



NSSE 2015
Multi-Year Report
Howard University

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, consult the *Multi-Year Data Analysis Guide* on the NSSE website.

nsse.indiana.edu/pdf/MYDAG.pdf

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for 10 EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) follow, each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year results indicate students who <i>participated</i> in a Learning Community, Service-Learning, and Research with Faculty, and who <i>planned to do</i> an Internship or Field Experience, Study Abroad, and a Culminating Senior Experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that will contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder—Institution Version, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items. It also affords the analysis of results by subpopulations.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality indicators. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013										
2014	18%	+/- 5.0%	310	213	97	19%	+/- 5.2%	285	215	70
2015	14%	+/- 5.9%	235	129	106	16%	+/- 4.9%	340	233	107
2016										
2017										
2018										
2019										
2020										

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Topical module(s)	Consortium	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Academic Advising, Information Literacy	None	No	Yes
2015	Email	Census	No	Academic Advising, Information Literacy	None	No	No
2016							
2017							
2018							
2019							
2020							

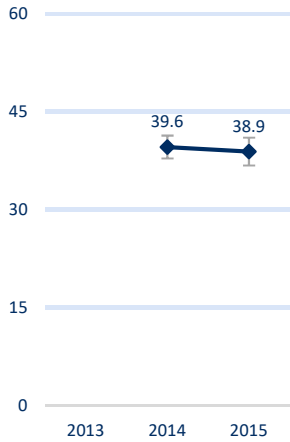
Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

- a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
- b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.
- c. This is the count used to calculate response rates and sampling errors for each administration's *Administration Summary* report. This number includes all census-administered and randomly sampled students.

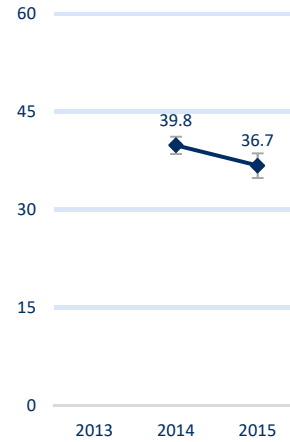
Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement, organized within four themes. EI scores represent the averaged student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See page 10 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students

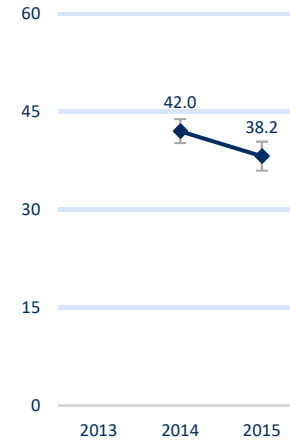
Higher-Order Learning



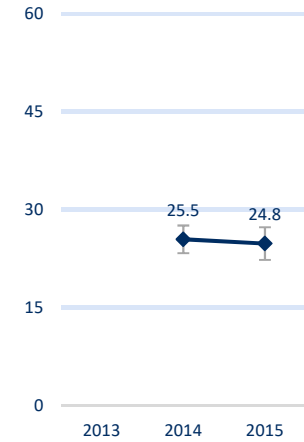
Reflective & Integrative Learning



Learning Strategies

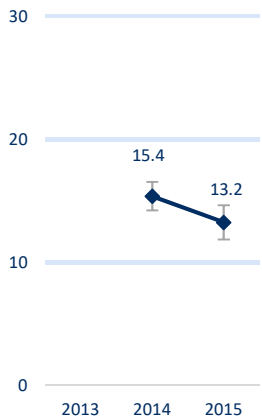


Quantitative Reasoning

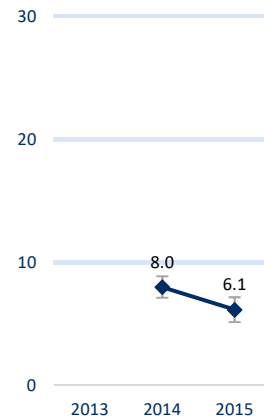


Academic Challenge (additional items): First-year students

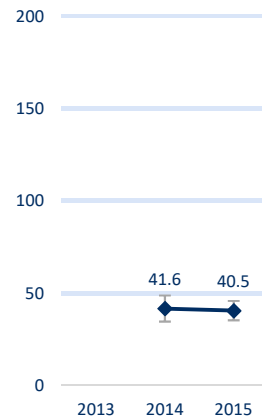
Preparing for Class (hrs/wk)



