



NSSE 2021

Frequencies and Statistical Comparisons

Howard University

NSSE 2021 Frequencies and Statistical Comparisons


About This Report

The *Frequencies and Statistical Comparisons* report presents item-by-item student responses and statistical comparisons that allow you to examine patterns of similarity and difference between your students and those at your comparison group institutions. The report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website (nsse.indiana.edu) or contact a member of the NSSE team.

1. **Class level:** As reported by your institution.
2. **Item numbers:** Numbering corresponds to the survey available on the NSSE website.
3. **Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
4. **Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.
5. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

Note: Column percentages and statistics are weighted by institution-reported sex and enrollment status. Comparison group statistics are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: go.iu.edu/NSSE-weights

6. **Statistical comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #7) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Exceptions are items 11 a-f which are compared using a z -test.



NSSE Frequencies and Statistical Comparisons

NSSEville State University

		Frequency Distributions ^a								Statistical Comparisons ^b									
		NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort		NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort			
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
6. During the current school year, about how often have you done the following?																			
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)																			
	QRconclude	1	Never	3	0	244	2	54	2	6,952	3	3.3	3.0 ***	.27	3.0 ***	.35	2.9 ***	.43	
		2	Sometimes	135	20	4,397	27	845	29	75,222	33								
		3	Often	212	33	5,947	37	1,086	38	81,724	35								
		4	Very often	280	46	5,440	34	889	31	66,983	29								
			Total	630	100	16,028	100	2,874	100	230,881	100								
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)																			
	QRproblem	1	Never	82	13	2,369	14	401	14	35,490	16	2.5	2.5	-.04	2.6 *	-.09	2.6	-.05	
		2	Sometimes	267	42	5,959	37	978	34	79,495	34								
		3	Often	164	26	4,548	29	858	31	67,348	29								
		4	Very often	113	19	3,072	20	611	22	47,208	21								
			Total	626	100	19,948	100	2,855	100	229,541	100								
c. Evaluated what others have concluded from numerical information																			
	QRevaluate	1	Never	25	4	778	5	134	5	12,543	6	3.1	3.1	.02	3.1	-.04	3.0	.06	
		2	Sometimes	56	9	1,666	11	262	10	28,134	13								
		3	Often	384	63	9,147	57	1,586	57	128,802	56								
		4	Very often	150	24	4,267	27	851	29	58,873	26								
			Total	615	100	15,858	100	2,833	100	228,352	100								

7. **Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. A positive effect size indicates that your institution's mean was greater than that of the comparison group, thus showing a favorable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. Effect sizes for independent t -tests use Cohen's d ; z -tests use Cohen's h . Cohen's d is calculated by dividing the mean difference by the pooled standard deviation. Cohen's h is calculated by taking the difference in the proportion of students who responded "Done or in progress" after the proportion has been transformed using a non-linear (arcsine) transformation. See: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd edition)*. New York: Psychology Press.

8. **Key to symbols:**

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard	IPEDS Peers	Sector & Enrollment		HBCUs			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
1. During the current school year, about how often have you done the following?																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	17	3	227	3	263	3	44	3	2.8	2.8	-.04	2.9 **	-.10	2.9	-.06	
		2	Sometimes	280	38	3,275	36	3,629	33	498	35								
		3	Often	247	35	3,214	36	3,905	36	483	34								
		4	Very often	176	25	2,217	26	2,921	28	427	28								
		Total		720	100	8,933	100	10,718	100	1,452	100								
b. Asked another student to help you understand course material	CLaskhelp	1	Never	91	13	1,004	13	1,174	14	214	16	2.6	2.5 *	.08	2.5 *	.10	2.5	.05	
		2	Sometimes	277	40	3,590	41	4,136	40	542	38								
		3	Often	194	26	2,778	30	3,461	30	381	25								
		4	Very often	157	22	1,523	16	1,853	16	310	21								
		Total		719	100	8,895	100	10,624	100	1,447	100								
c. Explained course material to one or more students	CLexplain	1	Never	67	9	662	9	804	10	181	13	2.6	2.6	-.02	2.6	.00	2.5	.04	
		2	Sometimes	297	42	3,647	41	4,125	40	551	40								
		3	Often	238	33	3,102	34	3,923	35	431	28								
		4	Very often	115	16	1,477	16	1,757	15	278	19								
		Total		717	100	8,888	100	10,609	100	1,441	100								
d. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	124	18	1,634	21	1,928	22	332	24	2.4	2.4 *	.08	2.4	.05	2.3 **	.12	
		2	Sometimes	274	38	3,239	36	3,585	34	484	35								
		3	Often	188	27	2,497	27	3,150	28	394	27								
		4	Very often	127	17	1,468	15	1,891	16	215	14								
		Total		713	100	8,838	100	10,554	100	1,425	100								
e. Worked with other students on course projects or assignments	CLproject	1	Never	55	8	812	10	925	11	245	18	2.7	2.6 **	.11	2.6 *	.09	2.4 ***	.24	
		2	Sometimes	262	37	3,580	41	3,942	38	532	38								
		3	Often	251	36	2,904	32	3,773	34	394	27								
		4	Very often	138	19	1,509	17	1,876	17	237	17								
		Total		706	100	8,805	100	10,516	100	1,408	100								
f. Given a course presentation	present	1	Never	115	17	1,902	21	1,657	17	424	32	2.3	2.2 ***	.17	2.3	.05	2.1 ***	.26	
		2	Sometimes	336	47	4,347	49	5,153	48	551	40								
		3	Often	170	24	1,827	21	2,673	25	276	19								
		4	Very often	87	12	720	8	1,016	10	150	10								
		Total		708	100	8,796	100	10,499	100	1,401	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard	IPEDS Peers	Sector & Enrollment		HBCUs			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
2. During the current school year, about how often have you done the following?																			
a. Combined ideas from different courses when completing assignments	RIIntegrate	1	Never	80	11	664	8	872	9	239	18	2.5	2.6	-.04	2.6	-.03	2.4 **	.13	
		2	Sometimes	256	38	3,457	40	4,160	39	508	38								
		3	Often	249	36	3,314	38	3,867	37	393	28								
		4	Very often	105	15	1,240	14	1,453	14	225	16								
		Total		690	100	8,675	100	10,352	100	1,365	100								
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	41	7	632	8	780	9	192	15	2.9	2.7 ***	.28	2.6 ***	.32	2.5 ***	.41	
		2	Sometimes	176	26	3,089	36	3,734	36	450	36								
		3	Often	258	37	3,321	39	3,935	37	423	30								
		4	Very often	209	31	1,550	18	1,814	18	269	19								
		Total		684	100	8,592	100	10,263	100	1,334	100								
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	33	5	669	8	830	9	142	11	3.0	2.7 ***	.37	2.7 ***	.42	2.7 ***	.38	
		2	Sometimes	148	22	2,920	34	3,553	35	421	35								
		3	Often	256	38	3,291	39	3,845	37	420	31								
		4	Very often	238	35	1,657	20	1,965	19	334	23								
		Total		675	100	8,537	100	10,193	100	1,317	100								
d. Examined the strengths and weaknesses of your own views on a topic or issue	Rlownview	1	Never	27	4	352	4	453	5	65	5	2.9	2.8 *	.10	2.8 *	.09	2.8	.03	
		2	Sometimes	198	30	2,605	30	3,095	30	379	31								
		3	Often	273	41	3,932	47	4,696	46	491	38								
		4	Very often	165	25	1,548	18	1,832	19	350	26								
		Total		663	100	8,437	100	10,076	100	1,285	100								
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	Rlperspect	1	Never	19	3	172	2	250	3	43	4	2.9	3.0	-.05	2.9	-.01	3.0 *	-.10	
		2	Sometimes	181	27	2,014	24	2,523	25	285	23								
		3	Often	288	44	4,061	48	4,823	48	518	43								
		4	Very often	161	25	2,050	25	2,328	24	394	31								
		Total		649	100	8,297	100	9,924	100	1,240	100								
f. Learned something that changed the way you understand an issue or concept	Rlnewview	1	Never	21	3	163	2	271	3	55	5	2.9	2.9	.04	2.9 *	.09	2.9	.08	
		2	Sometimes	177	28	2,223	28	2,784	29	338	29								
		3	Often	263	41	3,795	46	4,530	46	485	40								
		4	Very often	180	28	1,956	24	2,143	22	326	26								
		Total		641	100	8,137	100	9,728	100	1,204	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

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Howard University

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDES Peers		Sector & Enrollment		HBCUs		Howard		IPEDES Peers		Sector & Enrollment		HBCUs	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
Item wording or description	Variable name ^c	Values ^d	Response options	Your first-year students compared with															
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	7	1	68	1	131	2	32	3	3.2	3.1 *	.08	3.1 ***	.15	3.0 ***	.25	
		2	Sometimes	101	17	1,384	18	1,840	20	279	25								
		3	Often	293	46	4,084	50	4,863	49	510	43								
		4	Very often	227	36	2,515	31	2,788	29	357	28								
		Total		628	100	8,051	100	9,622	100	1,178	100								
3. During the current school year, about how often have you done the following?																			
a. Talked about career plans with a faculty member	SFcareer	1	Never	279	43	2,129	26	1,987	22	275	25	1.8	2.1 ***	-.33	2.2 ***	-.43	2.3 ***	-.48	
		2	Sometimes	233	38	3,538	44	4,297	45	409	35								
		3	Often	72	11	1,606	20	2,211	22	288	24								
		4	Very often	46	8	763	10	1,093	11	196	16								
		Total		630	100	8,036	100	9,588	100	1,168	100								
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	434	68	4,326	54	4,575	50	602	51	1.5	1.7 ***	-.24	1.8 ***	-.31	1.8 ***	-.35	
		2	Sometimes	127	21	2,321	29	3,062	31	276	25								
		3	Often	37	6	929	12	1,328	13	168	14								
		4	Very often	27	5	414	5	570	6	118	9								
		Total		625	100	7,990	100	9,535	100	1,164	100								
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	314	49	2,764	35	2,903	33	453	40	1.7	2.0 ***	-.24	2.0 ***	-.29	2.0 ***	-.23	
		2	Sometimes	199	33	3,297	41	4,019	42	355	32								
		3	Often	70	12	1,315	17	1,828	19	211	17								
		4	Very often	35	6	535	7	692	7	123	10								
		Total		618	100	7,911	100	9,442	100	1,142	100								
d. Discussed your academic performance with a faculty member	SFperform	1	Never	247	39	2,712	33	2,473	27	277	25	1.9	2.0 **	-.14	2.1 ***	-.24	2.2 ***	-.41	
		2	Sometimes	261	42	3,381	43	4,419	46	431	39								
		3	Often	70	12	1,327	18	1,869	19	268	24								
		4	Very often	36	6	493	7	681	7	155	13								
		Total		614	100	7,913	100	9,442	100	1,131	100								
4. During the current school year, how much has your coursework emphasized the following?																			
a. Memorizing course material	memorize	1	Very little	41	6	339	5	399	5	87	9	2.9	2.9	-.01	2.8	.00	2.8 *	.11	
		2	Some	161	27	2,082	28	2,549	28	329	30								
		3	Quite a bit	248	41	3,422	43	4,187	44	441	39								
		4	Very much	159	25	2,010	24	2,235	23	254	23								
		Total		609	100	7,853	100	9,370	100	1,111	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Howard				Sector & Enrollment				HBCUs				Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	50	8	208	3	283	3	78	8	2.8	3.0 *** ▽	-0.19	3.0 *** ▽	-0.16	2.8	.07					
		2	Some	153	25	1,748	23	2,113	23	333	31												
		3	Quite a bit	260	44	3,725	47	4,478	48	431	39												
		4	Very much	141	24	2,120	27	2,439	26	252	23												
		Total		604	100	7,801	100	9,313	100	1,094	100												
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	35	6	221	3	271	3	64	6	2.9	3.0	-0.07	3.0	-0.06	2.8 *	.12					
		2	Some	151	25	1,873	24	2,173	24	315	30												
		3	Quite a bit	239	41	3,492	45	4,251	45	412	39												
		4	Very much	169	28	2,144	28	2,544	28	265	24												
		Total		594	100	7,730	100	9,239	100	1,056	100												
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	29	5	306	4	319	4	44	5	3.0	2.9 *	.11	3.0 *	.09	2.9 **	.13					
		2	Some	123	21	1,910	24	2,188	23	262	26												
		3	Quite a bit	233	40	3,459	45	4,251	46	436	42												
		4	Very much	199	34	1,997	27	2,421	27	303	28												
		Total		584	100	7,672	100	9,179	100	1,045	100												
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	28	5	246	3	302	3	43	5	3.0	2.9	.05	2.9	.05	2.9 *	.10					
		2	Some	132	22	1,909	24	2,212	24	277	28												
		3	Quite a bit	248	43	3,575	47	4,331	47	419	40												
		4	Very much	173	30	1,895	25	2,274	25	298	28												
		Total		581	100	7,625	100	9,119	100	1,037	100												
5. During the current school year, to what extent have your instructors done the following?																							
a. Clearly explained course goals and requirements	ETgoals	1	Very little	36	6	138	2	180	2	72	7	2.8	3.1 *** ▽	-0.35	3.1 *** ▽	-0.31	2.8	.01					
		2	Some	174	30	1,416	19	1,805	20	298	32												
		3	Quite a bit	229	40	3,659	48	4,264	46	363	33												
		4	Very much	132	24	2,352	32	2,785	31	292	28												
		Total		571	100	7,565	100	9,034	100	1,025	100												
b. Taught course sessions in an organized way	ETorganize	1	Very little	61	10	191	3	291	4	120	12	2.7	3.1 *** ▽	-0.53	3.0 *** ▽	-0.44	2.7	-0.04					
		2	Some	192	33	1,425	19	1,863	21	309	32												
		3	Quite a bit	221	39	3,581	47	4,240	46	318	30												
		4	Very much	97	18	2,335	32	2,612	30	271	26												
		Total		571	100	7,532	100	9,006	100	1,018	100												

