	Urban	Howard	Urban				
			Howard	Urban	Howard	Urban	Urban			
URB0901	177	1.60	1.47	.06	.01	.78	.69	189	.044	.18
URB0902	176	2.70	2.26	.11	.02	1.52	1.54	4007	.000	.29
URB0903	153	1.61	2.19	.09	.02	1.08	1.36	173	.000	-.43
URB0904	172	2.97	2.85	.11	.02	1.38	1.36	3966	.268	.09
URB0905	172	1.26	1.53	.04	.01	.59	.74	196	.000	-.37
URB0906	172	2.68	3.27	.11	.02	1.39	1.32	3951	.000	-.44
URB0907 <sup>g</sup>										
URB0908	169	2.63	2.54	.08	.02	1.02	.95	3909	.230	.09
URB0909	169	2.42	2.56	.08	.02	1.02	.96	3904	.069	-.14
URB0910	167	3.50	3.32	.06	.01	.74	.86	187	.002	.21
URB0911	164	3.83	3.73	.03	.01	.39	.57	195	.002	.18
URB0912	167	3.76	3.52	.04	.01	.54	.70	192	.000	.33
URB0913	165	3.82	3.63	.04	.01	.46	.65	195	.000	.30
URB0914	166	3.53	3.43	.05	.01	.69	.74	3831	.074	.14
URB0915	166	3.75	3.63	.04	.01	.55	.64	185	.007	.19
URB0916	167	3.80	3.54	.04	.01	.48	.71	199	.000	.36
URB0917	167	3.64	3.36	.05	.01	.69	.83	188	.000	.34
URB0918	167	4.72	4.59	.06	.01	.75	.76	182	.037	.16
URB0919 <sup>g</sup>										
URB0920	169	1.08	1.19	.02	.01	.27	.39	203	.000	-.29

	N	Mean	Standard Error of the Mean <sup>b</sup>		Standard deviation <sup>c</sup>		DF <sup>d</sup>	Sig. <sup>e</sup>	Effect size <sup>f</sup>	
			Howard	Urban	Howard	Urban				
			Howard	Urban	Howard	Urban	Urban			
URB0901	238	1.85	1.60	.05	.01	.83	.79	7944	.000	.31
URB0902	237	2.01	1.69	.08	.01	1.28	1.11	247	.000	.29
URB0903	197	1.86	2.40	.09	.02	1.32	1.55	212	.000	-.35
URB0904	235	2.30	2.49	.10	.02	1.52	1.51	7878	.064	-.12
URB0905	234	1.59	2.43	.06	.02	.94	1.34	263	.000	-.63
URB0906	234	3.20	3.59	.09	.02	1.45	1.40	7871	.000	-.28
URB0907 <sup>g</sup>										
URB0908	235	2.86	2.59	.06	.01	.94	.99	251	.000	.28
URB0909	235	2.72	2.62	.07	.01	1.00	.99	7817	.116	.10
URB0910	232	3.51	3.34	.05	.01	.70	.85	252	.000	.20
URB0911	234	3.69	3.75	.04	.01	.58	.56	246	.118	-.11
URB0912	234	3.82	3.69	.03	.01	.42	.58	261	.000	.22
URB0913	230	3.85	3.77	.03	.01	.42	.51	249	.004	.17
URB0914	230	3.59	3.60	.04	.01	.65	.65	7714	.944	.00
URB0915	230	3.75	3.67	.04	.01	.54	.61	248	.045	.12
URB0916	231	3.73	3.55	.04	.01	.55	.72	255	.000	.24
URB0917	231	3.61	3.39	.04	.01	.60	.83	258	.000	.27
URB0918	230	4.71	4.60	.05	.01	.68	.74	245	.014	.15
URB0919 <sup>g</sup>										
URB0920	232	1.16	1.17	.02	.00	.37	.37	7798	.888	-.01

IPEDS: 131520

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.

<sup>g</sup> Response set is categorical.





## National Survey of Student Engagement

Howard University

---

Frequency Distributions

August 2009



# Interpreting the Frequency Distributions Report

## Sample

The *Frequency Distributions* report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted oversamples and other non-randomly selected students are not included in this report.

## Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument.

## Variable Names

The name of each variable appears in the first column for easy reference to your raw data file and the *Mean Comparisons* report.

## Benchmark

Items that comprise the five “Benchmarks of Effective Educational Practice” are indicated by the following:

**LAC**=Level of Academic Challenge

**ACL**=Active and Collaborative Learning

**SFI**=Student-Faculty Interaction

**EEE**=Enriching Educational Experiences

**SCE**=Supportive Campus Environment

## Response Options

Response options listed just as they appear on the instrument.

## Weighting

Weights adjusting for gender, enrollment status, and institutional size are applied to the percentage column (%) of this report. Weights are computed separately for first-year students and seniors. Weighted results present a more accurate representation of your institution and comparison group students. *Only the column percents are weighted. The counts are the actual number of respondents. Because the counts are unweighted and the column percentages are weighted, you will not be able to calculate the column percent directly from the count numbers.* For more information about weighting, please visit the NSSE Web site at [www.nsse.iub.edu/2009\\_Institutional\\_Report/NSSE\\_2009\\_Weighting.cfm](http://www.nsse.iub.edu/2009_Institutional_Report/NSSE_2009_Weighting.cfm).

## Class

Frequency distributions are reported separately for first-year students and seniors. Institution-reported class ranks are used.

**NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>**  
**NSSEville State University**

Variable	Response Options	First-Year Students								Seniors							
		NSSEville State		Mid East Public		Carnegie Class		NSSE 2009		NSSEville State		Mid East Public		Carnegie Class		NSSE 2009	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
la. Asked questions in class or contributed to class discussions	CLQUEST (ACL) Never	10	2%	1,003	5%	1,917	6%	6,351	4%	7	2%	602	3%	937	4%	3,773	2%
	Sometimes	158	31%	9,276	45%	14,476	42%	65,653	37%	96	19%	7,194	33%	9,772	33%	47,285	27%
	Often	191	38%	7,127	34%	12,442	34%	64,626	35%	169	31%	7,649	33%	10,741	32%	62,543	33%
	Very often	150	29%	3,377	16%	7,030	18%	44,696	24%	250	48%	7,570	31%	11,379	31%	78,261	38%
	Total	509	100%	20,783	100%	35,865	100%	181,326	100%	522	100%	23,015	100%	32,829	100%	191,862	100%
lb. Made a class presentation	CLPRESEN (ACL) Never	57	11%	3,518	19%	5,573	18%	23,434	15%	7	1%	1,109	6%	1,545	6%	8,445	5%
	Sometimes	310	61%	11,820	56%	19,707	55%	96,700	52%	121	21%	8,839	41%	12,395	42%	61,770	34%
	Often	116	22%	4,398	20%	8,225	21%	46,873	25%	222	43%	8,362	34%	11,854	33%	72,438	36%
	Very often	26	5%	1,037	5%	2,274	6%	14,562	8%	172	35%	4,691	19%	7,007	19%	49,038	24%
	Total	509	100%	20,773	100%	35,779	100%	180,939	100%	522	100%	23,001	100%	32,801	100%	191,691	100%
lc. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP Never	49	10%	3,263	18%	5,137	16%	23,636	13%	82	16%	4,379	20%	6,096	20%	31,065	16%
	Sometimes	152	29%	6,885	33%	11,440	32%	58,221	31%	240	47%	9,607	42%	13,342	41%	74,803	38%
	Often	187	39%	6,567	30%	11,717	32%	58,917	32%	120	22%	5,583	24%	8,216	24%	50,342	27%
	Very often	121	22%	4,072	19%	7,540	20%	40,343	23%	81	15%	3,423	14%	5,128	15%	35,502	18%
	Total	509	100%	20,787	100%	35,834	100%	181,117	100%	523	100%	22,992	100%	32,782	100%	191,712	100%
ld. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT Never	5	1%	597	4%	894	3%	3,635	2%	2	0%	263	1%	339	1%	1,927	1%
	Sometimes	63	13%	5,196	26%	8,045	24%	36,672	21%	48	9%	3,381	16%	4,706	16%	23,178	13%
	Often	218	44%	9,614	45%	16,368	44%	82,244	45%	209	41%	9,613	41%	13,373	41%	74,885	40%
	Very often	222	42%	5,384	25%	10,532	28%	58,631	32%	262	50%	9,729	41%	14,375	42%	91,727	46%
	Total	508	100%	20,791	100%	35,839	100%	181,182	100%	521	100%	22,986	100%	32,793	100%	191,717	100%
le. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing	DIVCLASS Never	21	4%	1,486	8%	2,468	8%	10,808	7%	29	6%	1,616	9%	2,411	9%	12,010	7%
	Sometimes	141	28%	7,408	35%	12,131	34%	57,446	32%	147	29%	7,895	35%	11,050	34%	59,116	31%
	Often	219	43%	7,953	37%	13,742	38%	70,683	38%	182	36%	7,873	33%	11,133	33%	66,426	34%
	Very often	127	24%	3,904	19%	7,456	21%	41,971	23%	161	29%	5,575	23%	8,138	24%	53,888	27%
	Total	508	100%	20,751	100%	35,797	100%	180,908	100%	519	100%	22,959	100%	32,732	100%	191,440	100%

## Count

The Count column represents the actual number of students who responded to the particular option in each question. *Counts are unweighted.*

## Column Percentage (%)

This column represents the *weighted* percentage of students responding to the particular option in each question.



# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup> Howard University

			First-Year Students								Seniors								
			Howard		Urban Universities		Peers- Stakeholders		HBCU Peers		Howard		Urban Universities		Peers- Stakeholders		HBCU Peers		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1a.	Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	5	2%	176	3%	97	3%	11	1%	2	1%	190	2%	118	3%	6	1%
			Sometimes	73	30%	2,060	34%	1,158	39%	212	23%	49	16%	2,282	26%	1,261	29%	100	16%
			Often	78	35%	2,082	35%	992	33%	301	35%	107	38%	2,799	32%	1,359	32%	212	28%
			Very often	75	33%	1,616	28%	717	24%	353	41%	122	45%	3,554	40%	1,530	35%	439	56%
			Total	231	100%	5,934	100%	2,964	100%	877	100%	280	100%	8,825	100%	4,268	100%	757	100%
1b.	Made a class presentation	CLPRESEN (ACL)	Never	32	13%	835	13%	360	11%	85	10%	13	5%	659	7%	234	6%	49	6%
			Sometimes	123	53%	3,103	51%	1,672	56%	408	46%	83	29%	3,024	34%	1,761	41%	177	23%
			Often	53	23%	1,512	26%	735	26%	237	26%	104	37%	3,170	36%	1,429	33%	283	37%
			Very often	23	11%	515	9%	206	7%	156	17%	81	29%	2,018	23%	846	20%	250	34%
			Total	231	100%	5,965	100%	2,973	100%	886	100%	281	100%	8,871	100%	4,270	100%	759	100%
1c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	53	24%	632	11%	528	19%	55	5%	66	23%	1,446	17%	945	21%	48	8%
			Sometimes	77	33%	1,580	27%	1,086	37%	230	28%	105	36%	3,098	34%	1,715	39%	196	32%
			Often	62	27%	2,033	33%	830	28%	296	30%	70	26%	2,427	27%	995	25%	261	29%
			Very often	35	15%	1,700	29%	516	17%	303	37%	40	14%	1,885	21%	604	15%	252	31%
			Total	227	100%	5,945	100%	2,960	100%	884	100%	281	100%	8,856	100%	4,259	100%	757	100%
1d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	5	2%	144	3%	76	2%	18	2%	2	1%	159	2%	63	2%	11	1%
			Sometimes	48	22%	1,160	19%	705	23%	149	15%	42	14%	1,172	14%	565	13%	65	12%
			Often	102	43%	2,611	44%	1,302	44%	339	36%	113	39%	3,287	37%	1,562	37%	262	32%
			Very often	77	33%	2,047	35%	886	30%	382	47%	125	46%	4,250	48%	2,083	48%	422	55%
			Total	232	100%	5,962	100%	2,969	100%	888	100%	282	100%	8,868	100%	4,273	100%	760	100%
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	11	5%	361	6%	159	6%	44	5%	23	8%	728	8%	362	8%	40	4%
			Sometimes	63	27%	1,678	29%	881	30%	251	27%	91	34%	2,417	27%	1,283	30%	161	26%
			Often	88	38%	2,294	38%	1,177	40%	303	32%	100	35%	3,011	34%	1,412	33%	239	31%
			Very often	68	30%	1,620	27%	750	25%	284	35%	67	24%	2,701	30%	1,206	29%	321	40%
			Total	230	100%	5,953	100%	2,967	100%	882	100%	281	100%	8,857	100%	4,263	100%	761	100%
1f.	Come to class without completing readings or assignments	CLUNPREP	Never	33	16%	1,429	23%	596	19%	242	25%	27	9%	1,723	20%	646	16%	210	22%
			Sometimes	150	65%	3,386	56%	1,722	58%	511	60%	192	69%	5,118	57%	2,415	56%	441	63%
			Often	30	12%	786	14%	448	15%	92	11%	50	18%	1,365	15%	821	19%	66	9%
			Very often	16	7%	358	6%	201	8%	40	4%	13	4%	658	7%	397	9%	42	6%
			Total	229	100%	5,959	100%	2,967	100%	885	100%	282	100%	8,864	100%	4,279	100%	759	100%
1g.	Worked with other students on projects during class	CLASSGRP (ACL)	Never	49	21%	587	10%	400	13%	106	13%	39	14%	818	9%	545	13%	71	9%
			Sometimes	102	45%	2,473	41%	1,367	46%	342	41%	121	42%	3,439	38%	2,008	46%	250	32%
			Often	63	27%	2,080	35%	896	30%	285	29%	87	32%	2,914	33%	1,216	29%	260	37%
			Very often	18	8%	818	14%	312	11%	146	17%	34	12%	1,685	19%	510	12%	178	22%
			Total	232	100%	5,958	100%	2,975	100%	879	100%	281	100%	8,856	100%	4,279	100%	759	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup> Howard University