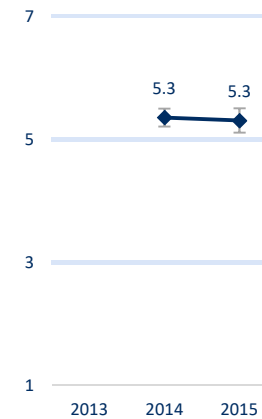
Course Reading (hrs/wk)^a



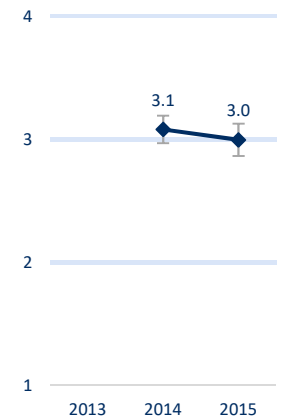
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



-
- a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.
 - b. Extent to which courses challenged students to do their best work (from 1 = "Not at all" to 7 = "Very much").
 - c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
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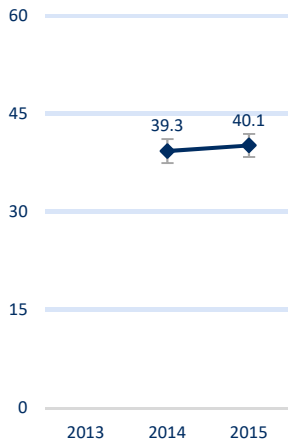
Engagement Results by Theme

Howard University

Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement, organized within four themes. EI scores represent the averaged student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See page 10 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: Seniors

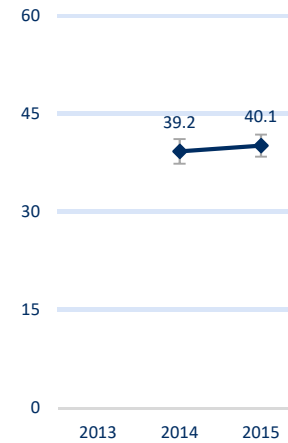
Higher-Order Learning



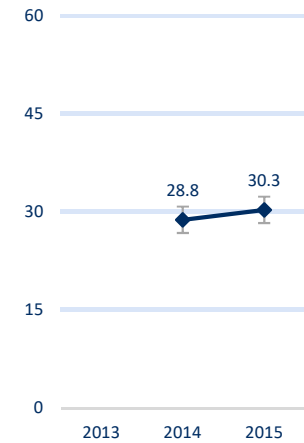
Reflective & Integrative Learning



Learning Strategies

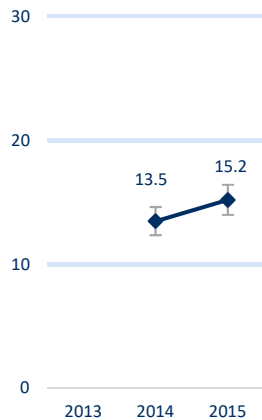


Quantitative Reasoning

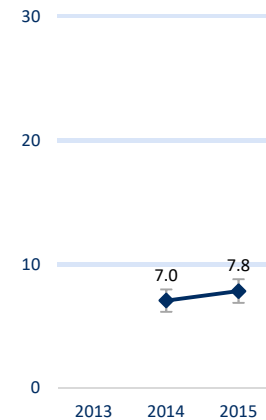


Academic Challenge (additional items): Seniors

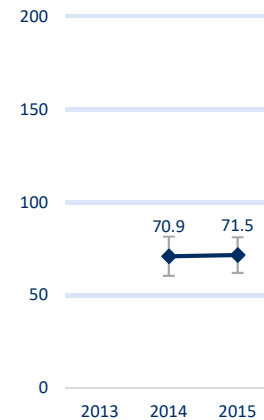
Preparing for Class (hrs/wk)