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard	IPEDS Peers	Sector & Enrollment		HBCUs		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	59	10	172	2	259	3	95	11	2.7	3.1 ***	-0.46	3.0 ***	-0.41	2.7	-0.04
		2	Some	178	31	1,521	21	1,857	21	303	31							
		3	Quite a bit	215	38	3,411	45	4,037	44	331	32							
		4	Very much	114	21	2,420	32	2,828	31	287	27							
		Total		566	100	7,524	100	8,981	100	1,016	100							
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	80	13	716	9	682	8	119	12	2.6	2.8 ***	-0.18	2.8 ***	-0.24	2.7 *	-0.10
		2	Some	192	33	2,333	29	2,556	28	289	31							
		3	Quite a bit	174	32	2,782	37	3,385	37	327	32							
		4	Very much	118	22	1,687	25	2,349	27	268	26							
		Total		564	100	7,518	100	8,972	100	1,003	100							
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	112	18	691	9	654	8	128	14	2.4	2.7 ***	-0.40	2.8 ***	-0.46	2.6 ***	-0.28
		2	Some	233	41	2,542	32	2,801	30	321	32							
		3	Quite a bit	139	26	2,883	39	3,505	39	304	29							
		4	Very much	78	14	1,370	20	1,974	23	249	24							
		Total		562	100	7,486	100	8,934	100	1,002	100							
f. Explained in advance the criteria for successfully completing your assignments	etcriteria	1	Very little	55	9	122	3	173	4	75	8	2.7	3.0 ***	-0.34	3.0 ***	-0.32	2.8 *	-0.10
		2	Some	176	31	1,013	22	943	21	289	31							
		3	Quite a bit	198	36	2,128	47	1,807	43	318	32							
		4	Very much	129	24	1,236	29	1,291	32	316	30							
		Total		558	100	4,499	100	4,214	100	998	100							
g. Reviewed and summarized key ideas or concepts	etreview	1	Very little	37	6	118	3	140	4	65	7	2.8	3.0 ***	-0.28	3.0 ***	-0.27	2.8	-0.07
		2	Some	181	32	1,049	23	951	22	267	29							
		3	Quite a bit	219	40	2,154	48	1,913	45	379	38							
		4	Very much	116	22	1,158	27	1,192	29	282	26							
		Total		553	100	4,479	100	4,196	100	993	100							
h. Taught in a way that aligns with how you prefer to learn	etprefer	1	Very little	134	23	387	9	413	10	162	17	2.2	2.6 ***	-0.47	2.6 ***	-0.47	2.5 ***	-0.28
		2	Some	233	41	1,601	34	1,476	34	344	36							
		3	Quite a bit	136	26	1,814	41	1,535	37	286	27							
		4	Very much	52	10	669	16	749	19	199	19							
		Total		555	100	4,471	100	4,173	100	991	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Howard				Sector & Enrollment				HBCUs				Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities	etdemonstrate	1	Very little	33	5	85	2	125	3	59	6	3.1	3.2 **	-0.14	3.1	-0.08	2.9 **	.13					
		2	Some	111	20	653	15	716	16	231	26												
		3	Quite a bit	202	38	2,047	46	1,907	45	356	35												
		4	Very much	207	37	1,680	37	1,427	35	334	33												
		Total		553	100	4,465	100	4,175	100	980	100												
6. During the current school year, about how often have you done the following?																							
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	88	16	692	9	833	10	106	11	2.5	2.6 ***	-0.20	2.6 ***	-0.20	2.6 **	-0.15					
		2	Sometimes	216	39	2,672	36	3,067	35	349	37												
		3	Often	154	29	2,761	38	3,372	38	341	35												
		4	Very often	81	16	1,207	17	1,467	17	173	18												
		Total		539	100	7,332	100	8,739	100	969	100												
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	141	25	1,249	17	1,488	17	177	18	2.2	2.4 ***	-0.21	2.4 ***	-0.21	2.4 ***	-0.22					
		2	Sometimes	227	42	2,939	39	3,397	39	339	36												
		3	Often	106	21	2,199	31	2,706	31	301	30												
		4	Very often	66	13	901	13	1,090	13	144	15												
		Total		540	100	7,288	100	8,681	100	961	100												
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	145	27	1,081	15	1,349	16	191	20	2.1	2.4 ***	-0.30	2.4 ***	-0.28	2.3 ***	-0.20					
		2	Sometimes	226	41	2,991	40	3,532	41	375	41												
		3	Often	118	23	2,335	33	2,782	32	250	25												
		4	Very often	45	9	844	12	993	12	132	14												
		Total		534	100	7,251	100	8,656	100	948	100												
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																							
a. Up to 5 pages	wrshortnum <i>(Recorded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	28	6	235	3	353	4	113	12	7.0	8.1 ***	-0.18	7.3	-0.06	5.3 ***	.32					
		1.5	1-2	97	18	1,099	15	1,444	17	218	24												
		4	3-5	151	28	2,167	30	2,724	31	316	33												
		8	6-10	149	28	1,774	25	2,185	25	177	19												
		13	11-15	59	11	914	13	999	11	78	8												
		18	16-20	21	4	445	6	430	5	20	2												
		23	More than 20	30	5	614	8	491	6	28	3												
Total		535	100	7,248	100	8,626	100	950	100														

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NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
b. Between 6 and 10 pages	wrmednum	0	None	188	36	1,848	25	2,361	28	460	47	2.5	2.7	-0.06	2.7	-0.04	2.4	.02	
	(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	184	34	2,982	40	3,431	38	227	25								
	4	3-5	97	19	1,625	23	1,861	22	128	14									
	8	6-10	37	7	540	8	638	8	88	9									
	13	11-15	11	2	169	3	217	3	26	3									
	18	16-20	5	1	37	1	56	1	9	1									
	23	More than 20	7	1	40	1	50	1	7	1									
Total		529	100	7,241	100	8,614	100	945	100										
c. 11 pages or more	wrlongnum	0	None	413	78	5,143	70	5,971	70	746	77	.9	.9	-0.02	1.1	-0.07	1.5 ***	-.16	
	(Recoded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	77	15	1,534	21	1,851	21	75	8								
	4	3-5	18	3	311	4	381	5	51	6									
	8	6-10	10	2	124	2	192	2	38	4									
	13	11-15	4	1	82	1	143	2	26	3									
	18	16-20	2	0	18	0	35	0	10	1									
	23	More than 20	6	1	31	0	43	1	8	1									
Total		530	100	7,243	100	8,616	100	954	100										
Estimated number of assigned pages of student writing.	wrpages		(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)									54.0	59.7	-0.08	58.7	-0.06	56.0	-0.02	
8. During the current school year, about how often have you had discussions with people from the following groups?																			
a. People of a race or ethnicity other than your own	DDrace	1	Never	86	16	345	5	390	5	165	19	2.5	3.0 ***	-0.53	3.1 ***	-0.63	2.5	-0.03	
		2	Sometimes	239	44	2,154	29	1,975	23	328	35								
		3	Often	86	17	2,235	31	2,771	32	208	22								
		4	Very often	122	24	2,506	35	3,499	40	246	24								
		Total		533	100	7,240	100	8,635	100	947	100								
b. People from an economic background other than your own	DDeconomic	1	Never	28	6	284	4	376	5	118	14	2.8	3.0 ***	-0.17	3.0 ***	-0.21	2.6 ***	.23	
		2	Sometimes	172	32	1,937	27	2,023	23	312	34								
		3	Often	196	37	2,663	37	3,110	35	289	31								
		4	Very often	136	26	2,340	32	3,102	36	222	22								
		Total		532	100	7,224	100	8,611	100	941	100								

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NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard	IPEDS Peers	Sector & Enrollment		HBCUs			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
c. People with religious beliefs other than your own	DDreligion	1	Never	60	11	1,143	14	576	7	169	19	2.6	2.7	-.03	2.9 ***	-.29	2.5 ***	.17	
		2	Sometimes	184	35	2,373	32	2,348	27	340	37								
		3	Often	174	32	1,871	27	2,737	31	226	23								
		4	Very often	112	22	1,846	27	2,947	34	201	21								
		Total		530	100	7,233	100	8,608	100	936	100								
d. People with political views other than your own	DDpolitical	1	Never	134	24	432	7	656	8	178	19	2.1	2.8 ***	-.75	2.8 ***	-.71	2.4 ***	-.29	
		2	Sometimes	252	48	2,222	32	2,786	31	356	39								
		3	Often	96	19	2,403	32	2,694	31	218	24								
		4	Very often	51	10	2,171	29	2,480	30	187	19								
		Total		533	100	7,228	100	8,616	100	939	100								
9. During the current school year, about how often have you done the following?																			
a. Identified key information from reading assignments	LSreading	1	Never	16	3	115	2	156	2	30	3	3.0	3.1	-.07	3.1	-.06	3.0	.05	
		2	Sometimes	120	22	1,425	20	1,688	20	232	26								
		3	Often	236	46	3,475	49	4,159	48	382	42								
		4	Very often	155	29	2,178	30	2,557	30	281	29								
		Total		527	100	7,193	100	8,560	100	925	100								
b. Reviewed your notes after class	LSnotes	1	Never	34	7	399	6	410	5	37	4	2.8	2.9	-.03	2.9 *	-.10	2.9 *	-.12	
		2	Sometimes	165	31	2,236	31	2,405	28	256	29								
		3	Often	186	35	2,514	35	3,132	37	339	37								
		4	Very often	143	27	2,044	28	2,616	30	288	30								
		Total		528	100	7,193	100	8,563	100	920	100								
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	32	6	426	6	395	5	39	4	2.8	2.8	-.02	2.9 *	-.11	2.9 **	-.15	
		2	Sometimes	172	32	2,283	31	2,449	28	254	28								
		3	Often	199	38	2,786	39	3,454	41	366	40								
		4	Very often	122	24	1,690	24	2,253	26	261	28								
		Total		525	100	7,185	100	8,551	100	920	100								

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NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
10. During the current school year, to what extent have your courses challenged you to do your best work?																			
	challenge	1	Not at all	6	1	47	1	47	1	24	3	5.3							
		2		16	3	66	1	100	1	33	4								
		3		29	6	295	4	382	5	51	6								
		4		81	15	680	10	920	11	135	15								
		5		154	29	2,358	33	2,711	31	215	23								
		6		110	22	2,112	29	2,423	28	173	18								
		7	Very much	121	24	1,588	22	1,925	23	274	31								
			Total	517	100	7,146	100	8,508	100	905	100								
11. Which of the following have you done or do you plan to do before you graduate?^f																			
a.	Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	Have not decided	48	9	859	12	918	13	148	16	9%							
			Do not plan to do	8	2	253	4	376	6	63	7								
			Plan to do	422	81	5,491	77	6,567	75	629	70								
			Done or in progress	42	9	536	7	634	7	58	7								
			Total	520	100	7,139	100	8,495	100	898	100								
b.	Hold a formal leadership role in a student organization or group	leader	Have not decided	146	29	1,989	28	2,021	25	267	31	6%							
			Do not plan to do	61	13	1,630	23	1,452	20	172	19								
			Plan to do	280	52	2,813	39	3,870	43	395	44								
			Done or in progress	31	6	693	10	1,124	12	63	6								
			Total	518	100	7,125	100	8,467	100	897	100								
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	Have not decided	192	37	2,410	34	2,619	32	297	34	8%							
			Do not plan to do	57	11	2,006	28	2,196	26	127	14								
			Plan to do	228	44	1,845	26	2,428	28	400	45								
			Done or in progress	42	8	842	12	1,195	13	63	8								
			Total	519	100	7,103	100	8,438	100	887	100								
d.	Participate in a study abroad program	abroad	Have not decided	125	25	1,850	26	2,032	24	290	33	1%							
			Do not plan to do	54	11	1,668	23	1,865	25	241	26								
			Plan to do	332	63	3,427	48	4,297	48	333	38								
			Done or in progress	5	1	156	2	238	3	24	3								
			Total	516	100	7,101	100	8,432	100	888	100								

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NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard	IPEDS Peers	Sector & Enrollment		HBCUs			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Work with a faculty member on a research project	research		Have not decided	205	39	2,479	35	2,886	35	354	39	5%	5%	.01	5%	.02	6%	-.02	
			Do not plan to do	88	18	1,242	18	1,545	20	188	21								
			Plan to do	197	38	3,018	42	3,571	41	297	34								
			Done or in progress	27	5	365	5	445	5	47	6								
			Total	517	100	7,104	100	8,447	100	886	100								
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	capstone		Have not decided	158	30	2,256	32	2,621	33	281	32	3%	2%	.07	2%	.06	4%	-.10	
			Do not plan to do	29	6	563	8	781	10	103	12								
			Plan to do	317	61	4,182	59	4,900	55	466	52								
			Done or in progress	13	3	96	2	141	2	38	4								
			Total	517	100	7,097	100	8,443	100	888	100								
12. About how many of your courses at this institution have included a community-based project (service-learning)?																			
	servcourse		1 None	322	63	3,606	52	4,305	52	357	39	1.4	1.6 ***	-0.19	1.6 ***	-0.21	1.8 ***	-0.48	
			2 Some	163	31	2,921	41	3,384	39	389	46								
			3 Most	18	4	434	6	573	7	97	11								
			4 All	9	2	84	1	121	2	40	4								
			Total	512	100	7,045	100	8,383	100	883	100								
13. Indicate the quality of your interactions with the following people at your institution.																			
a. Students	QIstudent		1 Poor	16	3	122	2	152	2	42	5	5.3	5.4 *	-0.10	5.4 *	-0.11	5.1	.08	
			2	22	4	164	2	203	2	29	3								
			3	28	5	330	5	428	5	60	7								
			4	66	13	730	11	892	11	127	14								
			5	119	23	1,800	25	2,078	24	195	22								
			6	122	24	2,124	29	2,402	28	148	16								
			7 Excellent	128	26	1,696	24	2,096	25	240	28								
			— Not applicable	13	2	93	2	145	2	40	5								
			Total	514	100	7,059	100	8,396	100	881	100								

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NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard	IPEDS Peers	Sector & Enrollment		HBCUs		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
b. Academic advisors	Qladvisor	1	Poor	81	15	236	3	242	3	68	9	3.8						
		2		61	12	283	4	376	4	64	7							
		3		71	13	479	7	600	7	88	11							
		4		86	17	862	12	1,080	12	134	14							
		5		84	17	1,389	20	1,773	20	171	19							
		6		60	12	1,492	21	1,794	21	130	14							
		7	Excellent	40	8	1,816	26	2,349	29	211	25							
		—	Not applicable	31	6	491	6	173	2	14	2							
	Total	514	100	7,048	100	8,387	100	880	100									
c. Faculty	QIfaculty	1	Poor	33	6	115	2	122	2	52	6	4.4						
		2		35	7	139	2	174	2	58	7							
		3		63	12	313	4	393	5	117	14							
		4		105	20	804	11	963	11	142	16							
		5		135	27	1,752	25	2,106	24	171	19							
		6		86	17	2,182	31	2,545	30	146	16							
		7	Excellent	32	7	1,652	24	1,960	24	163	19							
		—	Not applicable	21	4	96	2	124	2	29	3							
	Total	510	100	7,053	100	8,387	100	878	100									
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	65	12	235	4	243	3	85	9	3.7						
		2		54	10	262	4	295	4	50	6							
		3		64	12	446	6	498	6	89	10							
		4		79	15	927	13	1,078	13	129	15							
		5		74	15	1,465	20	1,819	20	170	19							
		6		43	9	1,592	22	1,895	22	118	14							
		7	Excellent	20	4	1,385	20	1,714	21	157	18							
		—	Not applicable	112	22	729	11	842	12	78	8							
	Total	511	100	7,041	100	8,384	100	876	100									