			First-Year Students								Seniors							
			Howard		Urban Universities		Peers- Stakeholders		HBCU Peers		Howard		Urban Universities		Peers- Stakeholders		HBCU Peers	
		Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1h. Worked with classmates outside of class to prepare class assignments	OCCGRP (ACL)	Never	19	8%	1,085	18%	261	8%	129	12%	9	3%	937	11%	261	7%	76	9%
		Sometimes	98	41%	2,615	43%	1,353	46%	329	33%	85	29%	3,122	36%	1,535	36%	241	27%
		Often	80	35%	1,590	27%	952	33%	247	31%	105	38%	2,784	31%	1,436	33%	250	36%
		Very often	35	17%	683	12%	412	14%	180	24%	82	29%	2,045	22%	1,053	24%	196	28%
	Total		232	100%	5,973	100%	2,978	100%	885	100%	281	100%	8,888	100%	4,285	100%	763	100%
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	28	14%	445	8%	169	6%	70	8%	10	4%	353	5%	118	3%	32	4%
		Sometimes	70	30%	2,160	37%	1,129	41%	264	29%	67	25%	2,374	28%	1,106	26%	204	29%
		Often	77	38%	2,104	38%	1,046	37%	340	40%	115	41%	3,544	41%	1,780	44%	299	39%
		Very often	41	18%	925	17%	443	16%	172	22%	78	30%	2,337	26%	1,123	27%	215	28%
	Total		216	100%	5,634	100%	2,787	100%	846	100%	270	100%	8,608	100%	4,127	100%	750	100%
1j. Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never	99	47%	3,115	55%	1,390	50%	388	41%	72	26%	4,193	49%	1,867	46%	339	42%
		Sometimes	64	30%	1,746	31%	878	32%	266	34%	111	41%	2,843	33%	1,402	34%	231	29%
		Often	31	14%	556	10%	337	12%	130	17%	48	17%	954	11%	470	11%	89	13%
		Very often	20	9%	246	4%	180	6%	75	8%	41	16%	661	7%	391	9%	97	16%
	Total		214	100%	5,663	100%	2,785	100%	859	100%	272	100%	8,651	100%	4,130	100%	756	100%
1k. Participated in a community- based project (e.g. service learning) as part of a regular course	COMMPROJ (ACL)	Never	130	63%	3,596	63%	1,743	60%	376	41%	133	48%	4,679	55%	2,467	60%	345	40%
		Sometimes	64	28%	1,308	23%	616	24%	228	29%	86	32%	2,398	28%	1,088	27%	213	31%
		Often	13	7%	510	9%	251	10%	142	17%	34	12%	917	10%	328	8%	120	18%
		Very often	6	3%	221	4%	173	6%	108	13%	20	7%	616	7%	229	5%	78	11%
	Total		213	100%	5,635	100%	2,783	100%	854	100%	273	100%	8,610	100%	4,112	100%	756	100%
1l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never	34	15%	973	17%	308	10%	124	14%	29	11%	972	11%	323	9%	80	15%
		Sometimes	61	29%	1,718	30%	821	30%	240	27%	65	25%	2,325	27%	1,128	27%	164	19%
		Often	52	25%	1,592	28%	832	30%	231	27%	86	31%	2,259	26%	1,199	29%	196	26%
		Very often	69	30%	1,379	26%	827	30%	262	31%	92	33%	3,091	35%	1,486	35%	314	41%
	Total		216	100%	5,662	100%	2,788	100%	857	100%	272	100%	8,647	100%	4,136	100%	754	100%
1m. Used e-mail to communicate with an instructor	EMAIL	Never	3	1%	110	2%	36	1%	23	3%	4	2%	74	1%	16	0%	3	0%
		Sometimes	49	22%	1,216	23%	538	20%	193	22%	50	19%	1,188	14%	498	12%	95	18%
		Often	71	33%	2,036	36%	1,051	38%	270	33%	92	34%	2,762	32%	1,279	31%	203	26%
		Very often	92	43%	2,287	39%	1,164	40%	370	43%	126	46%	4,613	52%	2,344	56%	450	56%
	Total		215	100%	5,649	100%	2,789	100%	856	100%	272	100%	8,637	100%	4,137	100%	751	100%
1n. Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never	11	5%	468	8%	247	8%	27	4%	5	2%	374	4%	189	5%	19	2%
		Sometimes	77	36%	2,093	37%	1,205	43%	258	30%	76	28%	3,021	36%	1,681	40%	169	25%
		Often	62	30%	1,890	34%	835	30%	284	37%	85	31%	2,904	33%	1,295	31%	247	32%
		Very often	65	29%	1,208	21%	501	18%	287	30%	106	39%	2,342	27%	964	23%	316	41%
	Total		215	100%	5,659	100%	2,788	100%	856	100%	272	100%	8,641	100%	4,129	100%	751	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup> Howard University

			First-Year Students								Seniors							
			Howard		Urban Universities		Peers- Stakeholders		HBCU Peers		Howard		Urban Universities		Peers- Stakeholders		HBCU Peers	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1o.	Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	75	33%	1,255	23%	701	24%	132	15%	30	11%	1,755	21%	725	19%	110	13%
		Never																
		Sometimes	85	40%	2,522	44%	1,233	44%	325	40%	107	39%	3,548	41%	1,851	44%	237	30%
		Often	36	17%	1,249	22%	602	22%	226	28%	80	30%	2,009	23%	980	24%	212	28%
		Very often	20	10%	633	11%	254	9%	171	18%	56	20%	1,327	15%	575	13%	195	29%
		Total	216	100%	5,659	100%	2,790	100%	854	100%	273	100%	8,639	100%	4,131	100%	754	100%
1p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	92	41%	2,393	41%	1,220	42%	257	32%	59	21%	2,775	32%	1,331	32%	179	20%
		Never																
		Sometimes	79	38%	2,028	36%	1,034	38%	309	34%	113	40%	3,569	41%	1,804	43%	268	38%
		Often	33	15%	843	15%	366	14%	178	22%	64	25%	1,486	17%	664	16%	176	24%
		Very often	12	6%	394	8%	173	6%	112	12%	37	14%	812	9%	337	9%	129	18%
		Total	216	100%	5,658	100%	2,793	100%	856	100%	273	100%	8,642	100%	4,136	100%	752	100%
1q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	20	10%	452	8%	196	7%	53	6%	16	6%	444	5%	248	6%	36	4%
		Never																
		Sometimes	96	46%	1,919	33%	1,022	38%	290	37%	118	44%	2,586	30%	1,462	35%	231	34%
		Often	66	32%	2,187	41%	1,090	40%	322	37%	101	39%	3,688	43%	1,713	42%	289	39%
		Very often	26	12%	1,001	19%	440	15%	182	20%	34	12%	1,825	22%	651	16%	188	23%
		Total	208	100%	5,559	100%	2,748	100%	847	100%	269	100%	8,543	100%	4,074	100%	744	100%
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	20	10%	368	7%	256	10%	37	6%	18	7%	522	7%	370	9%	28	3%
		Never																
		Sometimes	70	35%	1,874	34%	1,057	38%	241	29%	92	35%	2,859	34%	1,476	35%	182	25%
		Often	77	37%	2,232	39%	986	35%	316	37%	96	36%	3,250	37%	1,456	37%	300	40%
		Very often	40	17%	1,074	19%	449	16%	256	29%	62	23%	1,921	22%	775	19%	241	31%
		Total	207	100%	5,548	100%	2,748	100%	850	100%	268	100%	8,552	100%	4,077	100%	751	100%
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	123	58%	3,344	60%	1,627	60%	360	41%	100	38%	4,532	54%	1,963	50%	348	41%
		Never																
		Sometimes	47	23%	1,337	23%	747	27%	255	32%	93	34%	2,395	28%	1,325	31%	178	25%
		Often	28	14%	577	12%	268	10%	149	19%	54	20%	979	11%	497	12%	121	19%
		Very often	9	5%	281	5%	90	3%	84	8%	23	9%	637	7%	275	7%	97	14%
		Total	207	100%	5,539	100%	2,732	100%	848	100%	270	100%	8,543	100%	4,060	100%	744	100%
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	13	8%	371	7%	150	5%	49	4%	6	3%	332	4%	167	4%	25	3%
		Never																
		Sometimes	48	22%	1,826	32%	969	36%	256	29%	81	30%	2,664	32%	1,258	30%	179	25%
		Often	74	36%	2,031	36%	1,008	37%	311	41%	100	38%	3,091	36%	1,542	38%	285	36%
		Very often	70	34%	1,333	24%	613	22%	229	26%	82	30%	2,474	28%	1,111	28%	256	36%
		Total	205	100%	5,561	100%	2,740	100%	845	100%	269	100%	8,561	100%	4,078	100%	745	100%
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	49	22%	806	14%	222	8%	171	24%	45	17%	936	11%	269	7%	82	13%
		Never																
		Sometimes	69	34%	1,700	30%	690	26%	257	28%	99	37%	2,700	31%	1,053	26%	232	36%
		Often	48	23%	1,518	28%	805	29%	223	28%	68	25%	2,523	30%	1,286	32%	211	25%
		Very often	41	21%	1,539	28%	1,030	37%	197	20%	56	21%	2,405	28%	1,474	36%	224	26%
		Total	207	100%	5,563	100%	2,747	100%	848	100%	268	100%	8,564	100%	4,082	100%	749	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.

**NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>  
Howard University**

			First-Year Students								Seniors							
			Howard		Urban Universities		Peers- Stakeholders		HBCU Peers		Howard		Urban Universities		Peers- Stakeholders		HBCU Peers	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2 (EEE)	Never	25	13%	693	12%	190	7%	118	12%	18	7%	927	11%	275	8%	84	10%
		Sometimes	66	31%	1,718	31%	719	27%	280	31%	87	31%	2,815	33%	1,119	28%	251	32%
		Often	62	29%	1,631	30%	794	28%	234	31%	84	31%	2,493	30%	1,284	31%	217	33%
		Very often	54	28%	1,531	27%	1,047	37%	215	25%	81	30%	2,339	27%	1,403	34%	198	25%
		Total	207	100%	5,573	100%	2,750	100%	847	100%	270	100%	8,574	100%	4,081	100%	750	100%
2a. Coursework emphasizes: <b>Memorizing</b> facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	5	3%	290	5%	151	6%	29	3%	23	9%	744	9%	346	8%	48	5%
		Some	46	25%	1,324	24%	722	26%	220	26%	70	26%	2,440	29%	1,251	31%	192	25%
		Quite a bit	68	33%	2,267	42%	1,077	40%	330	41%	81	31%	3,156	37%	1,422	35%	269	38%
		Very much	84	40%	1,638	29%	779	28%	262	31%	94	34%	2,164	25%	1,028	26%	233	33%
		Total	203	100%	5,519	100%	2,729	100%	841	100%	268	100%	8,504	100%	4,047	100%	742	100%
2b. Coursework emphasizes: <b>Analyzing</b> the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	5	2%	161	3%	45	2%	20	3%	7	3%	132	2%	49	1%	10	1%
		Some	36	19%	1,009	18%	426	15%	178	21%	34	13%	1,248	15%	478	12%	113	13%
		Quite a bit	74	37%	2,364	43%	1,176	44%	365	41%	98	36%	3,566	42%	1,591	40%	298	37%
		Very much	88	42%	1,965	36%	1,067	39%	274	36%	126	49%	3,537	42%	1,925	47%	322	48%
		Total	203	100%	5,499	100%	2,714	100%	837	100%	265	100%	8,483	100%	4,043	100%	743	100%
2c. Coursework emphasizes: <b>Synthesizing</b> and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	13	6%	295	5%	92	3%	37	3%	10	4%	343	4%	120	3%	28	4%
		Some	52	27%	1,494	27%	647	24%	231	26%	68	26%	1,880	22%	791	20%	141	17%
		Quite a bit	73	36%	2,207	40%	1,135	42%	331	40%	89	33%	3,384	40%	1,597	40%	306	42%
		Very much	66	32%	1,498	28%	843	31%	241	30%	100	37%	2,856	34%	1,513	37%	267	37%
		Total	204	100%	5,494	100%	2,717	100%	840	100%	267	100%	8,463	100%	4,021	100%	742	100%
2d. Coursework emphasizes: <b>Making judgments</b> about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	10	4%	282	5%	142	5%	33	3%	13	5%	438	5%	217	5%	26	4%
		Some	54	27%	1,349	24%	687	25%	182	22%	62	24%	1,889	22%	896	22%	151	20%
		Quite a bit	64	33%	2,216	41%	1,137	42%	313	38%	99	36%	3,326	39%	1,581	40%	277	38%
		Very much	75	36%	1,655	30%	754	28%	308	37%	94	35%	2,833	33%	1,341	33%	288	38%
		Total	203	100%	5,502	100%	2,720	100%	836	100%	268	100%	8,486	100%	4,035	100%	742	100%
2e. Coursework emphasizes: <b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	6	2%	238	5%	103	4%	28	3%	15	7%	241	3%	133	3%	17	2%
		Some	42	23%	1,136	21%	556	21%	192	23%	36	13%	1,463	18%	682	17%	110	14%
		Quite a bit	67	33%	2,166	38%	1,076	41%	306	33%	85	31%	3,067	36%	1,441	36%	274	33%
		Very much	89	42%	1,976	36%	991	35%	315	41%	131	49%	3,727	43%	1,789	44%	341	50%
		Total	204	100%	5,516	100%	2,726	100%	841	100%	267	100%	8,498	100%	4,045	100%	742	100%
3a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	1	0%	92	2%	32	1%	13	1%	3	1%	173	2%	58	2%	16	2%
		1-4	50	25%	1,384	26%	484	19%	259	26%	75	28%	2,585	31%	1,056	27%	224	29%
		5-10	82	41%	2,296	42%	1,159	42%	330	41%	103	39%	3,143	36%	1,509	38%	271	38%
		11-20	32	16%	1,122	19%	714	25%	132	18%	47	18%	1,405	17%	827	20%	125	15%
		More than 20	37	17%	626	11%	340	12%	106	13%	40	15%	1,176	14%	588	14%	108	15%
		Total	202	100%	5,520	100%	2,729	100%	840	100%	268	100%	8,482	100%	4,038	100%	744	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup> Howard University