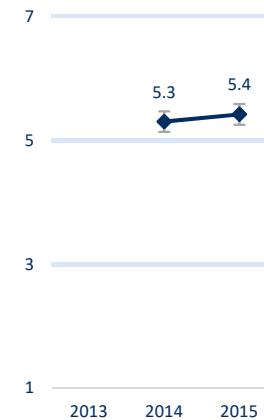
Course Reading (hrs/wk)^a



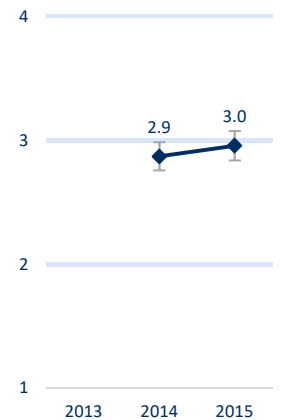
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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- a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.
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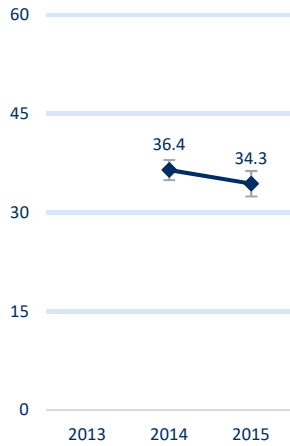
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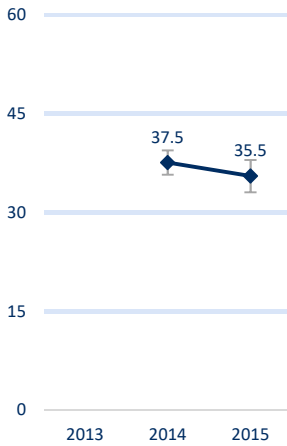
Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement, organized within four themes. EI scores represent the averaged student responses to a set of related survey questions. The Learning with Peers, Experiences with Faculty, and Campus Environment themes are each represented by two EIs. See pages 10-11 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

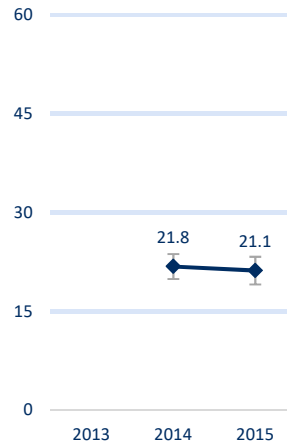


Discussions with Diverse Others

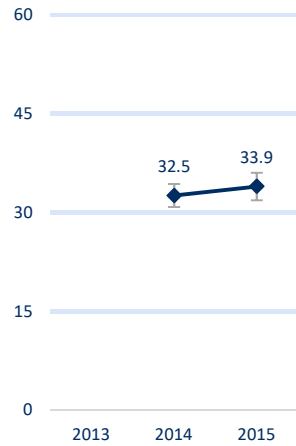


Experiences with Faculty: First-year students

Student-Faculty Interaction

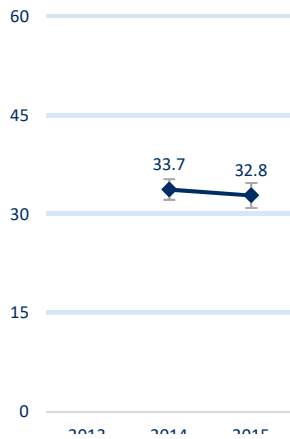


Effective Teaching Practices

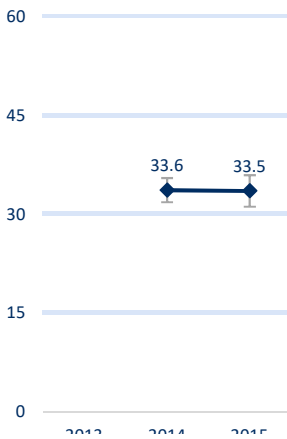


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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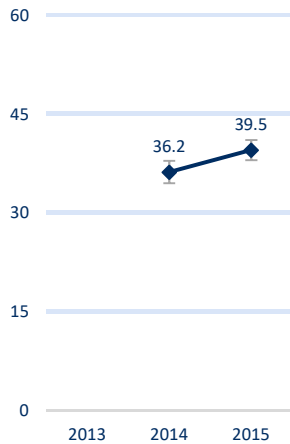
Engagement Results by Theme