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard	IPEDS Peers	Sector & Enrollment		HBCUs			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Other administrative staff and offices (registrar, financial aid, etc.)	Qladmin	1	Poor	87	17	208	3	267	4	119	12	3.5							
		2		80	15	283	4	342	4	68	8								
		3		75	15	464	7	587	7	113	12								
		4		92	18	872	12	1,160	14	131	15								
		5		73	14	1,499	21	1,823	21	156	18								
		6		30	6	1,553	22	1,819	21	116	14								
		7	Excellent	33	7	1,332	19	1,616	20	146	18								
		—	Not applicable	41	8	835	12	779	9	26	3								
	Total			511	100	7,046	100	8,393	100	875	100								
14. How much does your institution emphasize the following?																			
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	16	3	69	1	111	2	31	4	3.1							
		2	Some	95	19	961	15	1,280	16	231	28								
		3	Quite a bit	232	46	3,237	47	3,960	48	375	43								
		4	Very much	165	33	2,753	37	3,004	35	237	26								
			Total	508	100	7,020	100	8,355	100	874	100								
b. Providing support to help students succeed academically	SEacademic	1	Very little	51	10	259	4	315	4	69	9	2.6							
		2	Some	184	35	1,596	23	1,828	22	256	30								
		3	Quite a bit	172	35	3,079	44	3,749	44	297	35								
		4	Very much	100	20	2,072	29	2,435	29	247	26								
			Total	507	100	7,006	100	8,327	100	869	100								
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	45	9	387	6	528	7	90	12	2.8							
		2	Some	137	27	1,469	21	1,700	21	226	28								
		3	Quite a bit	185	37	2,815	41	3,380	40	275	31								
		4	Very much	139	27	2,320	33	2,715	32	280	29								
			Total	506	100	6,991	100	8,323	100	871	100								
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	101	19	942	13	971	12	144	17	2.5							
		2	Some	152	30	2,152	30	2,310	28	282	34								
		3	Quite a bit	153	31	2,350	34	3,015	36	241	28								
		4	Very much	100	21	1,550	23	2,025	24	198	21								
			Total	506	100	6,994	100	8,321	100	865	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
e. Providing opportunities to be involved socially	SEsocial	1	Very little	96	18	864	12	750	10	127	15	2.5	2.7 **	-0.14	2.8 ***	-0.24	2.6	-0.08
		2	Some	154	31	2,103	30	2,178	27	258	30							
		3	Quite a bit	148	30	2,483	36	3,258	38	261	31							
		4	Very much	107	22	1,535	22	2,115	25	215	23							
		Total		505	100	6,985	100	8,301	100	861	100							
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	120	23	629	9	716	9	104	12	2.3	2.8 ***	-0.48	2.8 ***	-0.48	2.7 ***	-0.38
		2	Some	188	36	1,975	28	2,280	28	264	32							
		3	Quite a bit	125	26	2,688	39	3,183	38	257	31							
		4	Very much	74	15	1,680	24	2,112	25	230	25							
		Total		507	100	6,972	100	8,291	100	855	100							
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	244	47	1,862	27	2,065	26	239	28	1.8	2.2 ***	-0.41	2.2 ***	-0.45	2.3 ***	-0.48
		2	Some	167	33	2,708	38	3,126	37	275	32							
		3	Quite a bit	62	14	1,649	24	2,105	25	201	23							
		4	Very much	30	6	755	11	986	12	142	16							
		Total		503	100	6,974	100	8,282	100	857	100							
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	219	43	1,263	19	1,304	18	188	22	2.0	2.5 ***	-0.49	2.5 ***	-0.55	2.5 ***	-0.45
		2	Some	134	26	2,214	32	2,414	29	260	31							
		3	Quite a bit	101	21	2,273	32	2,872	33	232	27							
		4	Very much	52	11	1,206	17	1,679	20	176	20							
		Total		506	100	6,956	100	8,269	100	856	100							
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	105	20	1,309	19	1,475	20	186	21	2.5	2.4 *	.10	2.4	.08	2.4 *	.11
		2	Some	152	29	2,595	37	2,880	34	300	36							
		3	Quite a bit	156	32	2,125	31	2,716	32	219	27							
		4	Very much	91	18	939	14	1,213	14	152	16							
		Total		504	100	6,968	100	8,284	100	857	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
15. To what extent do you agree or disagree with the following statements?																			
a. I feel comfortable being myself at this institution.	sbmyself	1	Strongly disagree	4	1	160	2	196	3	26	3	3.3	3.2 *	.08	3.2 **	.10	3.3	.04	
		2	Disagree	24	4	581	8	658	8	58	7								
		3	Agree	301	59	3,588	52	4,463	53	421	50								
		4	Strongly agree	179	36	2,624	37	2,957	36	350	40								
		Total		508	100	6,953	100	8,274	100	855	100								
b. I feel valued by this institution.	sbvalued	1	Strongly disagree	29	6	244	4	304	4	39	4	2.9	3.0 ***	-.21	3.0 ***	-.20	3.0 ***	-.18	
		2	Disagree	109	20	1,103	16	1,277	16	147	17								
		3	Agree	283	57	3,868	56	4,679	56	452	52								
		4	Strongly agree	86	17	1,735	25	2,004	25	215	26								
		Total		507	100	6,950	100	8,264	100	853	100								
c. I feel like part of the community at this institution.	sbcommunity	1	Strongly disagree	14	2	276	4	325	4	34	4	3.0	3.0	.05	3.0	.01	3.1	-.08	
		2	Disagree	93	18	1,333	20	1,379	17	127	15								
		3	Agree	283	56	3,553	51	4,417	53	440	52								
		4	Strongly agree	118	23	1,788	25	2,153	25	252	29								
		Total		508	100	6,950	100	8,274	100	853	100								
16. About how many hours do you spend in a typical 7-day week doing the following?																			
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs <i>(Recoded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	2	0	14	0	24	0	11	2	16.5	17.3	-.10	16.3	.02	12.1 ***	.50	
		3	1-5 hrs	57	11	454	7	680	9	197	23								
		8	6-10 hrs	95	19	1,130	17	1,486	18	226	27								
		13	11-15 hrs	93	17	1,411	21	1,778	22	158	18								
		18	16-20 hrs	111	22	1,428	20	1,735	21	120	14								
		23	21-25 hrs	55	11	1,170	16	1,218	14	61	7								
		28	26-30 hrs	27	5	631	9	638	7	33	4								
		33	More than 30 hrs	65	13	692	10	686	8	44	5								
		Total		505	100	6,930	100	8,245	100	850	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b									
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard	IPEDS Peers	Sector & Enrollment		HBCUs					
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e			
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs	0	0 hrs	298	59	2,545	38	2,295	32	444	51	2.4	▼	4.7 ***	-.37	▼	5.6 ***	-.47	▼	4.5 ***	-.33
	(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	141	27	2,403	34	2,898	33	170	20										
		8	6-10 hrs	32	7	937	13	1,425	16	97	13										
		13	11-15 hrs	21	4	514	8	790	9	61	8										
		18	16-20 hrs	9	2	275	4	421	5	37	4										
		23	21-25 hrs	1	0	118	2	201	2	16	2										
		28	26-30 hrs	2	0	63	1	93	1	9	1										
		33	More than 30 hrs	0	0	61	1	101	1	11	1										
		Total		504	100	6,916	100	8,224	100	845	100										
c. Working for pay on campus	tmworkonhrs	0	0 hrs	481	95	5,189	78	6,473	80	724	87	.8	▼	2.7 ***	-.34	▼	2.2 ***	-.27	▼	1.7 ***	-.20
	(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	4	1	258	3	385	4	27	3										
		8	6-10 hrs	5	1	519	7	660	7	28	3										
		13	11-15 hrs	5	1	437	6	365	4	25	3										
		18	16-20 hrs	5	1	408	5	181	2	20	2										
		23	21-25 hrs	2	0	72	1	102	1	10	1										
		28	26-30 hrs	1	0	14	0	23	0	0	0										
		33	More than 30 hrs	3	1	24	0	35	0	10	1										
		Total		506	100	6,921	100	8,224	100	844	100										
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	252	51	5,013	71	6,023	70	462	53	8.2	▲	4.5 ***	.40	▲	5.3 ***	.28	9.2	-.08	
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	41	8	388	5	405	5	38	5										
		8	6-10 hrs	37	7	356	5	383	5	56	8										
		13	11-15 hrs	40	7	331	5	387	5	45	5										
		18	16-20 hrs	52	10	328	5	340	5	57	7										
		23	21-25 hrs	30	6	224	3	231	3	53	5										
		28	26-30 hrs	18	3	100	2	134	2	31	4										
		33	More than 30 hrs	35	7	189	4	334	7	109	13										
		Total		505	100	6,929	100	8,237	100	851	100										
Estimated number of hours working for pay	tmworkhrs											8.9	▲	7.2 **	.17	▲	7.4 **	.13	10.8 **	-.14	
	(Continuous variable created by NSSE)																				