			First-Year Students								Seniors							
			Howard		Urban Universities		Peers- Stakeholders		HBCU Peers		Howard		Urban Universities		Peers- Stakeholders		HBCU Peers	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
3b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	55	27%	1,325	24%	647	26%	186	21%	47	17%	1,831	22%	771	20%	120	16%
		1-4	120	59%	2,832	52%	1,419	51%	469	57%	163	61%	4,303	51%	2,152	53%	394	58%
		5-10	17	8%	881	16%	466	16%	120	16%	37	14%	1,417	17%	677	17%	148	17%
		11-20	7	4%	249	5%	99	3%	35	3%	13	5%	499	5%	234	6%	40	5%
		More than 20	5	2%	219	4%	93	3%	31	3%	7	3%	430	5%	199	5%	42	4%
	Total		204	100%	5,506	100%	2,724	100%	841	100%	267	100%	8,480	100%	4,033	100%	744	100%
3c. Number of written papers or reports of <b>20 pages or more</b>	WRITEMOR (LAC)	None	165	80%	4,432	79%	2,231	82%	620	71%	125	46%	4,370	51%	1,932	49%	351	47%
		1-4	26	14%	721	15%	370	13%	113	14%	117	44%	3,279	39%	1,737	42%	267	36%
		5-10	5	2%	198	4%	83	3%	68	8%	17	6%	578	7%	257	6%	74	9%
		11-20	6	3%	92	2%	26	1%	22	4%	6	3%	153	2%	64	2%	30	3%
		More than 20	1	1%	62	1%	21	1%	17	3%	2	1%	103	1%	41	1%	24	4%
	Total		203	100%	5,505	100%	2,731	100%	840	100%	267	100%	8,483	100%	4,031	100%	746	100%
3d. Number of written papers or reports <b>between 5 and 19 pages</b>	WRITEMID (LAC)	None	43	21%	929	17%	336	12%	154	15%	21	7%	1,054	12%	366	10%	74	11%
		1-4	105	51%	2,952	53%	1,512	57%	441	51%	125	46%	3,922	47%	1,660	42%	344	48%
		5-10	36	18%	1,235	23%	689	25%	191	28%	84	32%	2,367	28%	1,361	33%	228	29%
		11-20	14	8%	304	6%	153	6%	42	6%	28	11%	814	9%	492	12%	65	10%
		More than 20	5	3%	81	2%	33	1%	11	1%	7	3%	312	4%	157	4%	29	3%
	Total		203	100%	5,501	100%	2,723	100%	839	100%	265	100%	8,469	100%	4,036	100%	740	100%
3e. Number of written papers or reports of <b>fewer than 5 pages</b>	WRITESML (LAC)	None	9	5%	207	4%	79	3%	28	3%	22	9%	688	9%	253	7%	89	10%
		1-4	56	28%	1,875	35%	892	33%	301	30%	95	34%	3,200	38%	1,458	37%	362	47%
		5-10	89	44%	1,866	32%	995	35%	294	35%	67	25%	2,374	28%	1,207	29%	170	27%
		11-20	31	15%	1,018	18%	497	19%	150	22%	49	19%	1,260	15%	641	16%	75	10%
		More than 20	18	8%	535	11%	265	11%	66	9%	34	13%	960	11%	475	11%	45	7%
	Total		203	100%	5,501	100%	2,728	100%	839	100%	267	100%	8,482	100%	4,034	100%	741	100%
4a. Number of problem sets that take you <b>more</b> than an hour to complete	PROBSETA	None	18	9%	723	12%	349	13%	116	11%	53	20%	1,526	18%	1,022	24%	93	13%
		1-2	79	39%	2,000	36%	961	37%	306	36%	82	30%	2,681	32%	1,296	32%	196	30%
		3-4	58	29%	1,732	32%	856	30%	254	33%	86	33%	2,455	29%	1,005	26%	275	33%
		5-6	25	13%	491	9%	273	9%	76	11%	18	7%	792	9%	281	8%	94	13%
		More than 6	22	9%	541	10%	277	10%	86	9%	26	10%	987	11%	414	11%	85	11%
	Total		202	100%	5,487	100%	2,716	100%	838	100%	265	100%	8,441	100%	4,018	100%	743	100%
4b. Number of problem sets that take you <b>less</b> than an hour to complete	PROBSETB	None	37	18%	701	13%	440	17%	85	8%	84	32%	2,326	28%	1,577	37%	190	21%
		1-2	70	34%	2,035	37%	1,024	38%	320	35%	89	33%	3,069	37%	1,359	35%	312	44%
		3-4	51	25%	1,396	24%	675	24%	195	28%	53	20%	1,625	19%	591	16%	137	19%
		5-6	16	8%	607	11%	284	10%	90	10%	24	9%	608	7%	207	6%	46	7%
		More than 6	30	15%	753	14%	301	11%	146	18%	16	6%	815	9%	275	7%	57	9%
	Total		204	100%	5,492	100%	2,724	100%	836	100%	266	100%	8,443	100%	4,009	100%	742	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup> Howard University

	Variable	Response Options	First-Year Students								Seniors							
			Howard		Urban Universities		Peers- Stakeholders		HBCU Peers		Howard		Urban Universities		Peers- Stakeholders		HBCU Peers	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
5. Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	1 Very little	0	0%	32	1%	23	1%	9	1%	2	1%	100	1%	38	1%	9	1%
		2	1	0%	75	2%	32	1%	20	2%	4	2%	144	2%	67	2%	11	1%
		3	12	6%	221	4%	85	3%	63	8%	15	7%	340	5%	162	4%	27	4%
		4	32	15%	709	13%	297	10%	189	20%	48	17%	991	12%	467	12%	81	10%
		5	58	29%	1,753	32%	829	31%	244	28%	80	30%	2,217	27%	1,229	30%	193	28%
		6	59	31%	1,747	30%	970	36%	171	25%	74	28%	2,719	31%	1,314	32%	198	28%
		7 Very much	41	19%	967	18%	492	18%	141	17%	43	16%	1,951	22%	756	19%	220	28%
		Total	203	100%	5,504	100%	2,728	100%	837	100%	266	100%	8,462	100%	4,033	100%	739	100%
6a. Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	33	16%	1,555	30%	554	22%	146	15%	50	19%	2,824	33%	1,066	28%	233	26%
		Sometimes	98	48%	2,340	42%	1,304	49%	309	42%	146	56%	3,609	44%	1,899	46%	292	38%
		Often	38	18%	922	16%	546	19%	208	25%	38	15%	1,170	14%	619	16%	142	24%
		Very often	32	17%	609	12%	294	10%	162	18%	26	10%	786	9%	413	10%	74	12%
		Total	201	100%	5,426	100%	2,698	100%	825	100%	260	100%	8,389	100%	3,997	100%	741	100%
6b. Exercised or participated in physical fitness activities	EXRCSE05	Never	30	14%	951	17%	318	11%	131	12%	29	10%	1,547	19%	427	12%	165	19%
		Sometimes	65	32%	1,604	30%	745	27%	253	30%	95	36%	2,833	34%	1,297	33%	255	33%
		Often	49	23%	1,391	25%	723	28%	219	24%	71	28%	1,908	23%	1,010	25%	171	26%
		Very often	57	31%	1,490	27%	911	34%	226	33%	66	26%	2,089	25%	1,263	30%	146	22%
		Total	201	100%	5,436	100%	2,697	100%	829	100%	261	100%	8,377	100%	3,997	100%	737	100%
6c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	Never	37	21%	2,471	47%	1,297	47%	176	19%	51	19%	3,320	41%	1,856	46%	146	18%
		Sometimes	67	32%	1,409	26%	682	27%	265	30%	88	35%	2,238	26%	1,074	27%	160	25%
		Often	34	16%	729	13%	348	13%	177	24%	40	15%	1,150	14%	504	13%	172	22%
		Very often	63	30%	809	14%	361	13%	204	26%	81	31%	1,655	19%	549	14%	259	35%
		Total	201	100%	5,418	100%	2,688	100%	822	100%	260	100%	8,363	100%	3,983	100%	737	100%
6d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	10	5%	636	13%	233	8%	51	5%	14	5%	717	9%	324	8%	49	6%
		Sometimes	59	30%	1,948	36%	1,017	37%	249	27%	77	29%	2,749	33%	1,434	35%	177	23%
		Often	68	33%	1,840	33%	940	34%	304	39%	98	38%	3,038	36%	1,441	36%	289	41%
		Very often	64	32%	1,002	19%	498	20%	220	29%	70	28%	1,873	23%	778	20%	221	30%
		Total	201	100%	5,426	100%	2,688	100%	824	100%	259	100%	8,377	100%	3,977	100%	736	100%
6e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	6	4%	336	7%	122	4%	24	2%	5	2%	427	6%	184	5%	27	3%
		Sometimes	50	25%	1,611	30%	838	32%	211	23%	70	26%	2,396	29%	1,233	31%	171	20%
		Often	81	40%	2,107	37%	1,060	39%	336	40%	112	43%	3,250	38%	1,558	39%	294	41%
		Very often	64	31%	1,374	26%	674	25%	257	34%	74	29%	2,298	27%	1,016	26%	247	35%
		Total	201	100%	5,428	100%	2,694	100%	828	100%	261	100%	8,371	100%	3,991	100%	739	100%
6f. Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	3	1%	237	5%	81	3%	22	2%	3	1%	294	4%	117	3%	18	2%
		Sometimes	51	27%	1,650	30%	867	33%	186	21%	69	25%	2,503	31%	1,228	31%	178	22%
		Often	80	39%	2,077	38%	1,035	38%	328	38%	111	44%	3,328	39%	1,652	41%	280	39%
		Very often	67	33%	1,476	27%	716	27%	294	39%	78	30%	2,265	26%	1,006	25%	259	37%
		Total	201	100%	5,426	100%	2,694	100%	828	100%	261	100%	8,371	100%	3,991	100%	739	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.