Howard University

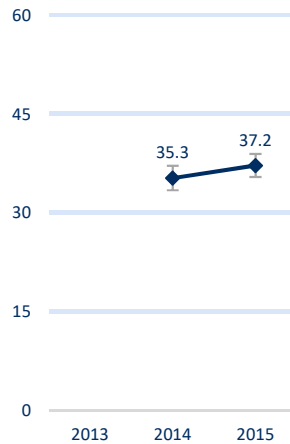
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Learning with Peers: Seniors

Collaborative Learning

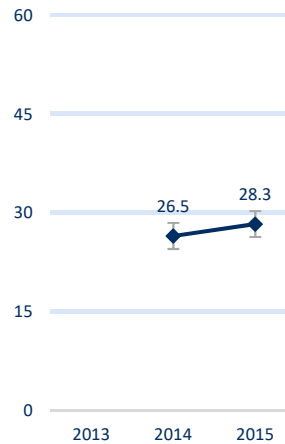


Discussions with Diverse Others

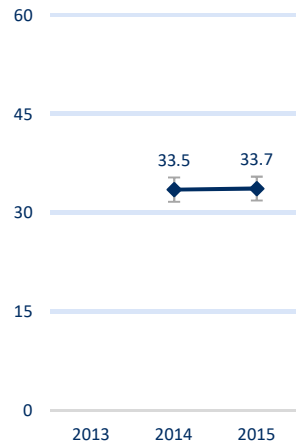


Experiences with Faculty: Seniors

Student-Faculty Interaction

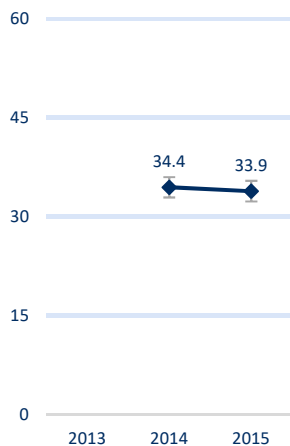


Effective Teaching Practices

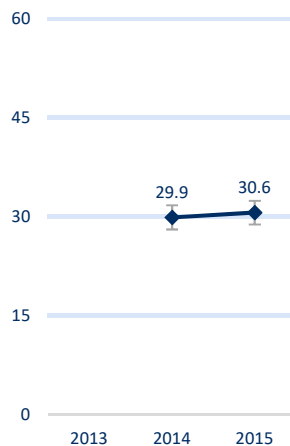


Campus Environment: Seniors

Quality of Interactions



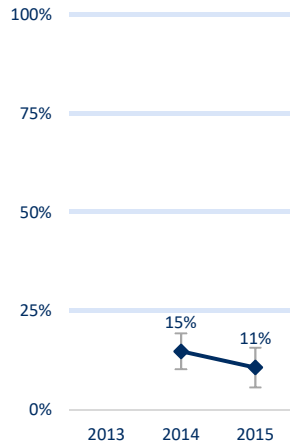
Supportive Environment



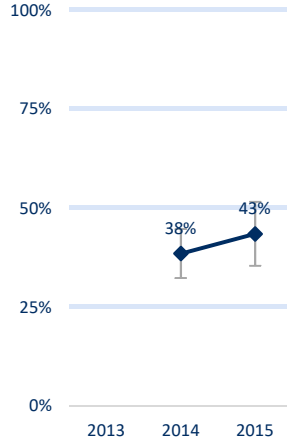
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