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard	IPEDS Peers	Sector & Enrollment		HBCUs		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	317	63	4,231	63	4,818	60	493	58	2.4	2.0	.09	2.5	-.03	3.4 ***	-.18
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	130	25	2,088	28	2,425	28	192	21							
		8	6-10 hrs	26	5	326	5	478	6	82	11							
		13	11-15 hrs	15	3	153	2	266	3	28	4							
		18	16-20 hrs	9	2	49	1	103	1	23	3							
		23	21-25 hrs	3	1	34	1	65	1	15	2							
		28	26-30 hrs	3	1	15	0	24	0	2	0							
		33	More than 30 hrs	1	0	25	0	49	1	11	1							
	Total			504	100	6,921	100	8,228	100	846	100							
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	16	3	90	1	145	2	37	4	11.1	12.3 **	-.14	12.1 **	-.12	11.1	.00
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	128	25	1,339	19	1,638	20	267	33							
		8	6-10 hrs	144	28	2,078	29	2,348	28	189	22							
		13	11-15 hrs	112	22	1,538	22	1,819	21	115	14							
		18	16-20 hrs	40	8	902	13	1,166	14	102	11							
		23	21-25 hrs	19	4	403	6	475	6	46	5							
		28	26-30 hrs	15	3	201	3	239	3	17	2							
		33	More than 30 hrs	30	6	375	6	409	6	76	9							
	Total			504	100	6,926	100	8,239	100	849	100							
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	303	60	5,779	81	6,360	75	516	60	4.2	2.0 ***	.34	3.1 **	.13	5.9 ***	-.18
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	85	17	540	9	818	10	108	12							
		8	6-10 hrs	45	9	199	3	323	4	61	9							
		13	11-15 hrs	22	4	159	3	259	4	37	5							
		18	16-20 hrs	17	3	74	1	131	2	23	3							
		23	21-25 hrs	10	2	43	1	95	1	19	2							
		28	26-30 hrs	6	1	19	0	39	1	6	1							
		33	More than 30 hrs	16	3	104	2	196	4	74	9							
	Total			504	100	6,917	100	8,221	100	844	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard	IPEDS Peers	Sector & Enrollment	HBCUs				
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	476	94	3,608	56	5,279	64	474	53	.6							
	(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	12	3	2,586	34	2,001	24	182	22								
	8	6-10 hrs	3	1	417	6	493	6	69	9									
	13	11-15 hrs	4	1	155	2	221	3	44	6									
	18	16-20 hrs	3	1	67	1	96	1	28	4									
	23	21-25 hrs	2	0	46	1	72	1	14	2									
	28	26-30 hrs	0	0	12	0	17	0	11	2									
	33	More than 30 hrs	2	0	40	1	56	1	27	3									
	Total			502	100	6,931	100	8,235	100	849	100		2.4 ***	-.41	2.3 ***	-.36	4.7 ***	-.58	
17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																			
	reading	1	Very little	50	10	565	8	734	9	101	13	2.8							
		2	Some	164	33	2,252	33	2,747	33	254	31								
		3	About half	151	30	1,967	29	2,430	30	278	32								
		4	Most	108	20	1,552	22	1,695	21	145	16								
		5	Almost all	31	6	586	8	598	7	65	7								
			Total	504	100	6,922	100	8,204	100	843	100		2.9 *	-.09	2.9	-.06	2.7	.04	
	tmreadinghrs											7.8							
	(Continuous variable created by NSSE. Calculated as a proportion of tmprephrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)																		
	tmreadinghrscol	1	0 hrs	2	0	12	0	23	0	11	2								
	(Collapsed version of tmreadinghrs created by NSSE.)	2	More than zero, up to 5 hrs	229	47	2,508	37	3,386	42	478	58								
		3	More than 5, up to 10 hrs	132	26	2,362	34	2,711	33	210	24								
		4	More than 10, up to 15 hrs	65	13	983	14	1,005	12	73	8								
		5	More than 15, up to 20 hrs	40	8	557	8	595	7	22	3								
		6	More than 20, up to 25 hrs	22	4	359	5	344	4	22	2								
		7	More than 25 hrs	12	2	119	2	116	1	23	2								
			Total	502	100	6,900	100	8,180	100	839	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																			
a. Writing clearly and effectively	pgwrite	1	Very little	32	7	506	7	601	7	46	6	2.9	2.8 **	.12	2.8	.09	2.9	-.01	
		2	Some	124	24	2,013	29	2,252	26	212	26								
		3	Quite a bit	216	43	2,922	42	3,525	43	330	39								
		4	Very much	132	27	1,466	22	1,811	23	247	29								
		Total		504	100	6,907	100	8,189	100	835	100								
b. Speaking clearly and effectively	pgspeak	1	Very little	55	11	1,058	15	966	12	73	9	2.8	2.5 ***	.32	2.7 ***	.17	2.9	-.04	
		2	Some	122	24	2,450	35	2,618	31	205	24								
		3	Quite a bit	191	38	2,240	33	3,042	37	324	39								
		4	Very much	134	27	1,159	17	1,545	20	233	28								
		Total		502	100	6,907	100	8,171	100	835	100								
c. Thinking critically and analytically	pgthink	1	Very little	22	4	189	3	249	3	41	5	3.1	3.1	-.05	3.1	-.04	3.0	.03	
		2	Some	103	20	1,230	18	1,420	17	158	20								
		3	Quite a bit	199	39	3,070	44	3,791	45	347	41								
		4	Very much	179	36	2,408	35	2,719	34	288	34								
		Total		503	100	6,897	100	8,179	100	834	100								
d. Analyzing numerical and statistical information	pganalyze	1	Very little	101	19	842	13	956	12	87	9	2.5	2.7 ***	-.21	2.7 ***	-.22	2.8 ***	-.27	
		2	Some	164	31	2,026	29	2,416	29	255	32								
		3	Quite a bit	150	31	2,419	35	3,018	37	278	33								
		4	Very much	88	19	1,602	23	1,780	22	215	26								
		Total		503	100	6,889	100	8,170	100	835	100								
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	86	17	962	15	1,116	14	113	13	2.5	2.6	-.01	2.6	-.06	2.7 *	-.11	
		2	Some	164	32	2,381	34	2,643	31	253	31								
		3	Quite a bit	155	31	2,242	32	2,809	34	272	33								
		4	Very much	96	20	1,311	19	1,605	20	200	23								
		Total		501	100	6,896	100	8,173	100	838	100								
f. Working effectively with others	pgothers	1	Very little	48	10	601	9	604	8	94	12	2.7	2.7	-.01	2.8 *	-.10	2.7	-.03	
		2	Some	156	31	2,123	31	2,245	27	219	27								
		3	Quite a bit	184	37	2,665	38	3,351	40	290	34								
		4	Very much	114	22	1,505	22	1,973	24	233	26								
		Total		502	100	6,894	100	8,173	100	836	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	64	13	634	9	831	11	94	11	2.7	2.7	-.05	2.7	-.05	2.8	-.08	
		2	Some	146	28	2,008	30	2,251	28	216	26								
		3	Quite a bit	174	34	2,607	37	3,169	38	298	37								
		4	Very much	118	24	1,640	23	1,915	24	227	26								
		Total		502	100	6,889	100	8,166	100	835	100								
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	54	10	721	10	715	9	95	12	2.8	2.7 *	.10	2.8	.03	2.8	.02	
		2	Some	122	24	2,096	30	2,174	27	198	24								
		3	Quite a bit	182	37	2,457	36	3,179	38	285	35								
		4	Very much	142	29	1,620	24	2,105	26	260	29								
		Total		500	100	6,894	100	8,173	100	838	100								
i. Solving complex real-world problems	pgprobsolve	1	Very little	76	15	708	11	824	10	107	14	2.6	2.7	-.03	2.7	-.05	2.7	-.08	
		2	Some	146	28	2,348	34	2,675	33	244	29								
		3	Quite a bit	175	35	2,427	35	2,984	36	255	30								
		4	Very much	104	21	1,406	21	1,699	21	231	27								
		Total		501	100	6,889	100	8,182	100	837	100								
j. Being an informed and active citizen	pgcitizen	1	Very little	54	11	779	11	918	11	84	10	2.9	2.7 ***	.20	2.7 ***	.19	2.8	.07	
		2	Some	117	23	2,228	32	2,532	31	231	28								
		3	Quite a bit	172	33	2,373	34	2,963	36	287	34								
		4	Very much	157	32	1,520	22	1,781	22	242	28								
		Total		500	100	6,900	100	8,194	100	844	100								
19. How would you evaluate your entire educational experience at this institution?																			
evalexp		1	Poor	30	6	136	2	164	2	44	5	2.9	3.2 ***	-.46	3.2 ***	-.44	2.8	.01	
		2	Fair	115	22	835	13	1,040	13	226	27								
		3	Good	267	54	3,308	48	4,074	49	396	47								
		4	Excellent	88	19	2,639	37	2,938	36	183	21								
		Total		500	100	6,918	100	8,216	100	849	100								
20. If you could start over again, would you go to the same institution you are now attending?																			
sameinst		1	Definitely no	7	1	190	3	282	4	46	5	3.2	3.3	-.05	3.2	.06	3.1 **	.13	
		2	Probably no	61	12	722	11	1,013	13	136	16								
		3	Probably yes	245	49	2,908	43	3,730	45	353	40								
		4	Definitely yes	188	38	3,116	43	3,210	39	321	38								
		Total		501	100	6,936	100	8,235	100	856	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
21. Do you intend to return to this institution next year?^f																			
	returnexp	No		7	2	230	3	263	3	43	5	88%	90%	-.06	88%	-.01	83% **	.15	
<i>(Means indicate the percentage who responded "Yes.")</i>		Yes		452	88	6,274	90	7,349	88	710	83								
		Not sure		46	10	442	7	642	8	107	12								▲
		Total		505	100	6,946	100	8,254	100	860	100								
22. To what extent have the faculty and staff at your institution done a good job helping students adapt to the changes brought on by the COVID-19 pandemic?																			
	covidexp	1	Very little	104	19	246	6	242	6	75	8	2.4	3.0 ***	-.70	3.0 ***	-.74	2.9 ***	-.60	
		2	Some	192	37	906	22	843	21	209	25								
		3	Quite a bit	157	32	1,702	40	1,416	36	287	33								
		4	Very much	56	12	1,322	32	1,342	37	294	34								
		Total		509	100	4,176	100	3,843	100	865	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Your seniors compared with															
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
1. During the current school year, about how often have you done the following?																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	7	3	186	2	208	2	31	3	2.9	3.1 *	-0.16	3.2 ***	-0.26	3.2 ***	-0.29	
		2	Sometimes	80	32	2,089	26	2,430	23	280	22								
		3	Often	79	33	2,537	34	3,335	32	407	31								
		4	Very often	78	32	2,720	37	4,282	43	598	45								
		Total		244	100	7,532	100	10,255	100	1,316	100								
b. Asked another student to help you understand course material	CLaskhelp	1	Never	20	8	959	14	1,782	20	208	15	2.7	2.5 **	.19	2.3 ***	.32	2.5	.12	
		2	Sometimes	94	40	3,009	41	4,065	40	510	40								
		3	Often	76	32	2,093	27	2,691	25	295	23								
		4	Very often	51	21	1,413	17	1,635	15	289	23								
		Total		241	100	7,474	100	10,173	100	1,302	100								
c. Explained course material to one or more students	CLexplain	1	Never	16	6	525	8	1,063	12	122	9	2.7	2.7	-0.03	2.6	.10	2.8	-0.09	
		2	Sometimes	101	41	2,619	36	3,683	37	437	33								
		3	Often	73	32	2,669	35	3,379	32	408	32								
		4	Very often	52	21	1,658	21	2,042	20	338	26								
		Total		242	100	7,471	100	10,167	100	1,305	100								
d. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	36	15	1,464	21	2,305	25	256	19	2.5	2.4	.08	2.3 *	.14	2.5	-0.02	
		2	Sometimes	100	42	2,623	35	3,328	33	421	33								
		3	Often	55	23	1,894	25	2,571	24	339	26								
		4	Very often	49	21	1,451	19	1,913	18	279	22								
		Total		240	100	7,432	100	10,117	100	1,295	100								
e. Worked with other students on course projects or assignments	CLproject	1	Never	13	5	476	7	953	11	183	14	2.9	2.9	-0.01	2.8 *	.13	2.7 ***	.22	
		2	Sometimes	76	31	1,974	28	2,861	29	410	32								
		3	Often	82	34	2,529	34	3,368	32	365	28								
		4	Very often	69	30	2,421	31	2,896	28	338	26								
		Total		240	100	7,400	100	10,078	100	1,296	100								
f. Given a course presentation	present	1	Never	20	9	652	9	967	11	224	18	2.6	2.7	-0.12	2.7	-0.08	2.5 *	.14	
		2	Sometimes	97	40	2,430	33	3,204	32	447	35								
		3	Often	73	30	2,441	33	3,351	32	359	27								
		4	Very often	49	21	1,872	25	2,555	25	259	20								
		Total		239	100	7,395	100	10,077	100	1,289	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				<i>Your seniors compared with</i>															
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
2. During the current school year, about how often have you done the following?																			
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	16	7	257	4	451	5	113	9	2.7	2.9 ***	-0.28	2.9 **	-0.20	2.8	-0.08	
		2	Sometimes	82	35	1,942	27	2,832	28	377	30								
		3	Often	86	37	3,034	41	3,964	39	423	33								
		4	Very often	49	20	2,108	29	2,744	27	353	28								
		Total		233	100	7,341	100	9,991	100	1,266	100								
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	15	7	418	6	637	7	111	9	2.9	2.9	.00	2.8	.03	2.8	.06	
		2	Sometimes	60	27	2,194	29	2,954	30	360	29								
		3	Often	94	39	2,686	36	3,546	35	419	33								
		4	Very often	64	27	1,996	28	2,784	28	368	29								
		Total		233	100	7,294	100	9,921	100	1,258	100								
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	21	9	674	9	886	10	151	13	2.8	2.7	.07	2.7	.07	2.7	.12	
		2	Sometimes	63	28	2,451	33	3,130	32	389	33								
		3	Often	86	36	2,427	34	3,337	33	360	29								
		4	Very often	62	26	1,690	24	2,474	25	332	26								
		Total		232	100	7,242	100	9,827	100	1,232	100								
d. Examined the strengths and weaknesses of your own views on a topic or issue	Rlownview	1	Never	17	7	312	4	432	5	55	4	2.8	2.9	-0.13	2.9 *	-0.15	3.0 **	-0.21	
		2	Sometimes	69	29	2,032	28	2,623	27	304	25								
		3	Often	95	42	3,145	44	4,254	43	508	42								
		4	Very often	51	22	1,693	24	2,427	25	355	29								
		Total		232	100	7,182	100	9,736	100	1,222	100								
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	RIperspect	1	Never	9	4	192	3	299	3	39	3	2.9	3.0 *	-0.16	3.0	-0.14	3.0 *	-0.18	
		2	Sometimes	65	29	1,650	23	2,188	23	274	23								
		3	Often	93	41	3,128	44	4,324	44	490	41								
		4	Very often	58	26	2,108	30	2,805	29	394	33								
		Total		225	100	7,078	100	9,616	100	1,197	100								
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	10	5	119	2	223	3	24	2	2.8	3.0 **	-0.22	3.0 **	-0.19	3.0 ***	-0.27	
		2	Sometimes	64	30	1,680	25	2,364	25	266	23								
		3	Often	96	43	3,135	44	4,130	43	504	43								
		4	Very often	49	22	2,072	29	2,762	29	382	32								
		Total		219	100	7,006	100	9,479	100	1,176	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Your seniors compared with															
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	4	2	52	1	123	2	22	2	3.1	3.2 **	-0.21	3.2 *	-0.16	3.2	-0.10	
		2	Sometimes	45	22	982	15	1,430	16	198	18								
		3	Often	96	44	3,136	45	4,256	45	499	42								
		4	Very often	70	33	2,773	40	3,593	38	443	38								
		Total		215	100	6,943	100	9,402	100	1,162	100								
3. During the current school year, about how often have you done the following?																			
a. Talked about career plans with a faculty member	SFcareer	1	Never	45	21	1,113	17	1,734	20	187	16	2.3	2.4	-0.13	2.3	-0.05	2.6 ***	-0.25	
		2	Sometimes	89	42	2,908	42	3,821	41	402	35								
		3	Often	48	23	1,681	24	2,260	23	300	26								
		4	Very often	32	14	1,244	18	1,584	16	274	23								
		Total		214	100	6,946	100	9,399	100	1,163	100								
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	86	39	2,557	39	4,008	46	404	34	2.0	2.0	-0.07	1.9	.06	2.2 **	-0.21	
		2	Sometimes	72	34	2,306	33	2,872	29	340	31								
		3	Often	40	19	1,157	16	1,453	14	214	18								
		4	Very often	17	8	894	13	1,022	10	192	17								
		Total		215	100	6,914	100	9,355	100	1,150	100								
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	65	30	1,591	24	2,675	32	322	28	2.1	2.2	-0.13	2.1	.00	2.2 *	-0.16	
		2	Sometimes	90	43	3,043	44	3,753	39	420	37								
		3	Often	33	16	1,457	21	1,847	18	227	20								
		4	Very often	22	10	770	11	984	10	175	15								
		Total		210	100	6,861	100	9,259	100	1,144	100								
d. Discussed your academic performance with a faculty member	SFperform	1	Never	63	29	1,883	27	2,327	27	185	16	2.1	2.1	.04	2.1	.03	2.5 ***	-0.36	
		2	Sometimes	81	38	3,115	45	4,145	44	417	36								
		3	Often	47	22	1,238	18	1,883	19	331	29								
		4	Very often	23	11	628	10	915	10	208	18								
		Total		214	100	6,864	100	9,270	100	1,141	100								
4. During the current school year, how much has your coursework emphasized the following?																			
a. Memorizing course material	memorize	1	Very little	18	8	689	11	798	9	73	6	2.7	2.7	.07	2.7	-0.01	2.9 *	-0.17	
		2	Some	71	34	2,252	34	2,863	31	324	29								
		3	Quite a bit	79	37	2,467	36	3,610	39	424	37								
		4	Very much	45	21	1,402	20	1,923	21	317	28								
		Total		213	100	6,810	100	9,194	100	1,138	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				<i>Your seniors compared with</i>															
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
<i>Item wording or description</i>	<i>Variable name^c</i>	<i>Values^d</i>	<i>Response options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size^e</i>	<i>Mean</i>	<i>Effect size^e</i>	<i>Mean</i>	<i>Effect size^e</i>	
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	12	6	165	3	250	3	48	4	2.9	3.1 **	-0.22	3.1 **	-0.22	3.0 *	-0.17	
		2	Some	52	25	1,249	19	1,706	19	225	20								
		3	Quite a bit	92	43	3,105	45	4,237	46	476	42								
		4	Very much	58	27	2,273	33	2,961	33	382	33								
		Total		214	100	6,792	100	9,154	100	1,131	100								
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	13	6	199	3	296	4	37	3	2.9	3.0 *	-0.18	3.1 **	-0.20	3.0 *	-0.16	
		2	Some	44	22	1,416	21	1,790	20	256	24								
		3	Quite a bit	98	47	2,950	43	4,025	44	451	40								
		4	Very much	50	24	2,180	33	2,963	33	369	33								
		Total		205	100	6,745	100	9,074	100	1,113	100								
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	12	6	361	6	402	5	39	3	2.9	2.9	-0.04	3.0	-0.12	3.1 *	-0.19	
		2	Some	44	23	1,706	25	1,987	21	229	21								
		3	Quite a bit	97	47	2,734	41	3,882	43	457	41								
		4	Very much	50	25	1,915	29	2,759	31	385	34								
		Total		203	100	6,716	100	9,030	100	1,110	100								
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	9	5	243	4	328	4	29	3	2.9	3.0	-0.08	3.0	-0.12	3.0 *	-0.17	
		2	Some	48	24	1,563	23	1,935	21	243	23								
		3	Quite a bit	98	48	2,996	45	4,059	45	463	42								
		4	Very much	47	24	1,892	28	2,665	30	368	33								
		Total		202	100	6,694	100	8,987	100	1,103	100								
5. During the current school year, to what extent have your instructors done the following?																			
a. Clearly explained course goals and requirements	ETgoals	1	Very little	11	5	120	2	228	3	73	7	2.7	3.1 ***	-0.52	3.1 ***	-0.50	3.0 **	-0.23	
		2	Some	76	38	1,183	18	1,534	17	273	25								
		3	Quite a bit	72	35	2,993	44	3,806	42	365	34								
		4	Very much	42	22	2,353	37	3,351	38	376	34								
		Total		201	100	6,649	100	8,919	100	1,087	100								
b. Taught course sessions in an organized way	ETorganize	1	Very little	16	8	160	3	318	4	113	11	2.6	3.1 ***	-0.58	3.1 ***	-0.54	2.8 **	-0.20	
		2	Some	79	39	1,223	19	1,676	19	286	27								
		3	Quite a bit	73	36	3,025	44	3,826	42	346	33								
		4	Very much	33	17	2,223	33	3,070	35	332	30								
		Total		201	100	6,631	100	8,890	100	1,077	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard	IPEDS Peers	Sector & Enrollment		HBCUs		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	15	7	168	3	332	4	83	8	2.7	3.1 ***	-.51	3.1 ***	-.43	2.9 *	-.19
		2	Some	67	33	1,109	18	1,743	20	287	28							
		3	Quite a bit	84	42	2,846	42	3,591	40	360	33							
		4	Very much	35	18	2,491	37	3,226	36	348	32							
		Total		201	100	6,614	100	8,892	100	1,078	100							
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	49	24	584	9	859	10	124	12	2.3	2.8 ***	-.51	2.8 ***	-.48	2.8 ***	-.43
		2	Some	76	38	1,884	28	2,429	27	302	28							
		3	Quite a bit	39	19	2,363	35	3,102	34	331	31							
		4	Very much	37	20	1,771	28	2,478	28	318	29							
		Total		201	100	6,602	100	8,868	100	1,075	100							
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	49	24	462	7	629	8	150	14	2.3	2.8 ***	-.59	2.9 ***	-.60	2.7 ***	-.41
		2	Some	76	38	1,921	28	2,389	26	293	28							
		3	Quite a bit	42	21	2,661	41	3,465	38	320	30							
		4	Very much	33	17	1,547	25	2,361	28	311	28							
		Total		200	100	6,591	100	8,844	100	1,074	100							
f. Explained in advance the criteria for successfully completing your assignments	etcriteria	1	Very little	25	13	116	3	225	5	74	7	2.6	3.1 ***	-.53	3.1 ***	-.51	2.9 ***	-.30
		2	Some	65	33	828	21	1,011	20	291	27							
		3	Quite a bit	68	33	1,758	42	1,877	38	350	33							
		4	Very much	40	21	1,276	33	1,817	37	357	33							
		Total		198	100	3,978	100	4,930	100	1,072	100							
g. Reviewed and summarized key ideas or concepts	etreview	1	Very little	23	12	113	3	214	5	71	7	2.7	3.1 ***	-.49	3.1 ***	-.47	2.9 **	-.25
		2	Some	59	29	790	20	965	20	292	27							
		3	Quite a bit	81	41	1,823	45	1,994	40	380	36							
		4	Very much	35	18	1,242	32	1,745	36	324	30							
		Total		198	100	3,968	100	4,918	100	1,067	100							
h. Taught in a way that aligns with how you prefer to learn	etprefer	1	Very little	45	23	269	9	455	10	162	15	2.2	2.7 ***	-.57	2.8 ***	-.57	2.6 ***	-.40
		2	Some	84	42	1,180	29	1,419	28	317	30							
		3	Quite a bit	47	24	1,747	42	1,802	36	324	31							
		4	Very much	21	11	765	20	1,237	26	258	24							
		Total		197	100	3,961	100	4,913	100	1,061	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Howard				Sector & Enrollment				HBCUs				Howard				IPEDS Peers				Sector & Enrollment				HBCUs			
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities	etdemonstrate	1	Very little	10	5	65	2	145	3	59	6	3.0	3.2 **	-0.24	3.2 **	-0.21	3.1	-0.05													
		2	Some	49	24	549	15	778	16	213	21																				
		3	Quite a bit	72	35	1,751	43	1,994	40	371	34																				
		4	Very much	67	36	1,591	39	1,982	41	420	39																				
		Total		198	100	3,956	100	4,899	100	1,063	100																				
6. During the current school year, about how often have you done the following?																															
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	24	12	579	9	856	9	104	10	2.6	2.7 *	-0.16	2.7	-0.13	2.7	-0.11													
		2	Sometimes	74	38	2,042	31	2,842	32	346	33																				
		3	Often	60	31	2,349	36	3,159	37	371	36																				
		4	Very often	37	20	1,495	23	1,807	21	221	21																				
		Total		195	100	6,465	100	8,664	100	1,042	100																				
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	37	19	1,015	15	1,374	15	141	13	2.4	2.5 *	-0.16	2.5 *	-0.17	2.5 *	-0.19													
		2	Sometimes	73	38	2,310	36	3,050	35	379	37																				
		3	Often	59	31	1,886	29	2,677	31	327	32																				
		4	Very often	24	12	1,241	19	1,530	18	182	18																				
		Total		193	100	6,452	100	8,631	100	1,029	100																				
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	31	16	819	13	1,196	14	157	15	2.4	2.6 *	-0.18	2.5	-0.14	2.5	-0.10													
		2	Sometimes	81	42	2,343	36	3,142	37	387	38																				
		3	Often	52	27	2,082	32	2,816	33	312	31																				
		4	Very often	27	15	1,193	19	1,442	17	166	16																				
		Total		191	100	6,437	100	8,596	100	1,022	100																				
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																															
a. Up to 5 pages <i>(Recorded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	wrshortnum	0	None	15	9	298	5	344	4	77	8	7.3	8.5 *	-0.18	8.7 **	-0.20	6.8	.08													
		1.5	1-2	32	17	965	14	1,256	14	192	19																				
		4	3-5	54	28	1,755	27	2,307	26	332	32																				
		8	6-10	43	23	1,493	24	2,032	24	226	22																				
		13	11-15	20	11	804	13	1,100	13	90	9																				
		18	16-20	11	6	418	7	592	7	47	5																				
		23	More than 20	14	7	680	10	938	11	62	6																				
		Total		189	100	6,413	100	8,569	100	1,026	100																				