**National Survey  
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>  
Howard University**

<i>Variable</i>	<i>Response Options</i>	<b>First-Year Students</b>									<b>Seniors</b>						
		<b>Howard</b>		<b>Urban Universities</b>		<b>Peers-Stakeholders</b>		<b>HBCU Peers</b>		<b>Howard</b>		<b>Urban Universities</b>		<b>Peers-Stakeholders</b>		<b>HBCU Peers</b>	
		<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
	Total	201	100%	5,440	100%	2,699	100%	830	100%	261	100%	8,390	100%	4,003	100%	735	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup> Howard University

			First-Year Students								Seniors							
			Howard		Urban Universities		Peers- Stakeholders		HBCU Peers		Howard		Urban Universities		Peers- Stakeholders		HBCU Peers	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	11	5%	711	14%	284	10%	82	9%	9	3%	776	9%	268	7%	67	7%
		Do not plan to do	2	1%	262	5%	64	2%	27	3%	17	7%	1,240	16%	581	15%	85	10%
		Plan to do	170	86%	3,965	74%	2,063	78%	617	78%	41	16%	2,348	29%	711	20%	241	28%
		Done	16	8%	402	8%	247	10%	88	10%	189	73%	3,954	46%	2,397	57%	343	55%
	Total		199	100%	5,340	100%	2,658	100%	814	100%	256	100%	8,318	100%	3,957	100%	736	100%
7b. Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	8	5%	782	15%	322	12%	51	5%	9	4%	898	11%	342	9%	69	8%
		Do not plan to do	1	0%	411	8%	151	6%	31	3%	9	4%	1,405	18%	629	17%	65	8%
		Plan to do	73	39%	2,130	40%	1,101	41%	332	34%	30	12%	1,563	19%	488	14%	172	19%
		Done	116	55%	2,001	37%	1,071	41%	401	58%	207	80%	4,413	52%	2,477	60%	424	66%
	Total		198	100%	5,324	100%	2,645	100%	815	100%	255	100%	8,279	100%	3,936	100%	730	100%
7c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	Have not decided	71	36%	1,656	30%	811	30%	168	21%	31	12%	1,348	17%	468	13%	137	17%
		Do not plan to do	31	16%	1,348	26%	714	25%	96	10%	112	45%	3,892	47%	2,100	52%	210	32%
		Plan to do	67	32%	1,417	27%	577	22%	324	41%	23	10%	892	11%	253	7%	144	15%
		Done	30	15%	903	17%	537	23%	226	27%	86	34%	2,143	25%	1,105	27%	240	35%
	Total		199	100%	5,324	100%	2,639	100%	814	100%	252	100%	8,275	100%	3,926	100%	731	100%
7d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	64	32%	1,979	35%	925	35%	244	30%	37	14%	1,685	20%	552	16%	180	20%
		Do not plan to do	42	21%	1,428	27%	501	20%	118	14%	107	42%	4,046	49%	1,894	48%	261	38%
		Plan to do	79	40%	1,640	32%	1,076	40%	357	45%	44	18%	1,313	16%	489	13%	148	19%
		Done	12	7%	282	6%	149	6%	97	10%	66	27%	1,260	15%	1,015	23%	147	24%
	Total		197	100%	5,329	100%	2,651	100%	816	100%	254	100%	8,304	100%	3,950	100%	736	100%
7e. Foreign language coursework	FORLNG04 (EEE)	Have not decided	16	8%	985	18%	430	16%	131	12%	15	6%	835	10%	229	7%	125	14%
		Do not plan to do	11	5%	1,411	25%	710	29%	149	17%	30	13%	3,467	42%	1,461	38%	253	28%
		Plan to do	60	31%	1,842	36%	822	31%	403	46%	20	9%	802	10%	299	8%	116	12%
		Done	112	55%	1,108	20%	696	24%	133	26%	191	73%	3,209	38%	1,962	47%	240	46%
	Total		199	100%	5,346	100%	2,658	100%	816	100%	256	100%	8,313	100%	3,951	100%	734	100%
7f. Study abroad	STDABR04 (EEE)	Have not decided	54	28%	1,585	30%	768	30%	180	19%	41	16%	1,334	16%	442	13%	162	22%
		Do not plan to do	33	17%	1,665	31%	561	20%	154	16%	133	54%	5,305	64%	2,368	61%	409	53%
		Plan to do	108	54%	1,845	34%	1,236	47%	432	61%	41	15%	853	10%	322	9%	132	17%
		Done	2	1%	231	5%	77	3%	48	4%	37	15%	785	10%	812	18%	32	8%
	Total		197	100%	5,326	100%	2,642	100%	814	100%	252	100%	8,277	100%	3,944	100%	735	100%
7g. Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	62	33%	1,788	34%	822	31%	242	32%	29	12%	1,369	16%	404	12%	142	19%
		Do not plan to do	89	44%	2,307	41%	1,373	52%	189	27%	137	53%	4,718	56%	2,641	65%	318	47%
		Plan to do	35	18%	967	20%	385	15%	302	33%	28	10%	961	13%	279	8%	117	13%
		Done	9	6%	259	5%	67	3%	80	8%	60	25%	1,220	15%	605	15%	156	20%
	Total		195	100%	5,321	100%	2,647	100%	813	100%	254	100%	8,268	100%	3,929	100%	733	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup> Howard University

	Variable	Response Options	First-Year Students								Seniors							
			Howard		Urban Universities		Peers- Stakeholders		HBCU Peers		Howard		Urban Universities		Peers- Stakeholders		HBCU Peers	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)	Have not decided	58	29%	1,992	37%	950	36%	207	23%	9	4%	1,095	13%	382	11%	119	13%
		Do not plan to do	11	5%	685	13%	266	10%	67	7%	26	10%	1,724	21%	1,265	31%	127	17%
		Plan to do	126	64%	2,517	47%	1,389	52%	503	66%	104	40%	3,026	37%	948	26%	290	34%
		Done	3	1%	140	3%	50	2%	41	4%	117	47%	2,461	29%	1,362	32%	199	36%
		<b>Total</b>	<b>198</b>	<b>100%</b>	<b>5,334</b>	<b>100%</b>	<b>2,655</b>	<b>100%</b>	<b>818</b>	<b>100%</b>	<b>256</b>	<b>100%</b>	<b>8,306</b>	<b>100%</b>	<b>3,957</b>	<b>100%</b>	<b>735</b>	<b>100%</b>
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	1	0%	71	2%	30	1%	16	1%	5	2%	71	1%	33	1%	8	1%
		2	8	3%	157	3%	58	2%	20	2%	5	2%	217	3%	110	3%	15	2%
		3	10	5%	338	6%	120	5%	76	9%	8	3%	416	5%	190	5%	32	4%
		4	27	14%	832	15%	319	12%	123	13%	31	13%	1,035	13%	437	12%	85	11%
		5	39	18%	1,163	22%	572	21%	170	22%	49	18%	1,883	23%	887	23%	144	19%
		6	67	36%	1,542	28%	864	32%	173	23%	77	31%	2,498	29%	1,296	32%	195	28%
		7 Friendly, Supportive, Sense of belonging	44	24%	1,232	24%	688	26%	238	30%	80	32%	2,175	27%	1,003	24%	254	36%
		<b>Total</b>	<b>196</b>	<b>100%</b>	<b>5,335</b>	<b>100%</b>	<b>2,651</b>	<b>100%</b>	<b>816</b>	<b>100%</b>	<b>255</b>	<b>100%</b>	<b>8,295</b>	<b>100%</b>	<b>3,956</b>	<b>100%</b>	<b>733</b>	<b>100%</b>
8b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	7	3%	63	1%	25	1%	18	2%	2	1%	112	1%	64	2%	16	2%
		2	6	4%	158	4%	66	3%	51	5%	15	5%	230	3%	120	3%	24	4%
		3	25	12%	376	7%	172	7%	88	10%	18	7%	473	6%	277	7%	52	8%
		4	52	25%	995	18%	480	18%	174	19%	38	14%	1,165	14%	638	16%	98	14%
		5	45	23%	1,411	25%	836	32%	172	25%	82	33%	2,009	24%	1,056	26%	150	21%
		6	38	20%	1,441	27%	749	28%	158	22%	68	27%	2,515	30%	1,151	29%	183	24%
		7 Available, Helpful, Sympathetic	23	13%	889	17%	325	12%	157	17%	33	14%	1,790	22%	652	17%	211	29%
		<b>Total</b>	<b>196</b>	<b>100%</b>	<b>5,333</b>	<b>100%</b>	<b>2,653</b>	<b>100%</b>	<b>818</b>	<b>100%</b>	<b>256</b>	<b>100%</b>	<b>8,294</b>	<b>100%</b>	<b>3,958</b>	<b>100%</b>	<b>734</b>	<b>100%</b>
8c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	37	19%	204	4%	89	3%	57	7%	42	16%	439	6%	245	6%	41	6%
		2	46	23%	359	7%	153	6%	70	8%	44	17%	695	9%	404	10%	83	12%
		3	39	19%	571	10%	300	11%	118	14%	47	18%	964	12%	578	14%	78	10%
		4	33	17%	1,305	24%	710	27%	195	22%	53	21%	1,789	20%	893	22%	139	21%
		5	22	11%	1,187	23%	617	23%	158	22%	33	13%	1,752	22%	848	21%	142	18%
		6	10	5%	997	18%	502	19%	103	12%	20	8%	1,520	18%	609	16%	114	16%
		7 Helpful, Considerate, Flexible	9	6%	707	13%	277	11%	114	14%	17	7%	1,134	14%	378	10%	136	17%
		<b>Total</b>	<b>196</b>	<b>100%</b>	<b>5,330</b>	<b>100%</b>	<b>2,648</b>	<b>100%</b>	<b>815</b>	<b>100%</b>	<b>256</b>	<b>100%</b>	<b>8,293</b>	<b>100%</b>	<b>3,955</b>	<b>100%</b>	<b>733</b>	<b>100%</b>

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup> Howard University

			First-Year Students								Seniors							
			Howard		Urban Universities		Peers-Stakeholders		HBCU Peers		Howard		Urban Universities		Peers-Stakeholders		HBCU Peers	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01 (LAC)	0 hrs/wk	0	0%	34	1%	19	1%	4	0%	2	1%	43	1%	7	0%	9	1%
		1-5 hrs/wk	30	14%	985	20%	257	11%	230	24%	49	20%	1,581	20%	567	16%	152	20%
		6-10 hrs/wk	58	30%	1,470	28%	637	25%	227	28%	76	31%	2,144	26%	907	24%	177	24%
		11-15 hrs/wk	38	21%	1,169	21%	564	21%	144	15%	48	18%	1,569	19%	830	21%	157	22%
		16-20 hrs/wk	31	16%	797	15%	509	18%	100	16%	33	11%	1,278	15%	681	17%	99	15%
		21-25 hrs/wk	14	8%	445	9%	325	12%	52	9%	18	8%	744	9%	404	10%	69	9%
		26-30 hrs/wk	14	7%	189	4%	161	6%	25	4%	11	5%	414	5%	233	6%	33	3%
		30+ hrs/wk	12	5%	192	4%	162	6%	29	3%	16	7%	488	5%	302	7%	36	5%
	Total		197	100%	5,281	100%	2,634	100%	811	100%	253	100%	8,261	100%	3,931	100%	732	100%
9b. Working for pay on campus	WORKON01	0 hrs/wk	177	90%	4,424	84%	2,149	82%	648	81%	172	67%	6,780	82%	2,772	74%	605	75%
		1-5 hrs/wk	3	2%	112	3%	93	3%	23	2%	13	5%	178	2%	192	4%	24	6%
		6-10 hrs/wk	5	3%	188	4%	155	6%	53	5%	18	7%	287	3%	352	8%	25	5%
		11-15 hrs/wk	1	0%	195	3%	124	4%	44	5%	15	6%	277	3%	268	6%	23	5%
		16-20 hrs/wk	9	4%	242	4%	69	3%	22	3%	23	9%	415	5%	201	5%	24	7%
		21-25 hrs/wk	1	0%	45	1%	19	1%	10	2%	5	2%	107	1%	66	2%	7	1%
		26-30 hrs/wk	1	0%	19	0%	5	0%	2	0%	1	0%	59	1%	24	1%	4	1%
		30+ hrs/wk	0	0%	49	1%	18	1%	12	2%	5	2%	144	2%	49	1%	16	2%
	Total		197	100%	5,274	100%	2,632	100%	814	100%	252	100%	8,247	100%	3,924	100%	728	100%
9c. Working for pay off campus	WORKOF01	0 hrs/wk	153	79%	2,707	50%	1,962	76%	542	70%	107	42%	2,347	28%	1,906	45%	262	42%
		1-5 hrs/wk	7	4%	251	5%	121	4%	50	5%	18	7%	300	3%	224	5%	18	2%
		6-10 hrs/wk	9	4%	305	6%	163	6%	34	5%	16	6%	446	5%	298	7%	36	5%
		11-15 hrs/wk	5	2%	380	8%	123	4%	33	3%	24	9%	549	6%	309	8%	28	4%
		16-20 hrs/wk	9	4%	436	9%	122	5%	35	5%	36	14%	917	11%	377	10%	57	8%
		21-25 hrs/wk	6	3%	418	7%	50	2%	24	2%	18	7%	785	9%	255	7%	41	5%
		26-30 hrs/wk	2	1%	234	4%	20	1%	21	2%	8	3%	624	7%	121	3%	32	4%
		30+ hrs/wk	6	3%	554	12%	66	3%	76	8%	26	11%	2,299	29%	443	14%	257	29%
	Total		197	100%	5,285	100%	2,627	100%	815	100%	253	100%	8,267	100%	3,933	100%	731	100%
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 (EEE)	0 hrs/wk	40	19%	2,828	54%	865	34%	364	37%	72	29%	5,034	62%	1,617	46%	451	51%
		1-5 hrs/wk	81	40%	1,258	24%	826	31%	197	30%	75	29%	1,835	21%	1,063	26%	121	19%
		6-10 hrs/wk	45	23%	536	10%	447	16%	115	16%	53	20%	600	7%	533	12%	59	11%
		11-15 hrs/wk	15	8%	281	5%	200	8%	69	8%	22	9%	302	4%	323	7%	35	5%
		16-20 hrs/wk	3	2%	175	3%	152	5%	39	4%	13	5%	210	2%	184	4%	29	6%
		21-25 hrs/wk	5	3%	83	2%	50	2%	14	2%	4	1%	120	1%	89	2%	15	2%
		26-30 hrs/wk	2	1%	43	1%	47	2%	6	1%	5	2%	51	1%	47	1%	8	3%
		30+ hrs/wk	6	4%	79	2%	49	2%	9	1%	9	5%	119	1%	74	2%	13	2%
	Total		197	100%	5,283	100%	2,636	100%	813	100%	253	100%	8,271	100%	3,930	100%	731	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup> Howard University