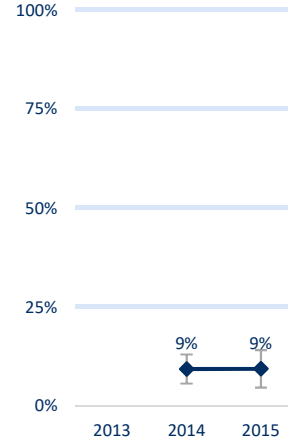
Learning Community (Done or in progress)



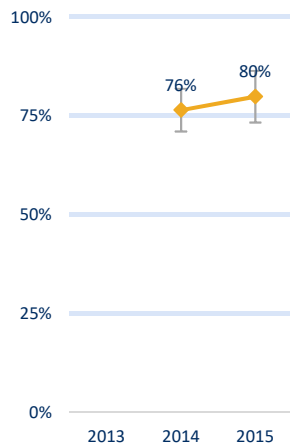
Service-Learning (Some, most, or all courses)



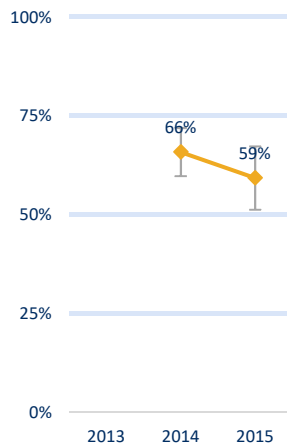
Research with Faculty (Done or in progress)



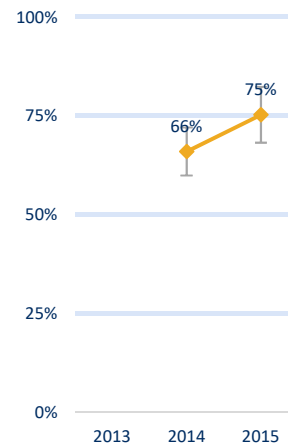
Internship/Field Experience (Plan to do)



Study Abroad (Plan to do)

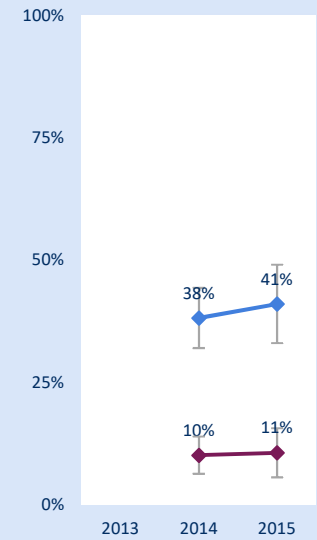


Culminating Senior Experience (Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.



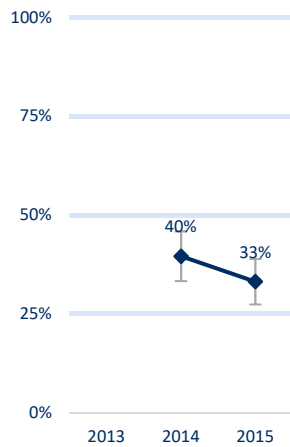
◆ Participated in one HIP
◆ Participated in two or more HIPs

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

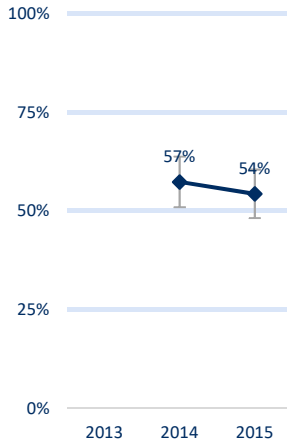
Learning Community

(Done or in progress)



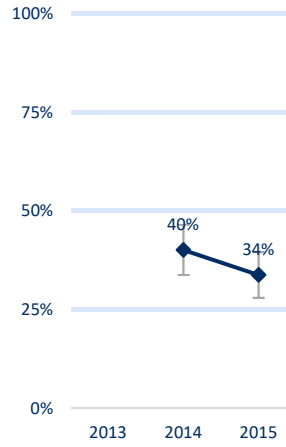
Service-Learning

(Some, most, or all courses)