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Your seniors compared with															
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Between 6 and 10 pages	wrmednum	0	None	61	32	1,354	20	1,505	17	344	33	3.2	3.8	-0.13	4.2 **	-0.21	3.6	-0.07	
	(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	53	28	2,140	33	2,714	31	264	26								
		4	3-5	41	22	1,674	27	2,406	28	208	20								
		8	6-10	23	13	743	13	1,166	14	131	13								
		13	11-15	7	4	276	4	435	5	38	4								
		18	16-20	1	0	100	1	161	2	20	2								
		23	More than 20	3	2	112	2	150	2	18	2								
		Total		189	100	6,399	100	8,537	100	1,023	100								
c. 11 pages or more	wrlongnum	0	None	116	61	2,740	43	3,508	41	594	58	1.8	2.0	-0.08	2.2	-0.13	2.3	-0.12	
	(Recoded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	41	21	2,411	37	3,175	36	215	21								
		4	3-5	16	9	761	12	1,137	13	91	9								
		8	6-10	7	4	260	4	393	5	53	5								
		13	11-15	5	3	132	2	187	3	30	3								
		18	16-20	0	0	42	1	67	1	19	2								
		23	More than 20	3	2	76	1	95	1	15	2								
		Total		188	100	6,422	100	8,562	100	1,017	100								
Estimated number of assigned pages of student writing.	wrpages		(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)									73.2	86.4	-0.14	92.8 **	-0.20	82.7	-0.08	
8. During the current school year, about how often have you had discussions with people from the following groups?																			
a. People of a race or ethnicity other than your own	DDrace	1	Never	35	19	331	5	440	6	132	13	2.5	3.0 ***	-0.60	3.1 ***	-0.65	2.7 **	-0.23	
		2	Sometimes	70	37	1,899	26	1,952	23	334	34								
		3	Often	43	23	1,843	30	2,675	30	249	24								
		4	Very often	39	21	2,341	39	3,498	41	301	29								
			Total	187	100	6,414	100	8,565	100	1,016	100								
b. People from an economic background other than your own	DDeconomic	1	Never	6	4	260	4	376	5	103	10	2.9	3.0	-0.12	3.0	-0.14	2.7 *	.18	
		2	Sometimes	55	29	1,723	25	2,046	24	321	32								
		3	Often	71	38	2,249	35	2,910	33	330	32								
		4	Very often	54	28	2,166	35	3,203	38	262	26								
			Total	186	100	6,398	100	8,535	100	1,016	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
Item wording or description	Variable name ^c	Values ^d	Response options	Your seniors compared with															
c. People with religious beliefs other than your own	DDreligion	1	Never	14	8	942	11	592	8	150	14	2.7	2.8	-.04	2.9 **	-.22	2.6	.12	
		2	Sometimes	65	35	2,179	31	2,323	26	342	35								
		3	Often	63	34	1,592	28	2,672	31	277	26								
		4	Very often	44	23	1,681	30	2,947	35	246	24								
		Total		186	100	6,394	100	8,534	100	1,015	100								
d. People with political views other than your own	DDpolitical	1	Never	36	20	348	7	592	8	145	13	2.3	2.9 ***	-.60	2.9 ***	-.60	2.6 ***	-.29	
		2	Sometimes	83	44	1,945	32	2,686	30	369	37								
		3	Often	40	21	2,096	31	2,608	30	277	27								
		4	Very often	27	14	2,006	31	2,655	32	227	22								
		Total		186	100	6,395	100	8,541	100	1,018	100								
9. During the current school year, about how often have you done the following?																			
a. Identified key information from reading assignments	LSreading	1	Never	7	4	132	2	208	3	23	3	2.9	3.1 **	-.24	3.1 ***	-.26	3.1 *	-.17	
		2	Sometimes	48	26	1,267	20	1,554	18	211	22								
		3	Often	79	43	2,684	42	3,681	43	423	41								
		4	Very often	51	27	2,277	36	3,055	37	350	34								
		Total		185	100	6,360	100	8,498	100	1,007	100								
b. Reviewed your notes after class	LSnotes	1	Never	11	6	625	10	703	8	35	4	2.7	2.7	.01	2.8	-.11	3.0 ***	-.34	
		2	Sometimes	66	36	2,258	34	2,549	29	242	25								
		3	Often	67	36	1,862	29	2,746	32	359	35								
		4	Very often	40	22	1,612	27	2,497	30	371	36								
		Total		184	100	6,357	100	8,495	100	1,007	100								
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	17	9	488	8	563	7	31	3	2.7	2.8	-.08	2.9 *	-.18	3.0 ***	-.37	
		2	Sometimes	63	34	2,086	31	2,429	28	246	25								
		3	Often	61	34	2,248	36	3,117	37	376	36								
		4	Very often	44	23	1,536	25	2,379	29	351	35								
		Total		185	100	6,358	100	8,488	100	1,004	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Your seniors compared with															
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
10. During the current school year, to what extent have your courses challenged you to do your best work?																			
	challenge	1	Not at all	3	1	60	1	115	2	18	2	5.1							
		2		4	3	81	2	125	2	29	3								
		3		15	8	280	5	398	5	55	6								
		4		28	16	661	11	894	10	92	9								
		5		66	36	1,969	31	2,484	28	204	20								
		6		33	18	1,770	27	2,177	25	167	17								
		7	Very much	34	18	1,494	23	2,241	28	422	42								
			Total	183	100	6,315	100	8,434	100	987	100								
11. Which of the following have you done or do you plan to do before you graduate?^f																			
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern		Have not decided	9	5	418	7	833	12	126	12	62%							
			Do not plan to do	19	11	897	15	1,453	19	115	12								
			Plan to do	41	22	1,281	21	1,680	22	373	39								
			Done or in progress	114	62	3,715	57	4,459	48	373	37								
			Total	183	100	6,311	100	8,425	100	987	100								
b. Hold a formal leadership role in a student organization or group	leader		Have not decided	7	4	519	9	956	13	172	17	59%							
			Do not plan to do	48	26	2,523	39	3,184	40	360	37								
			Plan to do	20	11	398	7	602	8	183	20								
			Done or in progress	107	59	2,868	45	3,660	39	264	27								
			Total	182	100	6,308	100	8,402	100	979	100								
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom		Have not decided	22	12	654	11	1,103	15	203	21	34%							
			Do not plan to do	75	42	3,417	54	4,387	52	288	29								
			Plan to do	24	13	466	8	762	10	238	25								
			Done or in progress	62	34	1,745	27	2,133	24	241	25								
			Total	183	100	6,282	100	8,385	100	970	100								
d. Participate in a study abroad program	abroad		Have not decided	18	10	448	7	814	11	226	24	23%							
			Do not plan to do	100	55	3,722	59	5,154	62	505	51								
			Plan to do	23	12	367	6	494	6	184	20								
			Done or in progress	42	23	1,745	27	1,913	20	55	6								
			Total	183	100	6,282	100	8,375	100	970	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Your seniors compared with															
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Work with a faculty member on a research project	research (Means indicate the percentage who responded "Done or in progress.")		Have not decided	20	11	636	11	1,113	15	220	22	37%							
			Do not plan to do	68	37	2,671	44	4,227	51	347	34								
			Plan to do	27	15	566	10	796	10	206	22								
			Done or in progress	65	37	2,412	35	2,236	24	202	21								
			Total	180	100	6,285	100	8,372	100	975	100								
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	capstone (Means indicate the percentage who responded "Done or in progress.")		Have not decided	6	4	373	6	771	11	150	15	66%							
			Do not plan to do	19	10	1,179	18	1,865	23	119	13								
			Plan to do	36	20	1,220	20	1,601	21	316	33								
			Done or in progress	121	66	3,519	56	4,138	46	388	39								
			Total	182	100	6,291	100	8,375	100	973	100								
12. About how many of your courses at this institution have included a community-based project (service-learning)?																			
		servcourse	1	None	72	40	2,111	34	3,082	39	244	24	1.7						
			2	Some	88	48	3,538	57	4,338	51	470	49							
			3	Most	17	9	499	8	749	9	185	20							
			4	All	4	3	119	2	165	2	66	7							
			Total		181	100	6,267	100	8,334	100	965	100							
13. Indicate the quality of your interactions with the following people at your institution.																			
a. Students		QIstudent	1	Poor	2	1	61	1	117	2	21	2	5.9						
			2		3	2	107	2	162	2	18	2							
			3		3	2	241	4	343	4	50	5							
			4		12	6	524	9	718	9	85	9							
			5		39	21	1,510	24	1,897	22	187	19							
			6		56	31	2,005	31	2,332	27	215	22							
			7	Excellent	64	37	1,753	27	2,610	32	353	37							
			—	Not applicable	0	0	70	1	168	2	36	4							
			Total		179	100	6,271	100	8,347	100	965	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
				Count		Count		Count		Count		Mean		Mean		Mean		Effect size ^e	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Academic advisors	Qladvisor	1	Poor	14	8	270	5	433	6	43	4	4.3	5.1 ***	-0.41	5.2 ***	-0.46	5.3 ***	-0.57	
		2		19	11	354	6	432	5	34	3								
		3		19	10	511	8	703	8	65	7								
		4		39	22	812	13	1,042	12	122	12								
		5		39	21	1,212	18	1,493	17	185	20								
		6		26	15	1,223	19	1,563	18	161	17								
		7	Excellent	21	12	1,685	27	2,530	32	333	35								
		—	Not applicable	2	1	198	3	143	2	19	2								
Total				179	100	6,265	100	8,339	100	962	100								
c. Faculty	QIfaculty	1	Poor	9	5	57	1	148	2	45	5	4.6	5.6 ***	-0.77	5.5 ***	-0.65	5.1 ***	-0.30	
		2		4	2	104	2	157	2	33	4								
		3		17	10	229	4	368	5	81	9								
		4		50	27	595	9	852	10	131	13								
		5		49	27	1,407	22	1,858	22	214	22								
		6		32	18	2,011	32	2,383	28	190	20								
		7	Excellent	17	10	1,811	29	2,465	30	245	26								
		—	Not applicable	1	1	51	1	116	2	24	3								
Total				179	100	6,265	100	8,347	100	963	100								
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	18	10	269	5	401	5	63	7	3.9	4.9 ***	-0.59	4.9 ***	-0.58	4.8 ***	-0.52	
		2		18	11	305	5	397	5	38	4								
		3		27	15	504	8	641	7	84	8								
		4		35	19	881	14	1,116	13	116	12								
		5		23	12	1,272	19	1,506	17	178	18								
		6		18	10	1,207	19	1,429	17	116	13								
		7	Excellent	12	7	1,100	18	1,594	19	178	19								
		—	Not applicable	27	16	718	13	1,245	17	189	19								
Total				178	100	6,256	100	8,329	100	962	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				<i>Your seniors compared with</i>															
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Other administrative staff and offices (registrar, financial aid, etc.)	Qladmin	1	Poor	34	19	274	5	521	7	99	10	3.3							
		2		31	17	321	5	494	6	65	7								
		3		28	16	484	8	735	8	97	9								
		4		33	17	930	15	1,170	13	152	15								
		5		23	14	1,320	21	1,635	19	172	18								
		6		12	7	1,310	20	1,530	18	154	16								
		7	Excellent	9	5	1,137	18	1,731	22	181	20								
		—	Not applicable	9	5	485	8	526	7	46	5								
Total				179	100	6,261	100	8,342	100	966	100								
14. How much does your institution emphasize the following?																			
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	3	2	85	2	160	2	35	4	2.9							
		2	Some	48	28	797	15	1,354	17	214	23								
		3	Quite a bit	82	45	2,614	44	3,601	43	343	35								
		4	Very much	46	25	2,748	40	3,203	38	363	38								
		Total				179	100	6,244	100	8,318	100								
b. Providing support to help students succeed academically	SEacademic	1	Very little	25	14	301	6	555	7	88	10	2.5							
		2	Some	68	37	1,542	25	2,233	28	264	28								
		3	Quite a bit	63	36	2,741	43	3,400	40	331	34								
		4	Very much	22	12	1,650	26	2,101	25	267	28								
		Total				178	100	6,234	100	8,289	100								
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	19	12	504	8	889	12	104	11	2.6							
		2	Some	58	32	1,764	27	2,272	28	241	26								
		3	Quite a bit	75	42	2,372	38	3,060	36	308	32								
		4	Very much	27	14	1,591	27	2,061	25	299	31								
		Total				179	100	6,231	100	8,282	100								
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	38	22	1,118	17	1,395	17	159	17	2.4							
		2	Some	63	35	2,081	32	2,594	31	283	30								
		3	Quite a bit	49	28	1,793	29	2,565	31	257	26								
		4	Very much	28	15	1,231	22	1,723	21	249	27								
		Total				178	100	6,223	100	8,277	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Providing opportunities to be involved socially	SEsocial	1	Very little	17	10	488	9	1,002	14	104	11	2.8	2.8	-.02	2.7	.13	2.8	-.03	
		2	Some	49	27	1,700	27	2,310	28	258	27								
		3	Quite a bit	67	37	2,519	39	3,004	35	301	31								
		4	Very much	46	25	1,519	24	1,960	22	283	31								
		Total		179	100	6,226	100	8,276	100	946	100								
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	42	23	680	12	1,219	16	134	14	2.2	2.7 ***	-0.49	2.6 ***	-0.36	2.7 ***	-0.50	
		2	Some	73	41	1,853	29	2,491	30	254	27								
		3	Quite a bit	45	26	2,277	36	2,785	33	302	31								
		4	Very much	18	10	1,405	22	1,760	20	258	28								
		Total		178	100	6,215	100	8,255	100	948	100								
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	93	51	2,027	34	3,012	37	279	29	1.7	2.0 ***	-0.32	2.0 ***	-0.28	2.3 ***	-0.53	
		2	Some	51	30	2,347	36	2,811	33	281	30								
		3	Quite a bit	23	13	1,244	20	1,584	19	216	23								
		4	Very much	12	6	592	10	840	10	169	18								
		Total		179	100	6,210	100	8,247	100	945	100								
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	41	24	798	14	1,732	25	205	22	2.4	2.6 *	-0.18	2.4	.04	2.6	-0.14	
		2	Some	51	29	2,008	33	2,526	30	231	25								
		3	Quite a bit	55	30	2,199	35	2,532	29	270	29								
		4	Very much	31	17	1,205	19	1,459	16	225	24								
		Total		178	100	6,210	100	8,249	100	931	100								
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	25	14	1,175	19	1,977	27	162	17	2.6	2.4 **	.21	2.2 ***	.34	2.6	.00	
		2	Some	54	30	2,372	38	2,909	35	288	31								
		3	Quite a bit	68	38	1,828	29	2,272	26	270	29								
		4	Very much	32	17	836	14	1,081	13	220	23								
		Total		179	100	6,211	100	8,239	100	940	100								
15. To what extent do you agree or disagree with the following statements?																			
a. I feel comfortable being myself at this institution.	sbmyself	1	Strongly disagree	5	3	232	4	245	3	26	3	3.3	3.3	.07	3.3	.04	3.3	-0.06	
		2	Disagree	11	6	542	8	629	8	57	6								
		3	Agree	85	47	2,827	46	3,961	47	405	43								
		4	Strongly agree	77	44	2,606	41	3,410	42	453	47								
		Total		178	100	6,207	100	8,245	100	941	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. I feel valued by this institution.	sbvalued	1	Strongly disagree	24	14	429	8	686	9	57	6	2.6	2.9 ***	-0.38	2.9 ***	-0.35	3.0 ***	-0.51	
		2	Disagree	48	27	1,132	19	1,554	19	145	16								
		3	Agree	83	45	2,962	48	3,899	47	454	47								
		4	Strongly agree	23	14	1,684	26	2,102	26	283	31								
		Total		178	100	6,207	100	8,241	100	939	100								
c. I feel like part of the community at this institution.	sbcommunity	1	Strongly disagree	8	6	372	7	526	7	42	5	3.0	2.9	.10	3.0	.09	3.1	-0.08	
		2	Disagree	27	15	1,130	19	1,464	18	132	15								
		3	Agree	91	50	2,952	47	3,955	48	459	47								
		4	Strongly agree	52	29	1,756	27	2,296	27	309	34								
		Total		178	100	6,210	100	8,241	100	942	100								
16. About how many hours do you spend in a typical 7-day week doing the following?																			
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs <i>(Recoded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	1	1	16	0	32	0	3	0	15.5	16.8	-0.14	16.1	-0.06	14.3	.13	
		3	1-5 hrs	17	10	569	9	816	10	193	20								
		8	6-10 hrs	42	24	1,111	19	1,675	20	204	22								
		13	11-15 hrs	34	19	1,192	20	1,685	20	167	17								
		18	16-20 hrs	31	17	1,204	20	1,597	20	150	17								
		23	21-25 hrs	24	14	867	13	1,022	12	84	9								
		28	26-30 hrs	13	7	513	8	613	7	57	6								
		33	More than 30 hrs	13	7	716	11	771	9	82	8								
Total		175	100	6,188	100	8,211	100	940	100										