			First-Year Students								Seniors							
			Howard		Urban Universities		Peers-Stakeholders		HBCU Peers		Howard		Urban Universities		Peers-Stakeholders		HBCU Peers	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	0	0%	79	1%	19	1%	17	2%	7	3%	156	2%	42	1%	17	2%
		1-5 hrs/wk	49	24%	1,234	24%	478	17%	259	28%	76	30%	2,601	31%	869	23%	301	35%
		6-10 hrs/wk	59	30%	1,462	27%	705	27%	184	25%	73	30%	2,532	30%	1,172	30%	205	27%
		11-15 hrs/wk	35	18%	1,097	20%	582	21%	137	19%	39	14%	1,464	18%	856	21%	104	15%
		16-20 hrs/wk	20	11%	691	14%	393	16%	84	12%	25	10%	795	10%	491	12%	56	11%
		21-25 hrs/wk	15	8%	279	6%	167	7%	42	4%	17	6%	312	4%	210	6%	21	4%
		26-30 hrs/wk	4	2%	144	3%	88	4%	17	2%	6	2%	133	2%	117	3%	9	2%
		30+ hrs/wk	13	6%	264	6%	185	8%	64	9%	9	4%	223	3%	168	4%	12	4%
	Total		195	100%	5,250	100%	2,617	100%	804	100%	252	100%	8,216	100%	3,925	100%	725	100%
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	172	89%	3,088	57%	2,048	79%	466	65%	196	76%	3,714	46%	2,715	66%	225	46%
		1-5 hrs/wk	11	5%	953	19%	272	10%	132	15%	17	7%	1,258	16%	491	14%	84	11%
		6-10 hrs/wk	2	1%	425	8%	112	4%	62	6%	11	5%	770	10%	240	7%	70	8%
		11-15 hrs/wk	0	0%	209	4%	66	3%	42	4%	6	3%	448	5%	124	4%	44	5%
		16-20 hrs/wk	2	1%	129	2%	35	1%	21	2%	5	2%	365	5%	80	2%	46	5%
		21-25 hrs/wk	2	1%	66	1%	21	1%	14	1%	2	1%	204	3%	43	1%	25	3%
		26-30 hrs/wk	0	0%	50	1%	10	0%	8	1%	0	0%	135	2%	20	1%	26	3%
		30+ hrs/wk	6	3%	323	7%	50	2%	63	6%	15	7%	1,309	15%	203	6%	203	20%
	Total		195	100%	5,243	100%	2,614	100%	808	100%	252	100%	8,203	100%	3,916	100%	723	100%
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	36	19%	454	9%	333	13%	105	17%	29	13%	325	4%	249	6%	72	9%
		1-5 hrs/wk	111	56%	3,118	58%	1,671	64%	351	45%	145	56%	4,790	58%	2,471	62%	339	53%
		6-10 hrs/wk	25	13%	994	19%	416	16%	158	18%	33	13%	2,063	25%	816	21%	167	21%
		11-15 hrs/wk	9	5%	359	8%	106	4%	65	6%	24	9%	576	7%	237	6%	64	7%
		16-20 hrs/wk	7	4%	146	3%	52	2%	58	6%	11	4%	229	3%	77	2%	27	3%
		21-25 hrs/wk	2	1%	67	1%	19	1%	25	3%	6	3%	84	1%	30	1%	20	2%
		26-30 hrs/wk	0	0%	20	0%	6	0%	11	1%	1	0%	44	1%	9	0%	12	1%
		30+ hrs/wk	5	3%	86	1%	23	1%	36	4%	4	2%	122	1%	38	1%	28	3%
	Total		195	100%	5,244	100%	2,626	100%	809	100%	253	100%	8,233	100%	3,927	100%	729	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	3	1%	125	3%	45	2%	21	3%	9	4%	220	3%	86	2%	19	3%
		Some	44	24%	897	17%	419	19%	181	21%	46	17%	1,461	19%	666	18%	119	16%
		Quite a bit	69	38%	2,412	47%	1,103	44%	320	40%	115	47%	3,670	44%	1,678	44%	274	40%
		Very much	71	37%	1,770	34%	1,042	36%	287	37%	81	32%	2,831	34%	1,474	35%	312	40%
		Total	187	100%	5,204	100%	2,609	100%	809	100%	251	100%	8,182	100%	3,904	100%	724	100%
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	17	10%	181	4%	69	3%	49	6%	29	12%	476	6%	246	7%	53	7%
		Some	74	38%	1,139	22%	530	21%	187	22%	98	38%	2,188	27%	1,095	28%	166	23%
		Quite a bit	61	33%	2,290	43%	1,107	43%	312	41%	90	37%	3,453	42%	1,684	43%	260	39%
		Very much	34	19%	1,578	31%	897	33%	255	31%	33	13%	2,033	25%	867	23%	244	31%
		Total	186	100%	5,188	100%	2,603	100%	803	100%	250	100%	8,150	100%	3,892	100%	723	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup> Howard University

	Variable	Response Options	First-Year Students								Seniors							
			Howard		Urban Universities		Peers-Stakeholders		HBCU Peers		Howard		Urban Universities		Peers-Stakeholders		HBCU Peers	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	48	26%	663	13%	238	10%	112	14%	60	23%	1,363	17%	543	14%	128	20%
		Some	62	32%	1,537	30%	645	25%	252	32%	97	40%	2,636	31%	1,219	31%	184	28%
		Quite a bit	48	25%	1,759	33%	858	33%	233	26%	58	23%	2,534	31%	1,196	31%	210	25%
		Very much	29	17%	1,226	25%	850	32%	209	28%	35	14%	1,606	21%	930	24%	199	28%
	Total		187	100%	5,185	100%	2,591	100%	806	100%	250	100%	8,139	100%	3,888	100%	721	100%
10d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	89	46%	1,473	28%	645	25%	164	21%	115	45%	3,337	41%	1,529	40%	255	34%
		Some	53	31%	1,886	36%	1,034	40%	237	34%	91	36%	2,805	34%	1,455	36%	206	28%
		Quite a bit	31	16%	1,243	24%	629	25%	237	26%	32	13%	1,340	16%	628	17%	139	20%
		Very much	12	7%	590	12%	289	11%	165	20%	13	5%	674	9%	272	7%	125	18%
	Total		185	100%	5,192	100%	2,597	100%	803	100%	251	100%	8,156	100%	3,884	100%	725	100%
10e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	45	24%	967	20%	409	15%	118	15%	76	30%	2,291	28%	1,001	26%	177	21%
		Some	62	33%	1,876	36%	971	37%	234	31%	78	31%	3,239	39%	1,525	39%	221	33%
		Quite a bit	49	26%	1,558	29%	815	32%	256	30%	70	29%	1,828	22%	994	25%	167	25%
		Very much	32	17%	770	16%	400	16%	198	24%	25	10%	771	10%	361	9%	156	21%
	Total		188	100%	5,171	100%	2,595	100%	806	100%	249	100%	8,129	100%	3,881	100%	721	100%
10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	6	4%	668	14%	173	6%	75	8%	25	10%	1,399	18%	385	11%	111	12%
		Some	30	18%	1,447	28%	693	25%	169	19%	49	20%	2,868	35%	1,112	28%	181	23%
		Quite a bit	74	38%	1,799	35%	994	39%	272	33%	106	43%	2,512	30%	1,563	40%	213	35%
		Very much	78	41%	1,274	24%	743	30%	285	40%	70	27%	1,363	17%	835	21%	218	30%
	Total		188	100%	5,188	100%	2,603	100%	801	100%	250	100%	8,142	100%	3,895	100%	723	100%
10g. Using computers in academic work	ENVCOMPT	Very little	12	7%	155	3%	53	2%	24	3%	8	3%	163	2%	64	2%	19	3%
		Some	24	12%	696	13%	347	13%	116	14%	35	13%	808	10%	345	9%	69	9%
		Quite a bit	64	35%	1,853	35%	823	33%	240	33%	75	30%	2,336	28%	1,075	28%	175	27%
		Very much	87	46%	2,488	48%	1,384	52%	423	50%	132	53%	4,867	59%	2,411	62%	458	61%
	Total		187	100%	5,192	100%	2,607	100%	803	100%	250	100%	8,174	100%	3,895	100%	721	100%
11a. Acquiring a broad general education	GNGENLED	Very little	7	4%	150	3%	64	3%	43	4%	3	1%	264	3%	134	4%	32	3%
		Some	42	23%	899	18%	443	17%	165	18%	41	17%	1,274	16%	627	16%	114	14%
		Quite a bit	65	36%	2,228	43%	1,088	43%	313	42%	98	38%	3,144	38%	1,504	39%	261	37%
		Very much	69	37%	1,832	36%	964	38%	266	36%	104	43%	3,376	43%	1,584	41%	310	46%
	Total		183	100%	5,109	100%	2,559	100%	787	100%	246	100%	8,058	100%	3,849	100%	717	100%
11b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	24	14%	544	12%	264	10%	83	12%	17	7%	533	7%	288	7%	53	7%
		Some	55	30%	1,487	30%	783	30%	191	23%	53	22%	1,721	22%	924	23%	119	15%
		Quite a bit	46	25%	1,817	35%	925	36%	279	36%	82	34%	2,742	34%	1,336	35%	251	33%
		Very much	57	31%	1,267	24%	596	24%	239	29%	94	38%	3,061	37%	1,313	34%	299	45%
	Total		182	100%	5,115	100%	2,568	100%	792	100%	246	100%	8,057	100%	3,861	100%	722	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup> Howard University