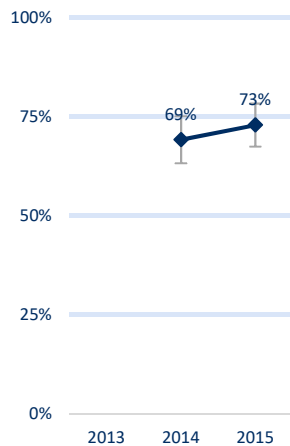
Research with Faculty

(Done or in progress)



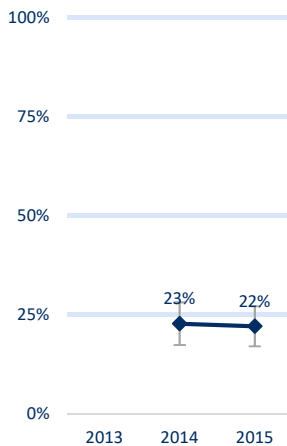
Internship/Field Experience

(Done or in progress)



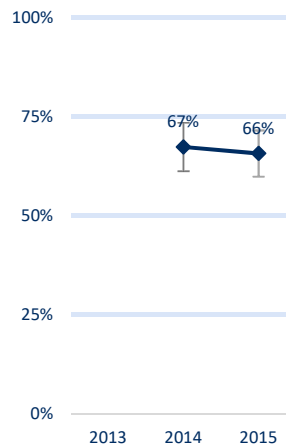
Study Abroad

(Done or in progress)



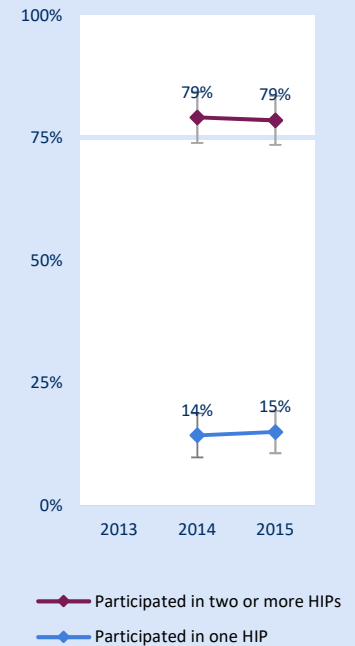
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.



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Detailed Statistics: Engagement Indicators and Additional Items

Howard University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	
<i>Academic Challenge</i>																	
Higher-Order Learning	<i>Mean</i>		39.6	38.9							39.3	40.1					
	<i>n</i>		258	176							248	290					
	<i>SD</i>		14.3	14.4							14.8	15.4					
	<i>SE</i>		.89	1.09							.94	.90					
	<i>CI upper bound</i>		41.3	41.0							41.1	41.9					
	<i>CI lower bound</i>		37.8	36.7							37.4	38.4					
Reflective & Integrative Learning	<i>Mean</i>		39.8	36.7							40.3	40.3					
	<i>n</i>		279	193							260	298					
	<i>SD</i>		11.2	13.4							12.9	13.2					
	<i>SE</i>		.67	.96							.80	.77					
	<i>CI upper bound</i>		41.1	38.6							41.9	41.8					
	<i>CI lower bound</i>		38.5	34.8							38.8	38.8					
Learning Strategies	<i>Mean</i>		42.0	38.2							39.2	40.1					
	<i>n</i>		234	144							231	254					
	<i>SD</i>		14.3	13.5							14.7	13.8					
	<i>SE</i>		.94	1.13							.97	.87					
	<i>CI upper bound</i>		43.8	40.4							41.1	41.8					
	<i>CI lower bound</i>		40.2	36.0							37.3	38.4					
Quantitative Reasoning	<i>Mean</i>		25.5	24.8							28.8	30.3					
	<i>n</i>		266	177							253	291					
	<i>SD</i>		17.6	16.9							16.3	17.6					
	<i>SE</i>		1.08	1.27							1.03	1.03					
	<i>CI upper bound</i>		27.6	27.3							30.8	32.3					
	<i>CI lower bound</i>		23.3	22.3							26.8	28.3					
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)	<i>Mean</i>		15.4	13.2							13.5	15.2					
	<i>n</i>		217	125							217	232					
	<i>SD</i>		8.7	8.0							8.6	9.5					
	<i>SE</i>		.59	.71							.58	.62					
	<i>CI upper bound</i>		16.5	14.6							14.6	16.4					
	<i>CI lower bound</i>		14.2	11.8							12.3	14.0					
Course Reading Estimated hours per week calculated from two survey questions.	<i>Mean</i>		8.0	6.1							7.0	7.8					
	<i>n</i>		211	124							214	228					
	<i>SD</i>		6.4	5.7							6.8	7.3					
	<i>SE</i>		.44	.51							.46	.48					
	<i>CI upper bound</i>		8.8	7.2							8.0	8.8					
	<i>CI lower bound</i>		7.1	5.1							6.1	6.9					