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

												<i>Your seniors compared with</i>							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs	0	0 hrs	48	28	2,186	36	3,078	42	420	43	6.6	5.4 *	.17	5.3 *	.17	5.9	.08	
	(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	57	32	2,060	31	2,235	25	239	25								
	8	6-10 hrs	31	17	892	15	1,263	14	89	10									
	13	11-15 hrs	17	10	470	8	742	8	72	8									
	18	16-20 hrs	11	6	271	5	401	5	46	6									
	23	21-25 hrs	5	3	147	3	255	3	26	4									
	28	26-30 hrs	3	2	63	1	84	1	18	2									
	33	More than 30 hrs	3	2	85	1	136	2	29	3									
	Total			175	100	6,174	100	8,194	100	939	100								
c. Working for pay on campus	tmworkonhrs	0	0 hrs	134	77	3,295	60	5,578	72	755	79	2.8	5.0 ***	-.29	3.3	-.07	3.1	-.04	
	(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	10	6	432	6	521	6	39	5								
	8	6-10 hrs	10	5	846	12	888	9	30	3									
	13	11-15 hrs	5	3	618	9	545	6	29	3									
	18	16-20 hrs	11	6	748	9	399	4	40	4									
	23	21-25 hrs	2	1	141	3	143	2	13	2									
	28	26-30 hrs	0	0	39	1	39	0	11	1									
	33	More than 30 hrs	2	1	61	1	74	1	20	2									
	Total			174	100	6,180	100	8,187	100	937	100								
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	80	46	3,201	51	3,801	45	306	32	9.8	8.7	.09	11.8 *	-.15	16.1 ***	-.46	
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	13	8	475	7	484	5	46	5								
	8	6-10 hrs	10	6	508	8	615	7	58	6									
	13	11-15 hrs	12	6	480	8	576	6	62	6									
	18	16-20 hrs	25	15	496	8	633	7	61	7									
	23	21-25 hrs	9	5	340	6	429	5	55	6									
	28	26-30 hrs	8	4	170	3	270	3	59	6									
	33	More than 30 hrs	17	10	516	10	1,405	21	293	31									
	Total			174	100	6,186	100	8,213	100	940	100								
Estimated number of hours working for pay	tmworkhrs											12.6	13.7	-.09	15.1 *	-.19	19.2 ***	-.44	
	(Continuous variable created by NSSE)																		

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NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

												<i>Your seniors compared with</i>																																																						
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs																																																
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e																																																
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	64	38	3,003	51	4,078	51	339	35	4.2																																																						
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	70	39	2,364	36	2,745	32	304	32									11.7																																														
	8	6-10 hrs	22	12	438	7	692	8	109	12	3.8																																																							
	13	11-15 hrs	8	4	178	3	312	4	62	6																									11.5																															
	18	16-20 hrs	6	3	98	2	177	2	41	5																																	11.1																							
	23	21-25 hrs	3	2	51	1	85	1	29	4																																									11.1															
	28	26-30 hrs	2	1	18	0	37	0	18	2																																																	11.1							
	33	More than 30 hrs	1	1	39	1	75	1	35	4																																																								
	Total			176	100	6,189	100	8,201	100	937	100																																																							
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	4	3	110	2	238	4	68	7	11.7																																																						
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	38	22	1,467	23	2,033	26	340	35									11.7																																														
	8	6-10 hrs	51	29	1,886	29	2,365	28	220	23	11.7																																																							
	13	11-15 hrs	40	23	1,239	20	1,554	18	122	13																									11.7																															
	18	16-20 hrs	17	10	806	14	1,032	12	73	8																																	11.7																							
	23	21-25 hrs	9	5	285	5	430	5	38	5																																									11.7															
	28	26-30 hrs	2	1	124	2	166	2	26	3																																																	11.7							
	33	More than 30 hrs	13	8	259	5	373	5	50	5																																																								
	Total			174	100	6,176	100	8,191	100	937	100																																																							
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	120	68	4,659	73	5,369	62	390	42	3.8																																																						
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	20	11	588	10	886	11	124	13									3.8																																														
	8	6-10 hrs	12	7	244	4	428	6	66	7	3.8																																																							
	13	11-15 hrs	9	5	166	3	275	4	57	6																									3.8																															
	18	16-20 hrs	6	4	116	2	195	3	47	5																																	3.8																							
	23	21-25 hrs	2	1	62	1	111	2	32	4																																									3.8															
	28	26-30 hrs	1	1	37	1	88	1	20	2																																																	3.8							
	33	More than 30 hrs	6	3	311	6	831	13	201	21																																																								
	Total			176	100	6,183	100	8,183	100	937	100																																																							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Howard				Sector & Enrollment				HBCUs				Howard		IPEDS Peers		Sector & Enrollment		HBCUs			
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e				
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	124	71	1,967	37	3,640	46	430	45	2.6	3.5	-0.17	3.4	-0.14	6.1 ***	-0.39							
	(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	24	14	3,282	47	3,176	37	230	25														
	8	6-10 hrs	12	7	571	10	789	10	102	11															
	13	11-15 hrs	8	4	181	3	285	3	57	7															
	18	16-20 hrs	3	2	74	1	112	1	33	4															
	23	21-25 hrs	1	1	38	1	69	1	17	2															
	28	26-30 hrs	0	0	23	1	27	0	14	2															
	33	More than 30 hrs	3	2	55	1	108	2	55	6															
	Total			175	100	6,191	100	8,206	100	938	100														
17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																									
reading	1	Very little	19	11	792	13	950	11	89	10	2.8	2.8	-0.06	2.9	-0.15	3.1 **	-0.27								
	2	Some	63	36	1,912	30	2,240	26	217	24															
	3	About half	40	23	1,581	26	2,358	30	277	29															
	4	Most	42	24	1,364	22	1,872	24	202	22															
	5	Almost all	11	6	529	9	765	9	143	16															
		Total			175	100	6,178	100	8,185	100								928	100						
tmreadinghrs	(Continuous variable created by NSSE. Calculated as a proportion of tmprephrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)																		7.1	7.8	-0.11	8.0	-0.14	7.9	-0.11
tmreadinghrscol (Collapsed version of tmreadinghrs created by NSSE.)	1	0 hrs	1	1	16	0	30	0	3	0	7.1	7.8	-0.11	8.0	-0.14	7.9	-0.11								
	2	More than zero, up to 5 hrs	76	45	2,527	41	3,391	41	427	46															
	3	More than 5, up to 10 hrs	58	33	2,031	33	2,555	32	240	26															
	4	More than 10, up to 15 hrs	20	11	717	12	1,006	13	98	11															
	5	More than 15, up to 20 hrs	10	6	454	7	585	7	59	7															
	6	More than 20, up to 25 hrs	7	4	310	5	394	5	52	5															
	7	More than 25 hrs	2	1	102	2	191	2	40	4															
		Total			174	100	6,157	100	8,152	100								919	100						

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard				Sector & Enrollment				Your seniors compared with							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																			
a. Writing clearly and effectively	pgwrite	1	Very little	10	6	260	4	431	6	35	4	3.0	3.1	-.13	3.0	-.09	3.1	-.16	
		2	Some	42	25	1,224	20	1,696	20	177	20								
		3	Quite a bit	62	36	2,464	39	3,156	38	369	39								
		4	Very much	59	33	2,236	37	2,907	36	353	38								
			Total	173	100	6,184	100	8,190	100	934	100								
b. Speaking clearly and effectively	pgspeak	1	Very little	9	6	408	7	574	8	52	6	3.1	2.9 *	.19	2.9 *	.15	3.1	.00	
		2	Some	30	18	1,557	25	1,877	23	167	18								
		3	Quite a bit	67	37	2,335	37	3,031	37	361	37								
		4	Very much	68	39	1,872	31	2,695	33	359	39								
			Total	174	100	6,172	100	8,177	100	939	100								
c. Thinking critically and analytically	pgthink	1	Very little	2	1	91	2	168	2	19	2	3.3	3.4	-.14	3.3	-.07	3.3	-.01	
		2	Some	24	14	609	11	956	12	133	15								
		3	Quite a bit	73	42	2,174	36	3,014	36	350	36								
		4	Very much	75	43	3,297	52	4,037	49	433	47								
			Total	174	100	6,171	100	8,175	100	935	100								
d. Analyzing numerical and statistical information	pganalyze	1	Very little	14	8	449	8	726	9	59	7	2.9	3.0 *	-.16	2.9	-.07	3.0	-.16	
		2	Some	51	30	1,345	22	1,989	24	218	23								
		3	Quite a bit	57	32	1,965	32	2,719	33	334	35								
		4	Very much	52	31	2,409	38	2,743	34	324	36								
			Total	174	100	6,168	100	8,177	100	935	100								
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	14	9	429	8	698	9	57	6	3.0	3.0	.06	2.9	.11	3.0	-.02	
		2	Some	34	20	1,368	23	1,895	23	194	21								
		3	Quite a bit	58	33	2,150	34	2,829	34	334	34								
		4	Very much	68	39	2,225	35	2,751	33	351	38								
			Total	174	100	6,172	100	8,173	100	936	100								
f. Working effectively with others	pgothers	1	Very little	5	3	208	4	408	6	42	5	3.1	3.1	.06	3.0	.13	3.1	.00	
		2	Some	31	18	1,122	19	1,617	21	163	18								
		3	Quite a bit	70	39	2,441	38	3,144	38	343	35								
		4	Very much	67	39	2,401	38	3,003	36	382	42								
			Total	173	100	6,172	100	8,172	100	930	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Howard				Sector & Enrollment				HBCUs				Howard	IPEDS Peers				Sector & Enrollment				HBCUs			
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	16	9	486	9	764	10	62	7	3.0	2.9	.06	2.9	.11	3.1	-.09										
		2	Some	37	22	1,375	23	1,878	23	166	18																	
		3	Quite a bit	52	29	2,180	35	2,835	34	341	36																	
		4	Very much	68	40	2,124	34	2,691	32	362	39																	
		Total		173	100	6,165	100	8,168	100	931	100																	
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	9	6	635	10	730	9	56	6	3.1	2.9 **	.24	2.9 **	.22	3.1	.00										
		2	Some	32	19	1,634	26	2,047	25	184	20																	
		3	Quite a bit	65	36	2,126	35	2,837	34	309	32																	
		4	Very much	68	39	1,776	30	2,554	31	381	41																	
		Total		174	100	6,171	100	8,168	100	930	100																	
i. Solving complex real-world problems	pgprobsolve	1	Very little	8	5	390	7	674	9	60	7	3.0	2.9	.04	2.9	.10	3.0	-.06										
		2	Some	41	24	1,571	25	2,101	26	201	22																	
		3	Quite a bit	71	41	2,259	36	2,974	36	331	34																	
		4	Very much	53	30	1,952	32	2,428	30	334	37																	
		Total		173	100	6,172	100	8,177	100	926	100																	
j. Being an informed and active citizen	pgcitizen	1	Very little	9	6	662	11	972	12	62	7	3.1	2.8 ***	.32	2.8 ***	.33	3.0	.06										
		2	Some	30	17	1,790	28	2,199	27	206	22																	
		3	Quite a bit	67	38	2,054	33	2,709	32	308	31																	
		4	Very much	68	39	1,670	28	2,303	28	357	40																	
		Total		174	100	6,176	100	8,183	100	933	100																	
19. How would you evaluate your entire educational experience at this institution?																												
evalexp		1	Poor	5	3	120	3	266	4	25	3	3.1	3.3 ***	-.31	3.2 **	-.21	3.1	-.04										
		2	Fair	36	20	652	12	990	12	185	20																	
		3	Good	80	45	2,451	40	3,418	41	417	44																	
		4	Excellent	55	32	2,973	46	3,535	43	309	34																	
		Total		176	100	6,196	100	8,209	100	936	100																	
20. If you could start over again, would you go to the same institution you are now attending?																												
sameinst		1	Definitely no	5	3	281	5	495	7	50	5	3.3	3.2	.10	3.1 *	.17	3.2	.12										
		2	Probably no	23	13	764	13	1,214	15	151	15																	
		3	Probably yes	64	36	2,360	39	3,213	38	343	36																	
		4	Definitely yes	85	47	2,805	43	3,315	40	396	43																	
		Total		177	100	6,210	100	8,237	100	940	100																	

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Howard University

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				Howard		IPEDS Peers		Sector & Enrollment		HBCUs		Howard		IPEDS Peers		Sector & Enrollment		HBCUs	
												Your seniors compared with							
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
22. To what extent have the faculty and staff at your institution done a good job helping students adapt to the changes brought on by the COVID-19 pandemic?																			
	covidexp	1	Very little	38	21	210	7	381	9	95	10	2.3							
		2	Some	69	39	701	20	944	20	192	20								
		3	Quite a bit	50	28	1,473	39	1,484	32	299	31								
		4	Very much	20	12	1,378	34	1,715	38	352	38								
			Total	177	100	3,762	100	4,524	100	938	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2021 Frequencies and Statistical Comparisons