			First-Year Students								Seniors							
			Howard		Urban Universities		Peers- Stakeholders		HBCU Peers		Howard		Urban Universities		Peers- Stakeholders		HBCU Peers	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	14	7%	214	5%	186	7%	34	5%	10	4%	376	5%	195	5%	34	4%
		Some	40	22%	1,051	21%	657	25%	146	16%	57	23%	1,627	20%	841	21%	124	18%
		Quite a bit	64	36%	2,084	40%	1,005	39%	310	38%	92	38%	3,065	37%	1,447	38%	247	33%
		Very much	64	35%	1,766	34%	715	28%	302	41%	87	35%	3,013	38%	1,373	36%	313	44%
	Total		182	100%	5,115	100%	2,563	100%	792	100%	246	100%	8,081	100%	3,856	100%	718	100%
11d. Speaking clearly and effectively	GNSPEAK	Very little	23	12%	351	7%	308	12%	57	8%	10	4%	509	7%	320	8%	41	5%
		Some	43	24%	1,284	25%	751	29%	147	16%	57	22%	1,857	23%	999	25%	123	16%
		Quite a bit	55	32%	1,977	39%	897	35%	283	35%	87	35%	2,999	37%	1,402	37%	226	31%
		Very much	61	32%	1,498	29%	608	24%	302	41%	92	38%	2,692	33%	1,130	30%	330	48%
	Total		182	100%	5,110	100%	2,564	100%	789	100%	246	100%	8,057	100%	3,851	100%	720	100%
11e. Thinking critically and analytically	GNANALY	Very little	5	3%	146	3%	74	3%	26	3%	6	3%	166	2%	93	2%	25	3%
		Some	36	19%	814	17%	419	16%	133	14%	31	12%	1,052	14%	455	12%	85	11%
		Quite a bit	68	38%	2,057	40%	1,027	40%	289	34%	83	33%	2,956	36%	1,403	37%	247	33%
		Very much	72	40%	2,097	40%	1,043	41%	343	49%	125	52%	3,890	48%	1,891	49%	360	53%
	Total		181	100%	5,114	100%	2,563	100%	791	100%	245	100%	8,064	100%	3,842	100%	717	100%
11f. Analyzing quantitative problems	GNQUANT	Very little	15	8%	315	7%	160	6%	35	4%	13	5%	396	5%	232	6%	37	4%
		Some	49	28%	1,246	24%	587	23%	176	20%	66	27%	1,696	21%	803	21%	126	18%
		Quite a bit	63	35%	2,033	39%	1,000	40%	305	41%	86	35%	2,952	36%	1,337	36%	255	34%
		Very much	53	28%	1,506	30%	808	31%	272	36%	80	33%	2,997	38%	1,458	38%	298	43%
	Total		180	100%	5,100	100%	2,555	100%	788	100%	245	100%	8,041	100%	3,830	100%	716	100%
11g. Using computing and information technology	GNCMPTS	Very little	23	11%	302	6%	180	7%	37	6%	20	8%	292	4%	189	5%	36	5%
		Some	45	25%	1,072	20%	582	23%	161	22%	59	24%	1,326	17%	703	18%	95	16%
		Quite a bit	56	32%	1,919	37%	889	35%	261	32%	94	37%	2,830	35%	1,283	33%	236	32%
		Very much	57	31%	1,820	36%	910	35%	333	41%	74	30%	3,636	44%	1,681	44%	354	47%
	Total		181	100%	5,113	100%	2,561	100%	792	100%	247	100%	8,084	100%	3,856	100%	721	100%
11h. Working effectively with others	GNOTHERS	Very little	18	10%	289	6%	151	6%	36	4%	11	4%	369	5%	174	5%	38	5%
		Some	44	24%	1,194	24%	660	25%	166	23%	39	16%	1,614	20%	791	20%	107	14%
		Quite a bit	62	35%	1,966	37%	988	39%	260	31%	95	38%	2,961	36%	1,450	38%	233	36%
		Very much	57	31%	1,667	33%	769	31%	325	41%	102	41%	3,127	38%	1,437	37%	340	45%
	Total		181	100%	5,116	100%	2,568	100%	787	100%	247	100%	8,071	100%	3,852	100%	718	100%
11i. Voting in local, state, or national elections	GNCITIZN	Very little	21	13%	984	21%	494	19%	88	8%	46	20%	2,573	33%	1,122	29%	141	19%
		Some	29	16%	1,327	25%	622	25%	131	14%	46	19%	2,298	29%	1,123	29%	122	18%
		Quite a bit	42	24%	1,324	27%	641	26%	204	27%	53	23%	1,647	20%	865	23%	155	23%
		Very much	88	48%	1,385	27%	765	31%	361	50%	95	39%	1,467	19%	714	19%	297	40%
	Total		180	100%	5,020	100%	2,522	100%	784	100%	240	100%	7,985	100%	3,824	100%	715	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup> Howard University

	Variable	Response Options	First-Year Students								Seniors							
			Howard		Urban Universities		Peers-Stakeholders		HBCU Peers		Howard		Urban Universities		Peers-Stakeholders		HBCU Peers	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
11j. Learning effectively on your own	GNINQ	Very little	13	8%	267	6%	127	5%	31	5%	15	7%	572	7%	231	6%	55	6%
		Some	30	17%	1,179	23%	525	22%	129	14%	33	12%	1,710	21%	750	20%	120	16%
		Quite a bit	64	33%	2,040	41%	1,070	42%	306	40%	83	35%	3,021	37%	1,529	40%	209	33%
		Very much	74	42%	1,532	30%	798	32%	312	41%	110	46%	2,658	34%	1,317	34%	332	45%
		Total	181	100%	5,018	100%	2,520	100%	778	100%	241	100%	7,961	100%	3,827	100%	716	100%
11k. Understanding yourself	GNSELF	Very little	20	10%	588	12%	283	11%	56	7%	26	11%	1,202	15%	479	13%	96	13%
		Some	34	20%	1,375	28%	678	27%	133	20%	44	19%	2,176	27%	1,045	27%	134	17%
		Quite a bit	69	39%	1,649	32%	875	35%	252	31%	68	28%	2,398	30%	1,214	32%	180	30%
		Very much	56	31%	1,399	28%	673	27%	340	43%	101	42%	2,171	28%	1,078	28%	306	41%
		Total	179	100%	5,011	100%	2,509	100%	781	100%	239	100%	7,947	100%	3,816	100%	716	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	33	18%	572	12%	243	9%	82	12%	38	15%	1,117	13%	424	11%	97	15%
		Some	56	32%	1,464	28%	687	28%	188	26%	73	31%	2,404	30%	1,160	30%	148	22%
		Quite a bit	54	29%	1,658	33%	878	35%	236	28%	66	28%	2,482	31%	1,267	34%	202	29%
		Very much	37	21%	1,329	27%	715	28%	275	34%	65	26%	1,962	26%	965	26%	271	35%
		Total	180	100%	5,023	100%	2,523	100%	781	100%	242	100%	7,965	100%	3,816	100%	718	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	31	16%	574	12%	273	10%	62	7%	24	10%	1,004	13%	363	10%	87	11%
		Some	60	34%	1,616	31%	819	33%	185	26%	69	29%	2,259	27%	1,118	29%	163	24%
		Quite a bit	45	23%	1,711	33%	851	34%	267	35%	73	31%	2,722	34%	1,352	35%	219	32%
		Very much	44	27%	1,130	23%	574	23%	267	33%	75	30%	1,996	26%	989	26%	244	34%
		Total	180	100%	5,031	100%	2,517	100%	781	100%	241	100%	7,981	100%	3,822	100%	713	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	26	13%	747	15%	392	15%	52	6%	26	12%	1,510	19%	679	17%	92	12%
		Some	40	22%	1,443	29%	745	30%	151	19%	65	26%	2,277	28%	1,130	29%	137	20%
		Quite a bit	65	38%	1,621	31%	825	32%	275	35%	68	28%	2,150	27%	1,119	29%	207	29%
		Very much	48	27%	1,213	24%	565	23%	299	40%	81	34%	2,032	26%	893	24%	281	39%
		Total	179	100%	5,024	100%	2,527	100%	777	100%	240	100%	7,969	100%	3,821	100%	717	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	31	17%	1,090	23%	459	17%	110	11%	26	11%	1,857	23%	835	22%	131	17%
		Some	50	29%	1,727	34%	832	34%	195	24%	52	23%	2,651	33%	1,263	33%	155	20%
		Quite a bit	49	26%	1,364	25%	735	29%	242	32%	78	31%	2,001	24%	1,034	27%	199	28%
		Very much	50	28%	854	18%	500	20%	234	34%	87	35%	1,476	19%	688	18%	231	35%
		Total	180	100%	5,035	100%	2,526	100%	781	100%	243	100%	7,985	100%	3,820	100%	716	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	50	28%	2,022	41%	1,157	45%	107	12%	66	27%	4,229	53%	2,204	57%	191	25%
		Some	50	27%	1,317	26%	630	26%	200	26%	67	28%	1,802	22%	817	22%	160	25%
		Quite a bit	48	27%	945	18%	441	18%	221	29%	56	24%	1,008	13%	427	12%	149	19%
		Very much	33	18%	741	14%	289	11%	252	33%	54	21%	928	12%	372	10%	218	31%
		Total	181	100%	5,025	100%	2,517	100%	780	100%	243	100%	7,967	100%	3,820	100%	718	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.





# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup> Howard University

			First-Year Students								Seniors							
			Howard		Urban Universities		Peers-Stakeholders		HBCU Peers		Howard		Urban Universities		Peers-Stakeholders		HBCU Peers	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	39	21%	314	6%	170	6%	55	7%	34	15%	990	12%	564	15%	71	10%
		Fair	60	30%	1,009	21%	518	20%	174	22%	94	36%	1,894	23%	1,034	27%	152	19%
		Good	59	32%	2,365	46%	1,163	45%	380	47%	79	33%	3,232	40%	1,411	37%	292	42%
		Excellent	26	16%	1,403	27%	702	29%	186	24%	38	16%	1,973	25%	850	22%	209	28%
	Total		184	100%	5,091	100%	2,553	100%	795	100%	245	100%	8,089	100%	3,859	100%	724	100%
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	5	3%	107	2%	43	2%	41	4%	12	5%	227	3%	100	3%	34	4%
		Fair	36	18%	675	15%	279	11%	188	20%	44	17%	1,246	16%	471	12%	136	16%
		Good	114	62%	2,710	52%	1,297	49%	405	52%	131	53%	4,174	51%	1,919	51%	355	50%
		Excellent	31	17%	1,594	30%	935	38%	162	23%	58	25%	2,443	31%	1,368	34%	199	29%
	Total		186	100%	5,086	100%	2,554	100%	796	100%	245	100%	8,090	100%	3,858	100%	724	100%
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	11	6%	224	5%	87	3%	113	12%	22	9%	525	6%	218	6%	82	10%
		Probably no	40	20%	758	16%	337	12%	196	21%	33	12%	1,250	15%	535	14%	137	16%
		Probably yes	66	35%	2,177	42%	1,036	40%	315	39%	76	30%	3,533	44%	1,543	40%	297	40%
		Definitely yes	69	39%	1,932	37%	1,098	45%	172	27%	113	48%	2,780	35%	1,560	40%	207	34%
	Total		186	100%	5,091	100%	2,558	100%	796	100%	244	100%	8,088	100%	3,856	100%	723	100%

IPEDS: 131520

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



**National Survey  
of Student Engagement**

**NSSE 2009 Background Item Frequency Distributions<sup>a</sup>  
Howard University**

			First-Year Students								Seniors						
			Howard		Urban Universities		Peers- Stakeholders		HBCU Peers		Howard		Urban Universities		Peers- Stakeholders		HBCU I
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
15.	Age	AGE															
		19 or younger	155	85%	3,869	75%	2,400	93%	667	86%	0	0%	22	0%	26	1%	0
		20-23	22	11%	637	12%	85	4%	36	4%	188	75%	3,652	44%	2,883	69%	236
		24-29	1	1%	281	5%	22	1%	14	3%	37	17%	2,118	27%	563	17%	118
		30-39	4	2%	180	4%	25	1%	32	3%	15	7%	1,185	15%	212	7%	170
		40-55	2	1%	113	2%	20	1%	41	4%	5	2%	987	13%	163	5%	165
		Over 55	0	0%	14	1%	4	0%	6	1%	0	0%	98	1%	13	0%	26
		Total	184	100%	5,094	100%	2,556	100%	796	100%	245	100%	8,062	100%	3,860	100%	715
16.	Your sex:	SEX															
		Male	38	34%	1,733	43%	1,038	49%	230	49%	61	36%	2,784	42%	1,585	47%	157
		Female	147	66%	3,370	57%	1,523	51%	568	51%	185	64%	5,300	58%	2,277	53%	561
		Total	185	100%	5,103	100%	2,561	100%	798	100%	246	100%	8,084	100%	3,862	100%	718
17.	Are you an international student or foreign national?	INTERNAT															
		No	181	98%	4,744	93%	2,403	94%	760	98%	221	88%	7,654	95%	3,626	94%	694
		Yes	4	2%	330	7%	153	6%	29	2%	25	12%	420	5%	226	6%	23
		Total	185	100%	5,074	100%	2,556	100%	789	100%	246	100%	8,074	100%	3,852	100%	717
18.	What is your racial or ethnic identification? (Select only one.)	RACE05															
		American Indian or other Native American	0	0%	64	1%	12	1%	3	0%	0	0%	102	1%	20	1%	4
		Asian, Asian American, or Pacific Islander	1	0%	297	6%	417	15%	4	0%	3	1%	416	6%	516	13%	5
		Black or African American	158	86%	777	16%	245	11%	666	87%	220	90%	1,088	13%	308	8%	518
		White (non-Hispanic)	2	1%	3,114	59%	1,448	57%	30	3%	2	1%	5,321	65%	2,355	60%	91
		Mexican or Mexican American	0	0%	106	2%	17	1%	1	0%	1	0%	124	2%	14	0%	5
		Puerto Rican	0	0%	47	1%	13	1%	4	0%	0	0%	54	1%	19	1%	8
		Other Hispanic or Latino	1	0%	100	2%	74	3%	6	1%	2	1%	144	2%	116	3%	9
		Multiracial	16	9%	183	3%	101	4%	28	2%	9	4%	200	3%	142	4%	34
		Other	2	1%	122	3%	66	3%	15	2%	5	2%	127	2%	100	3%	9
		I prefer not to respond	6	3%	280	6%	166	6%	40	5%	3	2%	510	6%	268	7%	38
		Total	186	100%	5,090	100%	2,559	100%	797	100%	245	100%	8,086	100%	3,858	100%	721
19.	What is your current classification in college?	CLASS															
		Freshman/first year	137	75%	3,930	76%	2,350	91%	673	85%	0	0%	12	0%	2	0%	1
		Sophomore	45	23%	920	18%	168	7%	77	10%	0	0%	61	1%	11	0%	4
		Junior	2	1%	117	2%	22	1%	20	2%	9	4%	539	7%	200	5%	33
		Senior	2	1%	54	1%	4	0%	9	1%	236	96%	7,217	89%	3,599	93%	663
		Unclassified	0	0%	71	2%	16	1%	20	2%	0	0%	256	4%	52	1%	19
		Total	186	100%	5,092	100%	2,560	100%	799	100%	245	100%	8,085	100%	3,864	100%	720
20.	Did you begin college at your current institution or elsewhere?	ENTER															
		Started here	167	91%	4,326	85%	2,425	94%	692	88%	186	75%	3,183	39%	2,402	58%	281
		Started elsewhere	19	9%	768	15%	133	6%	105	12%	60	25%	4,899	61%	1,457	42%	440
		Total	186	100%	5,094	100%	2,558	100%	797	100%	246	100%	8,082	100%	3,859	100%	721