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Detailed Statistics: Engagement Indicators and Additional Items

Howard University

First-year students

Seniors

	2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019
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Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

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Detailed Statistics: Engagement Indicators and Additional Items

Howard University

		First-year students							Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019
<i>Academic Challenge (additional items, continued)</i>																
Assigned Writing	<i>Mean</i>		41.6	40.5							70.9	71.5				
Estimated number of pages calculated from three survey questions.	<i>n</i>		214	137							208	231				
	<i>SD</i>		52.6	31.4							77.5	74.8				
	<i>SE</i>		3.59	2.68							5.38	4.92				
	<i>CI upper bound</i>		48.6	45.7							81.4	81.2				
	<i>CI lower bound</i>		34.5	35.2							60.3	61.9				
Course Challenge	<i>Mean</i>		5.3	5.3							5.3	5.4				
Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>n</i>		240	148							235	257				
	<i>SD</i>		1.2	1.2							1.3	1.4				
	<i>SE</i>		.07	.10							.08	.09				
	<i>CI upper bound</i>		5.5	5.5							5.5	5.6				
	<i>CI lower bound</i>		5.2	5.1							5.1	5.3				
Academic Emphasis	<i>Mean</i>		3.1	3.0							2.9	3.0				
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	<i>n</i>		220	131							221	236				
	<i>SD</i>		0.8	0.8							0.9	0.9				
	<i>SE</i>		.06	.07							.06	.06				
	<i>CI upper bound</i>		3.2	3.1							3.0	3.1				
	<i>CI lower bound</i>		3.0	2.9							2.8	2.8				
<i>Learning with Peers</i>																
Collaborative Learning	<i>Mean</i>		36.4	34.3							36.2	39.5				
	<i>n</i>		284	209							265	317				
	<i>SD</i>		13.1	14.3							14.1	14.0				
	<i>SE</i>		.78	.99							.87	.79				
	<i>CI upper bound</i>		37.9	36.3							37.9	41.1				
	<i>CI lower bound</i>		34.9	32.4							34.5	38.0				
Discussions with Diverse Others	<i>Mean</i>		37.5	35.5							35.3	37.2				
	<i>n</i>		240	150							233	261				
	<i>SD</i>		14.6	15.3							14.6	14.4				
	<i>SE</i>		.94	1.25							.95	.89				
	<i>CI upper bound</i>		39.4	38.0							37.2	39.0				
	<i>CI lower bound</i>		35.7	33.0							33.4	35.5				

NSSE 2015 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Howard University

First-year students

Seniors

	2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019
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Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2015 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Howard University