Detailed Statistics^g

Howard University

First-Year Students

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
														Comparisons with:			Comparisons with:			Comparisons with:		
	Howard	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs
1 a. askquest	720	2.81	2.85	2.90	2.87	.031	.010	.009	.017	.83	.83	.84	.86	7,846	10,090	3,131	.318	.008	.163	-.04	-.10	-.06
b. CLaskhelp	717	2.56	2.49	2.48	2.52	.036	.011	.010	.020	.97	.91	.92	.99	850	820	3,123	.039	.017	.272	.08	.10	.05
c. CLexplain	713	2.55	2.57	2.56	2.52	.032	.010	.009	.019	.86	.86	.87	.94	7,788	9,985	1,262	.628	.898	.382	-.02	.00	.04
d. CLstudy	709	2.44	2.37	2.39	2.32	.037	.012	.010	.020	.97	.98	1.00	.99	7,736	9,922	3,072	.042	.195	.005	.08	.05	.12
e. CLproject	702	2.65	2.56	2.57	2.43	.033	.011	.009	.020	.87	.88	.90	.97	7,699	9,880	1,271	.007	.018	.000	.11	.09	.24
f. present	704	2.31	2.17	2.27	2.07	.034	.010	.009	.020	.89	.86	.86	.95	839	806	3,027	.000	.238	.000	.17	.05	.26
2 a. RIintegrate	684	2.55	2.58	2.57	2.43	.034	.010	.009	.020	.88	.83	.85	.96	807	9,714	1,208	.341	.520	.002	-.04	-.03	.13
b. RISocietal	678	2.92	2.67	2.64	2.53	.035	.010	.009	.021	.91	.86	.87	.97	7,496	9,618	1,187	.000	.000	.000	.28	.32	.41
c. RIDiverse	669	3.03	2.70	2.66	2.67	.034	.011	.009	.020	.88	.87	.89	.95	804	775	1,186	.000	.000	.000	.37	.42	.38
d. RIownview	657	2.87	2.79	2.80	2.85	.033	.010	.009	.019	.84	.79	.80	.87	7,351	9,428	2,782	.015	.026	.524	.10	.09	.03
e. RIPerspect	642	2.92	2.96	2.93	3.00	.032	.009	.008	.018	.81	.77	.78	.84	760	9,283	2,692	.235	.732	.030	-.05	-.01	-.10
f. RInewview	634	2.94	2.91	2.87	2.87	.033	.010	.009	.019	.83	.77	.79	.86	747	9,098	1,102	.399	.022	.060	.04	.09	.08
g. RIconnect	624	3.18	3.11	3.06	2.98	.030	.009	.008	.018	.74	.72	.75	.81	744	722	2,572	.048	.000	.000	.08	.15	.25
3 a. SFcareer	625	1.83	2.13	2.23	2.31	.036	.011	.010	.023	.91	.91	.92	1.01	6,954	8,942	1,168	.000	.000	.000	-.33	-.43	-.48
b. SFotherwork	619	1.48	1.69	1.75	1.81	.033	.011	.010	.023	.81	.88	.90	1.00	768	737	1,274	.000	.000	.000	-.24	-.31	-.35
c. SFdiscuss	614	1.74	1.96	2.00	1.97	.036	.011	.010	.023	.89	.89	.89	.99	741	710	2,496	.000	.000	.000	-.24	-.29	-.23
d. SFperform	611	1.86	1.98	2.07	2.25	.035	.011	.010	.023	.86	.88	.86	.97	6,834	8,785	1,160	.001	.000	.000	-.14	-.24	-.41
4 a. memorize	606	2.85	2.86	2.85	2.75	.036	.011	.009	.021	.88	.84	.83	.90	6,780	689	1,062	.726	.927	.018	-.01	.00	.11
b. HOapply	602	2.83	2.98	2.96	2.77	.036	.010	.009	.021	.88	.78	.79	.89	698	675	2,398	.000	.000	.145	-.19	-.16	.07
c. HOanalyze	592	2.92	2.98	2.97	2.82	.036	.010	.009	.021	.87	.80	.80	.87	694	668	2,326	.115	.157	.014	-.07	-.06	.12
d. HOevaluate	583	3.04	2.95	2.96	2.93	.036	.010	.009	.020	.86	.81	.81	.85	686	659	2,294	.017	.037	.007	.11	.09	.13
e. HOform	579	2.98	2.94	2.94	2.90	.035	.010	.009	.021	.85	.79	.79	.86	6,554	8,436	1,011	.265	.233	.045	.05	.05	.10
5 a. ETgoals	568	2.82	3.09	3.06	2.81	.036	.010	.009	.023	.87	.76	.78	.92	653	635	1,035	.000	.000	.798	-.35	-.31	.01
b. ETorganize	569	2.66	3.07	3.02	2.69	.037	.010	.009	.024	.89	.78	.81	.99	655	639	1,091	.000	.000	.407	-.53	-.44	-.04
c. ETexample	562	2.70	3.07	3.04	2.74	.038	.010	.009	.024	.91	.79	.81	.97	644	627	1,021	.000	.000	.390	-.46	-.41	-.04
d. ETdraftfb	559	2.61	2.78	2.83	2.71	.041	.012	.010	.024	.97	.92	.91	.98	658	632	2,193	.000	.000	.049	-.18	-.24	-.10
e. ETfeedback	558	2.36	2.71	2.77	2.64	.040	.012	.010	.025	.94	.88	.89	1.00	654	630	1,020	.000	.000	.000	-.40	-.46	-.28
f. etcriteria	554	2.74	3.02	3.02	2.83	.039	.013	.013	.023	.93	.78	.84	.94	674	682	2,179	.000	.000	.049	-.34	-.32	-.10
g. etreview	548	2.77	2.99	3.00	2.84	.037	.013	.013	.022	.86	.78	.81	.90	685	687	2,168	.000	.000	.149	-.28	-.27	-.07
h. etprefer	551	2.23	2.64	2.65	2.50	.039	.014	.014	.025	.91	.86	.90	.99	4,283	4,599	1,019	.000	.000	.000	-.47	-.47	-.28
i. etdemonstrate	548	3.06	3.18	3.13	2.95	.038	.012	.012	.023	.88	.76	.79	.92	669	671	2,145	.005	.100	.009	-.14	-.08	.13

NSSE 2021 Frequencies and Statistical Comparisons

Detailed Statistics^g

Howard University

First-Year Students

Variable Name	N					Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^l			Significance ^k			Effect size ^e		
														Comparisons with:			Comparisons with:			Comparisons with:						
	Howard	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs				
6 a. QRconclude	535	2.45	2.63	2.63	2.59	.041	.012	.010	.023	.94	.87	.88	.90	624	603	2,112	.000	.000	.002	-.20	-.20	-.15				
b. QRproblem	536	2.21	2.40	2.40	2.42	.041	.012	.011	.024	.96	.91	.91	.95	6,210	7,994	2,105	.000	.000	.000	-.21	-.21	-.22				
c. QRevaluate	529	2.15	2.41	2.40	2.34	.040	.012	.010	.024	.91	.89	.89	.95	6,173	7,957	947	.000	.000	.000	-.30	-.28	-.20				
7 a. wrshortnum	531	6.96	8.08	7.29	5.27	.252	.085	.070	.130	5.80	6.40	6.00	5.11	658	7,932	830	.000	.220	.000	-.18	-.06	.32				
b. wrmednum	524	2.52	2.72	2.65	2.42	.168	.045	.040	.101	3.85	3.35	3.47	3.96	6,160	7,898	2,059	.177	.379	.640	-.06	-.04	.02				
c. wrlongnum	525	.90	.94	1.09	1.49	.134	.034	.034	.100	3.07	2.57	2.91	3.94	6,167	7,906	1,152	.712	.149	.000	-.02	-.07	-.16				
— wrpages	522	54.04	59.69	58.73	56.00	3.482	.893	.843	2.341	79.58	66.80	72.17	91.49	6,121	7,846	1,027	.070	.154	.641	-.08	-.06	-.02				
8 a. DDrace	529	2.48	2.97	3.06	2.51	.044	.012	.011	.027	1.02	.91	.92	1.06	608	590	2,063	.000	.000	.571	-.53	-.63	-.03				
b. DDeconomic	528	2.83	2.97	3.02	2.61	.038	.012	.010	.025	.88	.87	.90	.98	6,151	7,915	1,009	.000	.000	.000	-.17	-.21	.23				
c. DDreligion	525	2.64	2.67	2.91	2.46	.041	.014	.011	.026	.94	1.02	.95	1.02	644	7,907	982	.536	.000	.000	-.03	-.29	.17				
d. DDpolitical	529	2.14	2.83	2.82	2.43	.039	.012	.011	.026	.89	.93	.95	1.00	639	617	1,017	.000	.000	.000	-.75	-.71	-.29				
9 a. LSreading	524	3.01	3.07	3.06	2.97	.035	.010	.009	.021	.80	.75	.76	.82	6,122	7,862	2,026	.102	.190	.315	-.07	-.06	.05				
b. LSnotes	525	2.83	2.85	2.92	2.93	.040	.012	.010	.022	.91	.90	.88	.86	6,123	7,868	881	.579	.027	.025	-.03	-.10	-.12				
c. LSsummary	522	2.79	2.81	2.88	2.92	.038	.012	.010	.022	.87	.87	.85	.85	6,113	593	885	.636	.017	.004	-.02	-.11	-.15				
10 challenge	513	5.30	5.48	5.47	5.29	.061	.016	.015	.042	1.39	1.19	1.24	1.60	584	571	1,019	.004	.006	.893	-.15	-.14	.01				
11 a. intern ^l	517	9%	7%	7%	7%	.012	.003	.003	.007	--	--	--	--	--	--	--	.307	.191	.240	.05	.06	.06				
b. leader ^l	514	6%	10%	12%	6%	.011	.004	.004	.006	--	--	--	--	--	--	--	.021	.000	.770	-.11	-.20	.01				
c. learncom ^l	516	8%	12%	13%	8%	.012	.004	.004	.007	--	--	--	--	--	--	--	.019	.001	.631	-.12	-.16	.02				
d. abroad ^l	513	1%	2%	3%	3%	.004	.002	.002	.005	--	--	--	--	--	--	--	.093	.024	.006	-.09	-.12	-.16				
e. research ^l	514	5%	5%	5%	6%	.010	.003	.003	.006	--	--	--	--	--	--	--	.808	.712	.634	.01	.02	-.02				
f. capstone ^l	514	3%	2%	2%	4%	.007	.002	.002	.005	--	--	--	--	--	--	--	.120	.152	.065	.07	.06	-.10				
12 servcourse	509	1.44	1.57	1.59	1.80	.029	.009	.008	.021	.66	.67	.70	.78	608	592	1,051	.000	.000	.000	-.19	-.21	-.48				
13 a. Qlstudent	499	5.27	5.42	5.43	5.14	.071	.019	.017	.046	1.58	1.39	1.42	1.71	571	557	952	.045	.030	.121	-.10	-.11	.08				
b. Qladvisor	479	3.85	5.25	5.29	4.73	.086	.023	.019	.051	1.87	1.63	1.63	1.92	548	529	1,875	.000	.000	.000	-.85	-.87	-.46				
c. Qlfaculty	484	4.39	5.46	5.44	4.65	.072	.018	.016	.048	1.58	1.34	1.37	1.80	547	534	951	.000	.000	.003	-.78	-.76	-.15				
d. Qlstaff	394	3.70	5.12	5.17	4.55	.090	.023	.020	.053	1.78	1.61	1.59	1.90	446	432	1,690	.000	.000	.000	-.88	-.92	-.46				
e. Qladmin	464	3.47	5.11	5.08	4.36	.084	.023	.020	.053	1.81	1.58	1.62	1.97	532	516	858	.000	.000	.000	-1.02	-.98	-.46				

NSSE 2021 Frequencies and Statistical Comparisons

Detailed Statistics^g

Howard University

First-Year Students

Variable Name	N		Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^l			Significance ^k			Effect size ^e		
															Comparisons with:			Comparisons with:			Comparisons with:		
	Howard	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	
14 a. empstudy	504	3.08	3.20	3.15	2.91	.035	.010	.009	.022	.79	.73	.74	.82	5,957	7,649	1,919	.001	.036	.000	-.16	-.10	.21	
b. SEacademic	503	2.65	2.98	2.97	2.78	.040	.011	.010	.025	.91	.83	.83	.93	582	563	1,911	.000	.000	.006	-.39	-.39	-.14	
c. SElearnsup	502	2.83	3.01	2.97	2.78	.042	.012	.011	.027	.93	.87	.90	1.00	586	570	939	.000	.002	.342	-.20	-.15	.05	
d. SEdiverse	502	2.53	2.66	2.72	2.53	.046	.013	.011	.027	1.02	.97	.96	1.00	587	565	1,901	.004	.000	.895	-.14	-.20	-.01	
e. SESocial	501	2.55	2.68	2.78	2.63	.046	.013	.011	.027	1.02	.94	.94	1.00	582	561	1,896	.005	.000	.144	-.14	-.24	-.08	
f. SEwellness	503	2.33	2.77	2.78	2.70	.044	.012	.011	.026	.99	.92	.92	.97	584	566	1,881	.000	.000	.000	-.48	-.48	-.38	
g. SENonacad	500	1.80	2.19	2.23	2.28	.040	.013	.011	.028	.90	.96	.96	1.04	5,919	582	1,012	.000	.000	.000	-.41	-.45	-.48	
h. SEactivities	502	1.99	2.48	2.55	2.46	.046	.013	.012	.028	1.03	.98	1.00	1.04	5,907	7,562	898	.000	.000	.000	-.49	-.55	-.45	
i. SEevents	500	2.49	2.39	2.41	2.38	.045	.013	.011	.027	1.01	.94	.96	.99	582	565	1,879	.049	.103	.043	.10	.08	.11	
15 a. SBmyself	504	3.30	3.24	3.23	3.28	.026	.010	.008	.019	.58	.70	.70	.72	647	612	1,089	.036	.010	.429	.08	.10	.04	
b. SBvalued	503	2.86	3.02	3.01	3.00	.034	.010	.009	.021	.76	.74	.75	.78	595	574	1,878	.000	.000	.000	-.21	-.20	-.18	
c. SBcommunity	504	3.01	2.97	3.00	3.07	.032	.011	.009	.021	.71	.78	.77	.76	623	7,569	953	.226	.808	.106	.05	.01	-.08	
16 a. tmprephrs	501	16.48	17.31	16.29	12.10	.415	.116	.101	.228	9.30	8.50	8.47	8.44	581	561	819	.053	.653	.000	-.10	.02	.50	
b. tmcocurrhrs	500	2.42	4.70	5.57	4.51	.195	.087	.082	.185	4.35	6.37	6.87	6.82	716	691	1,389	.000	.000	.000	-.37	-.47	-.33	
c. tmworkonhrs	502	.75	2.68	2.15	1.72	.173	.080	.064	.144	3.87	5.85	5.34	5.31	735	646	1,224	.000	.000	.000	-.34	-.27	-.20	
d. tmworkoffhrs	502	8.16	4.52	5.31	9.16	.483	.120	.119	.329	10.81	8.80	9.97	12.20	564	563	996	.000	.000	.088	.40	.28	-.08	
— tmworkhrs	502	8.91	7.17	7.44	10.77	.522	.142	.139	.366	11.70	10.38	11.65	13.49	577	574	1,023	.001	.007	.004	.17	.13	-.14	
e. tmservicehrs	501	2.35	1.98	2.48	3.36	.217	.057	.059	.164	4.85	4.16	4.97	6.05	570	7,527	1,100	.098	.574	.000	.09	-.03	-.18	
f. tmrelaxhrs	501	11.13	12.32	12.13	11.12	.377	.113	.099	.255	8.43	8.28	8.30	9.44	5,885	7,536	988	.002	.009	.990	-.14	-.12	.00	
g. tmcarehrs	501	4.17	2.04	3.14	5.92	.347	.082	.091	.279	7.76	6.00	7.65	10.31	557	571	1,176	.000	.004	.000	.34	.13	-.18	
h. tmcommutehrs	499	.58	2.35	2.31	4.66	.142	.060	.059	.215	3.18	4.41	4.91	7.96	690	680	1,855	.000	.000	.000	-.41	-.36	-.58	
17 reading	501	2.79	2.89	2.85	2.74	.047	.015	.013	.030	1.06	1.09	1.08	1.10	5,879	7,503	1,860	.048	.198	.405	-.09	-.06	.04	
— tmreadinghrs	498	7.78	8.18	7.66	5.78	.300	.084	.072	.164	6.70	6.14	5.99	6.05	578	556	814	.198	.688	.000	-.06	.02	.32	