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



# National Survey of Student Engagement

## NSSE 2009 Background Item Frequency Distributions<sup>a</sup> Howard University

	Variable	Response Options	First-Year Students								Seniors						
			Howard		Urban Universities		Peers-Stakeholders		HBCU Peers		Howard		Urban Universities		Peers-Stakeholders		HBCU I
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
21. Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Select all that apply.)	VOTECH05	Vocational or technical school	2	1%	305	6%	35	2%	38	4%	12	5%	831	10%	112	4%	138
	COMCOL05	Community or junior college	22	11%	602	12%	141	6%	75	7%	56	22%	4,009	51%	1,220	36%	360
	FOURYR05	4-year college other than this one	19	9%	566	11%	178	8%	144	15%	59	24%	2,926	36%	993	27%	227
	NONE05	None	147	81%	3,699	73%	2,161	85%	557	75%	131	54%	2,239	28%	1,875	45%	177
	OCOLI_05	Other	3	2%	191	4%	64	3%	30	3%	6	2%	379	5%	133	4%	34
22. Thinking about this current academic term...How would you characterize your enrollment?	ENRLMENT	Less than full-time	1	0%	399	10%	74	4%	45	6%	24	12%	1,945	27%	529	17%	116
		Full-time	184	100%	4,703	90%	2,486	96%	752	94%	222	88%	6,139	73%	3,333	83%	606
	Total	185	100%	5,102	100%	2,560	100%	797	100%	246	100%	8,084	100%	3,862	100%	722	
- Thinking about this current academic term...Are you taking all courses entirely online? (Item appeared only in the online instrument.)	DISTED	No	183	100%	4,887	98%	2,517	98%	737	97%	239	100%	7,547	96%	3,824	99%	625
		Yes	0	0%	103	2%	39	2%	23	3%	1	0%	280	4%	23	1%	58
	Total	183	100%	4,990	100%	2,556	100%	760	100%	240	100%	7,827	100%	3,847	100%	683	
- Do you have any disabilities? (Select all that apply.) (Item appeared only in the online instrument and was preceded by the statement "Your institution will not receive your identified response to the following question. Only an overall summary of responses will be provided." Accordingly, this item does not appear in the NSSE09 data file or codebook.)	DISNONE	No, I do not have any disabilities	178	97%	4,418	89%	2,234	88%	681	88%	215	91%	6,840	88%	3,376	87%	610
	DISSENSE	Yes, I have a sensory impairment (vision or hearing)	1	0%	120	2%	77	3%	16	2%	7	3%	153	2%	68	2%	10
	DISMOBIL	Yes, I have a mobility impairment	1	1%	40	1%	15	1%	2	0%	0	0%	79	1%	24	1%	9
	DISLEARN	Yes, I have a learning disability	1	1%	162	3%	97	4%	11	1%	3	1%	235	3%	139	4%	9
	DISMENT	Yes, I have a mental health disorder	3	2%	90	2%	66	3%	5	1%	4	1%	185	2%	121	3%	4
	DISOTHER	Yes, I have another disability	1	0%	86	2%	37	1%	23	3%	6	2%	178	2%	50	1%	19
	DISREFUS	I choose not to answer	0	0%	142	3%	72	3%	30	4%	5	2%	280	4%	118	3%	25
23. Are you member of a social fraternity or sorority?	FRATSORO	No	183	99%	4,727	93%	2,227	88%	786	99%	208	85%	7,400	92%	3,265	87%	628
		Yes	2	1%	368	7%	329	12%	12	1%	37	15%	671	8%	594	13%	91
	Total	185	100%	5,095	100%	2,556	100%	798	100%	245	100%	8,071	100%	3,859	100%	719	
24. Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	173	93%	4,825	95%	2,337	93%	740	92%	234	95%	7,854	98%	3,697	97%	696
		Yes	12	7%	266	5%	217	7%	56	8%	10	5%	199	2%	157	3%	21
	Total	185	100%	5,091	100%	2,554	100%	796	100%	244	100%	8,053	100%	3,854	100%	717	

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.

NSSE 2009 Background Item Frequency Distributions<sup>a</sup>  
Howard University

			First-Year Students								Seniors						
			Howard		Urban Universities		Peers-Stakeholders		HBCU Peers		Howard		Urban Universities		Peers-Stakeholders		HBCU I
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
25. What have most of your grades been up to now at this institution?	GRADES04	C- or lower	7	4%	107	3%	49	2%	22	3%	2	1%	35	1%	8	0%	2
		C	10	6%	190	4%	80	3%	48	4%	8	3%	188	3%	77	2%	12
		C+	15	9%	329	7%	112	4%	68	8%	13	5%	387	5%	159	5%	48
		B-	10	5%	422	9%	181	7%	79	10%	26	12%	564	7%	288	8%	46
		B	34	19%	1,041	20%	490	19%	146	19%	53	21%	1,658	20%	730	20%	151
		B+	37	18%	940	18%	451	18%	151	19%	52	22%	1,491	19%	725	19%	133
		A-	24	13%	874	17%	482	19%	115	16%	40	16%	1,483	18%	807	19%	93
		A	48	25%	1,179	22%	707	27%	168	22%	50	22%	2,245	28%	1,062	27%	233
	Total		185	100%	5,082	100%	2,552	100%	797	100%	244	100%	8,051	100%	3,856	100%	718
26. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or other campus housing	158	86%	2,099	38%	1,926	76%	547	72%	103	42%	435	5%	786	16%	101
		Residence, <b>walking distance</b>	6	4%	380	8%	99	4%	30	5%	35	14%	642	9%	1,119	28%	39
		Residence, <b>driving distance</b>	19	10%	2,350	48%	480	18%	181	19%	102	42%	6,479	80%	1,731	51%	471
		Fraternity or sorority house	0	0%	30	1%	3	0%	0	0%	0	0%	41	0%	102	2%	0
		None of the above	0	0%	203	5%	41	2%	34	4%	4	2%	439	6%	112	3%	101
			Total		183	100%	5,062	100%	2,549	100%	792	100%	244	100%	8,036	100%	3,850
27a. What is the highest level of education that your <b>father</b> completed?	FATHREDU	Did not finish HS	20	11%	496	10%	116	5%	142	15%	28	12%	900	11%	182	6%	166
		Graduated from HS	47	27%	1,533	31%	449	17%	306	35%	61	25%	2,334	28%	553	16%	258
		Attended, no degree	31	17%	794	15%	268	11%	122	16%	31	12%	1,280	16%	433	12%	83
		Completed Associate's	9	4%	418	9%	171	7%	60	6%	17	8%	663	9%	206	6%	65
		Completed Bachelor's	49	27%	1,087	21%	678	26%	90	16%	58	24%	1,730	22%	1,119	29%	80
		Completed Master's	16	8%	493	9%	540	22%	41	9%	32	13%	773	10%	816	21%	34
		Completed Doctorate	10	5%	194	4%	303	12%	14	3%	13	5%	316	4%	517	12%	15
			Total		182	100%	5,015	100%	2,525	100%	775	100%	240	100%	7,996	100%	3,826
27b. What is the highest level of education that your <b>mother</b> completed?	MOTHREDU	Did not finish HS	12	6%	350	8%	109	4%	85	8%	19	8%	726	10%	168	5%	119
		Graduated from HS	29	15%	1,379	28%	419	16%	228	25%	36	15%	2,417	29%	650	19%	215
		Attended, no degree	45	23%	898	17%	309	12%	158	18%	36	14%	1,387	17%	459	13%	130
		Completed Associate's	11	6%	689	14%	240	9%	134	16%	30	12%	983	12%	369	10%	102
		Completed Bachelor's	47	28%	1,137	22%	863	34%	107	17%	63	27%	1,579	20%	1,233	31%	86
		Completed Master's	34	18%	524	10%	479	20%	64	14%	45	19%	822	10%	761	18%	52
		Completed Doctorate	6	3%	82	2%	117	5%	14	3%	13	5%	118	1%	202	4%	6
			Total		184	100%	5,059	100%	2,536	100%	790	100%	242	100%	8,032	100%	3,842

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



# National Survey of Student Engagement

## NSSE 2009 Background Item Frequency Distributions<sup>a</sup> Howard University

			First-Year Students						Seniors								
			Howard		Urban Universities		Peers-Stakeholders		HBCU Peers		Howard		Urban Universities		Peers-Stakeholders		HBCU I
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
28. Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and Humanities	35	21%	528	10%	340	14%	57	10%	31	12%	989	13%	617	16%	60
		Biological Science	24	12%	372	9%	348	12%	82	10%	19	7%	465	6%	478	11%	37
		Business	35	19%	826	17%	276	12%	152	22%	35	14%	1,561	20%	457	13%	140
		Education	3	1%	478	9%	55	3%	99	10%	3	1%	979	11%	110	3%	128
		Engineering	1	1%	343	8%	319	13%	10	3%	11	5%	558	7%	463	11%	0
		Physical Science	5	3%	133	2%	104	4%	31	5%	15	7%	214	3%	189	5%	14
		Professional	24	12%	889	18%	188	8%	48	3%	45	18%	939	11%	225	6%	20
		Social Science	36	20%	566	11%	393	15%	129	17%	52	22%	1,080	14%	716	18%	185
		Other	18	10%	631	14%	331	14%	166	19%	30	13%	1,171	16%	557	16%	129
		Undecided	3	1%	191	3%	134	5%	4	0%	0	0%	4	0%	1	0%	0
	Total		184	100%	4,957	100%	2,488	100%	778	100%	241	100%	7,960	100%	3,813	100%	713
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and Humanities	7	17%	294	23%	214	29%	53	21%	10	20%	361	20%	300	25%	27
		Biological Science	2	4%	47	5%	48	6%	17	4%	1	2%	65	4%	52	4%	5
		Business	5	13%	224	16%	64	9%	44	14%	7	14%	340	19%	132	13%	19
		Education	1	4%	60	5%	22	3%	21	7%	3	5%	108	5%	46	4%	25
		Engineering	1	4%	24	2%	19	2%	6	8%	1	3%	27	2%	10	1%	1
		Physical Science	6	13%	82	7%	48	7%	16	9%	10	20%	155	8%	104	11%	7
		Professional	6	11%	123	11%	65	9%	17	4%	2	3%	101	7%	46	4%	8
		Social Science	8	18%	180	14%	182	22%	43	20%	10	16%	313	19%	298	25%	32
		Other	7	16%	148	12%	76	11%	37	10%	7	13%	244	14%	139	13%	23
		Undecided	1	2%	55	5%	17	2%	3	1%	1	3%	38	3%	3	0%	3
	Total		44	100%	1,237	100%	755	100%	257	100%	52	100%	1,752	100%	1,130	100%	150
- Institution reported: Gender	GENDER	Male	49	34%	2,055	43%	1,207	49%	255	48%	64	34%	3,107	42%	1,771	47%	165
		Female	185	66%	3,953	57%	1,784	51%	637	52%	219	66%	5,817	58%	2,529	53%	600
		Total	234	100%	6,008	100%	2,991	100%	892	100%	283	100%	8,924	100%	4,300	100%	765
- Institution reported: Race or ethnicity	ETHNICIT	African American/Black	0	0%	729	14%	240	12%	807	93%	0	0%	1,038	13%	262	11%	568
		Am. Indian/Native Amer.	0	0%	64	1%	9	0%	1	0%	0	0%	94	1%	15	1%	6
		Asian/Pacific Islander	0	0%	292	5%	372	16%	2	0%	0	0%	393	5%	369	14%	9
		Caucasian/White	0	0%	3,708	64%	1,149	52%	29	2%	0	0%	6,018	68%	1,419	56%	102
		Hispanic/Latino	0	0%	314	6%	93	5%	13	1%	0	0%	361	5%	106	5%	27
		Other	0	0%	23	0%	19	1%	8	1%	0	0%	20	0%	57	3%	13
		Foreign	0	0%	203	3%	61	3%	3	0%	0	0%	199	2%	69	3%	7
		Multi-racial	0	0%	8	0%	0	0%	0	0%	0	0%	3	0%	0	0%	0
		Unknown	0	0%	281	6%	311	12%	29	3%	0	0%	478	6%	208	9%	33
	Total		0	0%	5,622	100%	2,254	100%	892	100%	0	0%	8,604	100%	2,505	100%	765
- Institution reported: Enrollment status	ENROLLMT	Part-time	6	1%	667	14%	93	4%	60	6%	19	8%	2,571	34%	521	16%	168
		Full-time	228	99%	5,341	86%	2,898	96%	832	94%	264	92%	6,353	66%	3,779	84%	597
		Total	234	100%	6,008	100%	2,991	100%	892	100%	283	100%	8,924	100%	4,300	100%	765

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



Peers

<u>0%</u>
48%
14%
18%
17%
3%
<u>100%</u>
37%
63%
<u>100%</u>
97%
3%
<u>100%</u>
0%
0%
77%
10%
1%
1%
1%
4%
1%
5%
<u>100%</u>
0%
0%
4%
94%
2%
<u>100%</u>
51%
49%
<u>100%</u>

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.