		First-year students							Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019
<i>Experiences with Faculty</i>																
Student-Faculty Interaction	<i>Mean</i>		21.8	21.1							26.5	28.3				
	<i>n</i>		272	182							253	291				
	<i>SD</i>		15.9	14.5							16.0	17.0				
	<i>SE</i>		.96	1.07							1.01	1.00				
	<i>CI upper bound</i>		23.7	23.2							28.5	30.3				
	<i>CI lower bound</i>		19.9	19.0							24.5	26.4				
<hr/>																
Effective Teaching Practices	<i>Mean</i>		32.5	33.9							33.5	33.7				
	<i>n</i>		270	177							256	294				
	<i>SD</i>		14.6	14.3							15.0	15.8				
	<i>SE</i>		.89	1.07							.94	.92				
	<i>CI upper bound</i>		34.3	36.0							35.4	35.5				
	<i>CI lower bound</i>		30.8	31.8							31.7	31.9				
<hr/>																
<i>Campus Environment</i>																
Quality of Interactions	<i>Mean</i>		33.7	32.8							34.4	33.9				
	<i>n</i>		238	143							232	257				
	<i>SD</i>		12.3	11.6							12.0	12.8				
	<i>SE</i>		.80	.97							.79	.80				
	<i>CI upper bound</i>		35.3	34.7							36.0	35.4				
	<i>CI lower bound</i>		32.1	30.9							32.9	32.3				
<hr/>																
Supportive Environment	<i>Mean</i>		33.6	33.5							29.9	30.6				
	<i>n</i>		219	128							217	230				
	<i>SD</i>		13.9	13.8							13.8	13.9				
	<i>SE</i>		.94	1.22							.94	.92				
	<i>CI upper bound</i>		35.4	35.9							31.7	32.4				
	<i>CI lower bound</i>		31.8	31.1							28.0	28.8				

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2015 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Howard University

First-year students

Seniors

2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019
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2020

2020

2020

2020

2020

2020

NSSE 2015 Multi-Year Report

Detailed Statistics: High-Impact Practices

Howard University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Learning Community^a	%		15	11						40	33						
	<i>n</i>		235	145						233	258						
	<i>SE</i>		2.3	2.6						3.2	2.9						
	<i>CI upper bound (%)</i>		19	16						46	39						
	<i>CI lower bound (%)</i>		10	6						33	27						
Service-Learning^a	%		38	43						57	54						
	<i>n</i>		237	146						231	253						
	<i>SE</i>		3.2	4.1						3.3	3.1						
	<i>CI upper bound (%)</i>		45	52						64	60						
	<i>CI lower bound (%)</i>		32	35						51	48						
Research with Faculty^a	%		9	9						40	34						
	<i>n</i>		237	146						230	258						
	<i>SE</i>		1.9	2.4						3.2	3.0						
	<i>CI upper bound (%)</i>		13	14						47	40						
	<i>CI lower bound (%)</i>		6	5						34	28						
Internship or Field Experience^b	%		76	80						69	73						
	<i>n</i>		239	146						233	258						
	<i>SE</i>		2.8	3.3						3.0	2.8						
	<i>CI upper bound (%)</i>		82	86						75	78						
	<i>CI lower bound (%)</i>		71	73						63	67						
Study Abroad^b	%		66	59						23	22						
	<i>n</i>		234	146						232	260						
	<i>SE</i>		3.1	4.1						2.8	2.6						
	<i>CI upper bound (%)</i>		72	67						28	27						
	<i>CI lower bound (%)</i>		60	51						17	17						
Culminating Senior Experience^b	%		66	75						67	66						
	<i>n</i>		235	145						228	256						
	<i>SE</i>		3.1	3.6						3.1	3.0						
	<i>CI upper bound (%)</i>		72	82						73	72						
	<i>CI lower bound (%)</i>		60	68						61	60						
Overall HIP Participation^c																	
Participated in one HIP	%		38	41						14	15						
	<i>n</i>		241	146						235	261						
	<i>SE</i>		3.1	4.1						2.3	2.2						
	<i>CI upper bound (%)</i>		44	49						19	19						
	<i>CI lower bound (%)</i>		32	33						10	11						
Participated in two or more HIPs	%		10	11						79	79						
	<i>n</i>		241	146						235	261						
	<i>SE</i>		1.9	2.6						2.7	2.5						
	<i>CI upper bound (%)</i>		14	16						84	84						
	<i>CI lower bound (%)</i>		6	6						74	74						

Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p(1-p)/(n-1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 * SE$).

- a. Results are the percentage who had done the activity.
- b. First-year results are the percentage who planned to do the activity, and senior results are the percentage who had done the activity.
- c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.