Peers  
%

16%

39%

30%

36%

4%

14%

86%

100%

93%

7%

100%

90%

2%

1%

1%

0%

2%

3%

87%

13%

100%

97%

3%

100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



Peers

%

0%

2%

7%

7%

23%

19%

14%

27%

100%

16%

11%

62%

0%

10%

100%

19%

35%

11%

9%

14%

8%

4%

100%

13%

27%

20%

14%

16%

10%

1%

100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.

Peers

<u>8%</u>
6%
25%
14%
0%
2%
2%
23%
20%
0%
<u>100%</u>
25%
2%
12%
11%
6%
9%
4%
17%
12%
1%
<u>100%</u>
37%
63%
<u>100%</u>
78%
1%
1%
10%
3%
3%
1%
0%
3%
<u>100%</u>
18%
82%
<u>100%</u>

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.

Peers  
%  
131520



**National Survey  
of Student Engagement**

**NSSE 2009 Frequency Distributions<sup>a</sup>  
Urban Universities Consortium  
Howard University**

			First-Year Students				Seniors				
			Howard		Urban Universities		Howard		Urban Universities		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
1.	About how many hours do you spend in a typical week engaging in community service or some other volunteer activity off campus?	No hours	90	53%	2,985	61%	83	37%	4,102	54%	
		URB0901	1-5 hours	69	38%	1,602	32%	115	47%	2,956	37%
			6-10 hours	11	6%	226	5%	27	11%	454	6%
			11-20 hours	4	2%	48	1%	8	4%	147	2%
			More than 20 hours	2	1%	18	0%	2	1%	95	1%
			<b>Total</b>	<b>176</b>	<b>100%</b>	<b>4,879</b>	<b>100%</b>	<b>235</b>	<b>100%</b>	<b>7,754</b>	<b>100%</b>
2.	About how many hours do you spend in a typical week on your university's campus outside of time spent in class?	5 hours or less	61	32%	2,367	49%	124	50%	4,855	63%	
		URB0902	6-10 hours	33	19%	845	17%	48	21%	1,391	18%
			11-20 hours	24	16%	504	11%	32	14%	765	10%
			21-30 hours	20	13%	255	5%	15	6%	328	4%
			More than 30 hours	37	20%	905	18%	15	8%	398	5%
		<b>Total</b>	<b>175</b>	<b>100%</b>	<b>4,876</b>	<b>100%</b>	<b>234</b>	<b>100%</b>	<b>7,737</b>	<b>100%</b>	
3.	How likely is it that your work or family commitments will delay you in completing your undergraduate education?	Very unlikely	110	64%	2,275	46%	124	52%	3,437	43%	
		URB0903	Somewhat unlikely	11	7%	505	10%	25	11%	711	9%
			Not sure	18	10%	900	19%	13	6%	815	10%
			Somewhat likely	11	6%	512	12%	17	8%	1,061	15%
			Very likely	4	2%	291	7%	14	7%	938	13%
			Not applicable	16	11%	339	7%	39	16%	736	10%
		<b>Total</b>	<b>170</b>	<b>100%</b>	<b>4,822</b>	<b>100%</b>	<b>232</b>	<b>100%</b>	<b>7,698</b>	<b>100%</b>	
4.	How likely is it that financial problems will delay you in completing your undergraduate education?	Very unlikely	41	22%	1,207	24%	117	49%	3,226	40%	
		URB0904	Somewhat unlikely	24	15%	783	17%	31	13%	1,199	16%
			Not sure	32	21%	1,171	25%	24	10%	968	12%
			Somewhat likely	46	27%	1,059	21%	28	13%	1,270	17%
			Very likely	28	15%	606	14%	32	14%	1,025	15%
		<b>Total</b>	<b>171</b>	<b>100%</b>	<b>4,826</b>	<b>100%</b>	<b>232</b>	<b>100%</b>	<b>7,688</b>	<b>100%</b>	
5.	By the time that you expect to receive your bachelor's degree, how long will it have taken, from when you first started attending college, to complete your undergraduate studies?	4 years or less	136	78%	2,843	56%	141	60%	2,117	27%	
		URB0905	5-6 years	31	20%	1,697	38%	67	29%	3,038	38%
			7-8 years	0	0%	162	3%	10	5%	990	13%
			9-10 years	2	1%	47	1%	7	3%	525	7%
			More than 10 years	2	1%	58	1%	6	3%	1,012	14%
		<b>Total</b>	<b>171</b>	<b>100%</b>	<b>4,807</b>	<b>100%</b>	<b>231</b>	<b>100%</b>	<b>7,682</b>	<b>100%</b>	

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



**National Survey  
of Student Engagement**

**NSSE 2009 Frequency Distributions<sup>a</sup>  
Urban Universities Consortium  
Howard University**

		First-Year Students				Seniors				
		Howard		Urban Universities		Howard		Urban Universities		
Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
6. How likely is it that you will remain living in the area after you complete your undergraduate education?	URB0906	Very unlikely	49	29%	737	15%	47	20%	1,098	13%
		Somewhat unlikely	30	18%	523	11%	26	11%	630	9%
		Not sure	40	23%	1,525	32%	52	22%	1,573	21%
		Somewhat likely	27	17%	990	20%	48	21%	1,504	20%
		Very likely	25	13%	1,033	23%	58	25%	2,878	37%
	Total		171	100%	4,808	100%	231	100%	7,683	100%
7. How will your undergraduate education impact your career?	URB0907	I am not sure what the impact will be	25	15%	1,066	22%	39	17%	1,252	17%
		There will be no impact whatsoever	2	1%	103	3%	0	0%	200	3%
		This will help me to change careers	7	4%	295	7%	17	9%	949	13%
		This will help me to advance in my current career	17	11%	532	11%	37	15%	1,318	18%
		This will help me to start my career	120	70%	2,811	58%	138	59%	3,955	49%
	Total		171	100%	4,807	100%	231	100%	7,674	100%
8. To what extent have your experiences at this institution contributed to your understanding of today's international/multicultural world?	URB0908	Very little	26	15%	714	15%	21	9%	1,167	15%
		Some	55	31%	1,685	34%	59	26%	2,646	33%
		Quite a bit	47	29%	1,565	34%	85	37%	2,294	30%
		Very much	41	25%	798	18%	67	29%	1,532	22%
	Total		169	100%	4,762	100%	232	100%	7,639	100%
9. To what extent have your experiences at this institution contributed to your ability to work effectively in diverse/cross-cultural settings?	URB0909	Very little	38	21%	701	14%	31	13%	1,095	14%
		Some	57	35%	1,686	34%	65	28%	2,568	33%
		Quite a bit	44	26%	1,533	32%	74	32%	2,345	31%
		Very much	30	18%	832	19%	62	27%	1,619	23%
	Total		169	100%	4,752	100%	232	100%	7,627	100%
10. As an outcome of your college education, how important to you is acquiring a broad general education?	URB0910	Not at all important	5	3%	204	5%	4	2%	312	4%
		Slightly important	11	6%	578	12%	16	7%	982	12%
		Moderately important	49	30%	1,456	31%	70	30%	2,233	29%
		Very important	102	62%	2,478	53%	139	62%	4,097	55%
	Total		167	100%	4,716	100%	229	100%	7,624	100%
11. As an outcome of your college education, how important to you is acquiring job- or work-related knowledge and skills?	URB0911	Not at all important	0	0%	40	1%	0	0%	73	1%
		Slightly important	1	1%	178	3%	12	6%	279	4%
		Moderately important	25	16%	818	17%	42	18%	1,091	15%
		Very important	138	84%	3,680	79%	176	76%	6,180	81%
	Total		164	100%	4,716	100%	230	100%	7,623	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



**National Survey  
of Student Engagement**

**NSSE 2009 Frequency Distributions<sup>a</sup>  
Urban Universities Consortium  
Howard University**

		First-Year Students				Seniors				
		Howard		Urban Universities		Howard		Urban Universities		
Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
12. As an outcome of your college education, how important to you is writing clearly and effectively?	URB0912	Not at all important	1	1%	65	1%	0	0%	67	1%
		Slightly important	7	4%	380	8%	4	1%	311	4%
		Moderately important	24	16%	1,348	27%	33	15%	1,569	20%
		Very important	135	80%	2,928	63%	193	84%	5,686	75%
	Total		167	100%	4,721	100%	230	100%	7,633	100%
13. As an outcome of your college education, how important to you is thinking critically and analytically?	URB0913	Not at all important	0	0%	42	1%	1	0%	40	0%
		Slightly important	6	3%	253	5%	4	1%	187	2%
		Moderately important	19	12%	1,054	22%	26	11%	1,294	17%
		Very important	140	85%	3,295	71%	195	87%	5,994	80%
	Total		165	100%	4,644	100%	226	100%	7,515	100%
14. As an outcome of your college education, how important to you is developing computer and information technology skills?	URB0914	Not at all important	2	1%	82	2%	2	1%	74	1%
		Slightly important	13	9%	463	9%	14	7%	448	6%
		Moderately important	47	26%	1,538	33%	56	25%	1,884	25%
		Very important	104	64%	2,569	56%	155	67%	5,113	68%
	Total		166	100%	4,652	100%	227	100%	7,519	100%
15. As an outcome of your college education, how important to you is working effectively with others?	URB0915	Not at all important	2	1%	53	1%	1	1%	89	1%
		Slightly important	4	3%	240	5%	7	3%	331	4%
		Moderately important	26	16%	1,020	23%	41	17%	1,543	21%
		Very important	134	80%	3,337	71%	178	79%	5,552	74%
	Total		166	100%	4,650	100%	227	100%	7,515	100%
16. As an outcome of your college education, how important to you is developing your ability to make informed decisions as a citizen?	URB0916	Not at all important	1	1%	85	2%	2	1%	172	2%
		Slightly important	4	2%	314	7%	8	3%	535	7%
		Moderately important	25	15%	1,249	26%	42	19%	1,854	24%
		Very important	137	83%	3,034	65%	176	77%	5,016	67%
	Total		167	100%	4,682	100%	228	100%	7,577	100%
17. As an outcome of your college education, how important to you is understanding people of other racial and ethnic backgrounds?	URB0917	Not at all important	5	3%	161	4%	1	0%	291	4%
		Slightly important	6	3%	538	12%	14	5%	786	10%
		Moderately important	34	21%	1,391	30%	63	28%	2,125	28%
		Very important	122	73%	2,592	55%	150	66%	4,363	57%
	Total		167	100%	4,682	100%	228	100%	7,565	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



**National Survey  
of Student Engagement**

**NSSE 2009 Frequency Distributions<sup>a</sup>  
Urban Universities Consortium  
Howard University**

		First-Year Students				Seniors				
		Howard		Urban Universities		Howard		Urban Universities		
Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
18. How would you characterize the support you receive for going to college from your close friends and family?	URB0918	Very unsupportive	3	2%	48	1%	3	1%	70	1%
		Somewhat unsupportive	2	1%	85	2%	3	1%	132	1%
		Neither supportive nor unsupportive	5	3%	234	5%	7	3%	383	6%
		Somewhat supportive	19	11%	895	21%	35	15%	1,575	21%
		Very supportive	138	83%	3,411	71%	178	79%	5,403	71%
	Total	167	100%	4,673	100%	226	100%	7,563	100%	
19. If you take less than a full course load (less than 15 or 16 student credit hours per term), what is the most important reason for doing so?	URB0919	Improve academic performance	35	21%	1,053	23%	21	9%	1,039	15%
		Work more hours	8	4%	638	14%	25	12%	1,929	26%
		Cost of additional courses	5	3%	428	11%	12	5%	557	8%
		Scheduling problems	14	9%	353	8%	20	9%	711	10%
		Course availability	24	13%	241	5%	19	8%	569	8%
		Course load limit set by program	1	1%	79	2%	8	3%	220	3%
		Not applicable - always take a full course load	80	49%	1,851	37%	120	53%	2,459	31%
	Total	167	100%	4,643	100%	225	100%	7,484	100%	
20. Do you usually speak a language other than English at home or with family?	URB0920	No	154	92%	3,920	81%	194	84%	6,545	83%
		Yes	15	8%	787	19%	35	16%	1,055	17%
		Total	169	100%	4,707	100%	229	100%	7,600	100%

IPEDS: 131520

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.