NSSE 2021 Frequencies and Statistical Comparisons

Detailed Statistics^g

Howard University

First-Year Students

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
														Comparisons with:			Comparisons with:			Comparisons with:		
	Howard	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs
18 a. pgwrite	501	2.90	2.79	2.82	2.91	.039	.012	.010	.024	.87	.87	.87	.88	5,870	7,486	1,844	.008	.051	.785	.12	.09	-.01
b. pgspeak	500	2.82	2.52	2.65	2.85	.043	.013	.011	.025	.96	.95	.93	.93	5,866	7,470	1,849	.000	.000	.464	.32	.17	-.04
c. pgthink	500	3.07	3.11	3.10	3.04	.038	.011	.010	.023	.86	.80	.80	.85	583	563	1,847	.292	.375	.535	-.05	-.04	.03
d. pganalyze	500	2.49	2.69	2.69	2.75	.045	.013	.011	.026	1.00	.96	.95	.94	589	565	847	.000	.000	.000	-.21	-.22	-.27
e. pgwork	499	2.55	2.56	2.60	2.65	.044	.013	.012	.026	.99	.96	.96	.98	5,856	7,469	1,852	.759	.211	.039	-.01	-.06	-.11
f. pgothers	500	2.72	2.73	2.81	2.75	.041	.012	.011	.027	.92	.91	.90	.98	5,857	568	1,853	.801	.039	.544	-.01	-.10	-.03
g. pgvalues	500	2.70	2.75	2.74	2.77	.044	.013	.011	.026	.98	.92	.94	.96	584	566	1,848	.270	.314	.139	-.05	-.05	-.08
h. pgdiverse	497	2.83	2.74	2.81	2.81	.043	.013	.011	.027	.96	.94	.93	.98	5,856	7,473	1,854	.030	.578	.687	.10	.03	.02
i. pgprobsolve	498	2.62	2.65	2.67	2.70	.044	.013	.011	.027	.98	.92	.92	1.01	582	561	1,853	.480	.276	.127	-.03	-.05	-.08
j. pgcitizen	497	2.86	2.68	2.69	2.79	.045	.013	.011	.026	.99	.94	.94	.96	5,857	7,494	1,859	.000	.000	.162	.20	.19	.07
19 evalexp	497	2.85	3.19	3.18	2.84	.035	.010	.009	.022	.78	.74	.74	.81	5,874	7,512	913	.000	.000	.820	-.46	-.44	.01
20 sameinst	498	3.23	3.27	3.19	3.13	.031	.010	.009	.023	.70	.76	.79	.85	609	589	1,053	.274	.177	.005	-.05	.06	.13
21 returnexp ^l	502	88%	90%	88%	83%	.0144	.0041	.0038	.0101	--	--	--	--	--	--	--	.185	.892	.004	-.06	-.01	.15
22 covidexp	506	2.36	2.99	3.04	2.93	.041	.015	.015	.025	.93	.88	.91	.95	642	643	1,908	.000	.000	.000	-.70	-.74	-.60

IPEDS: 131520

NSSE 2021 Frequencies and Statistical Comparisons

Detailed Statistics^g

Howard University

Seniors

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
														Comparisons with:			Comparisons with:			Comparisons with:		
	Howard	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs
1 a. askquest	244	2.93	3.06	3.15	3.18	.056	.013	.010	.024	.87	.85	.85	.86	4,605	7,414	1,534	.018	.000	.000	-.16	-.26	-.29
b. CLaskhelp	241	2.65	2.47	2.34	2.53	.058	.014	.011	.028	.89	.94	.96	1.00	4,564	7,352	363	.004	.000	.058	.19	.32	.12
c. CLexplain	242	2.68	2.70	2.58	2.76	.056	.014	.011	.026	.88	.89	.94	.94	4,555	7,347	1,517	.681	.138	.203	-.03	.10	-.09
d. CLstudy	240	2.49	2.41	2.35	2.51	.063	.016	.012	.029	.98	1.02	1.05	1.03	4,525	7,309	1,505	.212	.035	.811	.08	.14	-.02
e. CLproject	240	2.88	2.89	2.76	2.66	.058	.014	.012	.028	.90	.93	.98	1.01	4,502	258	362	.843	.040	.001	-.01	.13	.22
f. present	239	2.63	2.74	2.70	2.49	.059	.014	.011	.028	.91	.93	.96	1.00	4,498	7,267	356	.077	.239	.032	-.12	-.08	.14
2 a. RIintegrate	233	2.71	2.95	2.89	2.79	.057	.013	.010	.027	.87	.84	.87	.95	256	7,202	346	.000	.003	.213	-.28	-.20	-.08
b. RISocietal	233	2.87	2.86	2.84	2.81	.058	.014	.011	.027	.89	.90	.91	.96	4,420	7,144	342	.947	.657	.395	.00	.03	.06
c. RIDiverse	232	2.80	2.73	2.73	2.69	.062	.015	.011	.029	.94	.93	.94	1.00	4,380	7,073	338	.274	.306	.095	.07	.07	.12
d. RIownview	232	2.77	2.88	2.90	2.95	.057	.013	.010	.024	.87	.83	.83	.84	4,340	7,005	1,424	.064	.030	.004	-.13	-.15	-.21
e. RIPerspect	224	2.88	3.01	3.00	3.04	.056	.013	.010	.024	.84	.81	.81	.83	4,263	238	1,386	.019	.052	.012	-.16	-.14	-.18
f. RInewview	218	2.83	3.00	2.99	3.05	.056	.013	.010	.023	.83	.79	.81	.80	240	6,795	1,362	.003	.005	.000	-.22	-.19	-.27
g. RIconnect	215	3.08	3.23	3.20	3.16	.053	.012	.009	.023	.78	.73	.75	.78	4,157	6,739	1,347	.003	.022	.173	-.21	-.16	-.10
3 a. SFcareer	214	2.30	2.42	2.35	2.56	.065	.015	.012	.030	.96	.97	.98	1.01	4,151	6,732	310	.073	.485	.000	-.13	-.05	-.25
b. SFotherwork	214	1.96	2.02	1.89	2.18	.065	.016	.012	.032	.95	1.03	1.01	1.08	4,129	6,704	329	.338	.358	.003	-.07	.06	-.21
c. SFdiscuss	209	2.07	2.19	2.07	2.23	.065	.015	.012	.031	.94	.93	.95	1.02	4,092	6,634	308	.067	.995	.028	-.13	.00	-.16
d. SFperform	214	2.15	2.11	2.12	2.49	.066	.015	.011	.029	.96	.91	.91	.97	234	6,645	1,325	.574	.687	.000	.04	.03	-.36
4 a. memorize	212	2.71	2.65	2.72	2.87	.061	.015	.011	.027	.88	.92	.89	.90	4,067	6,586	1,321	.326	.873	.021	.07	-.01	-.17
b. HOapply	214	2.91	3.08	3.08	3.05	.059	.013	.010	.025	.86	.79	.79	.84	4,059	6,561	1,315	.002	.002	.026	-.22	-.22	-.17
c. HOanalyze	205	2.90	3.05	3.06	3.03	.059	.013	.010	.025	.84	.82	.82	.83	4,017	6,492	1,284	.011	.005	.042	-.18	-.20	-.16
d. HOevaluate	203	2.90	2.93	3.00	3.06	.059	.014	.011	.025	.84	.87	.84	.83	3,994	6,462	1,278	.609	.100	.014	-.04	-.12	-.19
e. HOform	202	2.90	2.97	3.01	3.05	.057	.013	.010	.025	.81	.82	.82	.81	3,977	6,423	1,269	.253	.087	.023	-.08	-.12	-.17
5 a. ETgoals	201	2.74	3.15	3.15	2.95	.061	.013	.010	.029	.87	.78	.81	.93	217	211	1,252	.000	.000	.003	-.52	-.50	-.23
b. ETorganize	200	2.63	3.08	3.08	2.82	.061	.013	.011	.030	.86	.79	.84	.98	218	212	307	.000	.000	.004	-.58	-.54	-.20
c. ETexample	200	2.71	3.12	3.07	2.88	.060	.013	.011	.029	.84	.81	.85	.94	3,913	6,354	1,242	.000	.000	.015	-.51	-.43	-.19
d. ETdraftfb	200	2.34	2.82	2.81	2.77	.074	.015	.012	.031	1.05	.94	.96	1.00	217	210	1,239	.000	.000	.000	-.51	-.48	-.43
e. ETfeedback	199	2.31	2.83	2.86	2.73	.072	.014	.012	.032	1.02	.88	.91	1.02	214	209	1,238	.000	.000	.000	-.59	-.60	-.41
f. etcriteria	197	2.63	3.06	3.07	2.91	.068	.017	.014	.029	.95	.82	.88	.93	222	214	1,234	.000	.000	.000	-.53	-.51	-.30
g. etreview	197	2.66	3.06	3.07	2.89	.065	.017	.014	.029	.91	.80	.86	.92	223	215	1,229	.000	.000	.002	-.49	-.47	-.25
h. etprefer	196	2.24	2.74	2.77	2.64	.067	.018	.015	.032	.93	.88	.94	1.01	2,501	3,934	290	.000	.000	.000	-.57	-.57	-.40
i. etdemonstrate	197	3.02	3.20	3.19	3.07	.063	.016	.013	.028	.89	.76	.82	.91	222	3,924	1,226	.005	.005	.484	-.24	-.21	-.05

NSSE 2021 Frequencies and Statistical Comparisons

Detailed Statistics^g

Howard University

Seniors

Variable Name	N					Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
														Comparisons with:			Comparisons with:			Comparisons with:						
	Howard	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs				
6 a. QRconclude	194	2.59	2.74	2.70	2.68	.068	.015	.012	.029	.94	.92	.91	.91	3,803	6,173	1,202	.026	.077	.171	-.16	-.13	-.11				
b. QRproblem	192	2.37	2.53	2.53	2.54	.067	.016	.012	.030	.93	.97	.96	.93	3,794	6,147	1,187	.028	.023	.018	-.16	-.17	-.19				
c. QRevaluate	190	2.40	2.57	2.52	2.49	.067	.016	.012	.030	.93	.94	.93	.93	3,788	6,119	1,177	.016	.065	.200	-.18	-.14	-.10				
7 a. wrshortnum	189	7.30	8.54	8.68	6.83	.470	.114	.090	.196	6.45	6.82	6.92	6.17	3,773	6,094	1,180	.015	.007	.333	-.18	-.20	.08				
b. wrmednum	189	3.24	3.82	4.21	3.55	.308	.075	.061	.153	4.23	4.50	4.70	4.80	3,761	6,073	1,177	.080	.005	.396	-.13	-.21	-.07				
c. wrlongnum	188	1.76	2.04	2.24	2.28	.281	.061	.050	.147	3.85	3.65	3.86	4.61	3,775	6,089	299	.310	.092	.103	-.08	-.13	-.12				
— wrpages	186	73.22	86.40	92.79	82.66	6.798	1.580	1.310	3.650	92.69	94.26	100.17	114.34	3,742	6,032	302	.063	.009	.222	-.14	-.20	-.08				
8 a. DDrace	187	2.46	3.02	3.07	2.70	.075	.015	.012	.033	1.03	.92	.93	1.03	202	196	1,168	.000	.000	.003	-.60	-.65	-.23				
b. DDeconomic	186	2.91	3.02	3.04	2.74	.063	.015	.012	.030	.86	.88	.90	.95	3,758	6,071	279	.109	.056	.016	-.12	-.14	.18				
c. DDreligion	186	2.72	2.76	2.93	2.60	.067	.017	.012	.032	.91	1.00	.95	1.01	209	6,068	277	.535	.003	.106	-.04	-.22	.12				
d. DDpolitical	186	2.30	2.86	2.87	2.59	.070	.016	.012	.031	.95	.93	.95	.98	3,754	6,072	1,170	.000	.000	.000	-.60	-.60	-.29				
9 a. LSreading	185	2.92	3.12	3.13	3.06	.061	.013	.010	.026	.83	.80	.80	.82	3,739	6,041	1,158	.002	.001	.035	-.24	-.26	-.17				
b. LSnotes	184	2.74	2.73	2.85	3.04	.064	.016	.012	.028	.86	.96	.95	.88	207	6,035	1,157	.858	.151	.000	.01	-.11	-.34				
c. LSsummary	185	2.71	2.79	2.88	3.03	.068	.015	.012	.027	.93	.91	.90	.86	3,733	6,030	247	.286	.013	.000	-.08	-.18	-.37				
10 challenge	183	5.08	5.43	5.49	5.64	.101	.022	.018	.050	1.37	1.29	1.36	1.54	3,709	5,994	277	.000	.000	.000	-.27	-.30	-.37				
11 a. intern ^l	182	62%	57%	48%	37%	.0360	.0083	.0066	.0157	--	--	--	--	--	--	--	.146	.000	.000	.11	.29	.50				
b. leader ^l	181	59%	45%	39%	27%	.0366	.0084	.0064	.0143	--	--	--	--	--	--	--	.000	.000	.000	.30	.42	.68				
c. learncom ^l	182	34%	27%	24%	25%	.0351	.0075	.0056	.0141	--	--	--	--	--	--	--	.045	.002	.014	.15	.22	.19				
d. abroad ^l	182	23%	27%	20%	6%	.0310	.0075	.0052	.0076	--	--	--	--	--	--	--	.188	.340	.000	-.10	.07	.51				
e. research ^l	179	37%	35%	24%	21%	.0362	.0080	.0056	.0133	--	--	--	--	--	--	--	.458	.000	.000	.06	.29	.36				
f. capstone ^l	181	66%	56%	46%	39%	.0353	.0084	.0066	.0159	--	--	--	--	--	--	--	.007	.000	.000	.21	.41	.55				
12 servcourse	180	1.73	1.77	1.74	2.10	.054	.011	.009	.028	.72	.66	.70	.85	195	5,915	1,114	.482	.912	.000	-.06	-.01	-.45				
13 a. QIstudent	179	5.85	5.58	5.63	5.64	.092	.022	.018	.050	1.23	1.31	1.38	1.49	3,626	192	291	.007	.020	.040	.21	.16	.15				
b. QIadvisor	177	4.34	5.06	5.17	5.33	.132	.031	.024	.057	1.75	1.78	1.80	1.71	3,570	5,808	1,088	.000	.000	.000	-.41	-.46	-.57				
c. QIfaculty	178	4.62	5.63	5.55	5.11	.111	.022	.019	.056	1.48	1.29	1.43	1.69	191	5,833	275	.000	.000	.000	-.77	-.65	-.30				
d. QIstaff	150	3.86	4.88	4.90	4.81	.146	.031	.026	.067	1.78	1.72	1.79	1.84	3,185	4,899	905	.000	.000	.000	-.59	-.58	-.52				
e. QIadmin	169	3.34	4.90	4.86	4.62	.138	.030	.025	.064	1.79	1.71	1.83	1.91	3,385	5,529	1,059	.000	.000	.000	-.91	-.83	-.67				

NSSE 2021 Frequencies and Statistical Comparisons

Detailed Statistics^g

Howard University

Seniors

Variable Name	N					Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
														Comparisons with:			Comparisons with:			Comparisons with:						
	Howard	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs				
14 a. empstudy	179	2.94	3.22	3.16	3.08	.058	.013	.010	.029	.78	.75	.78	.87	3,656	5,905	271	.000	.000	.030	-.38	-.29	-.17				
b. SEacademic	178	2.46	2.90	2.82	2.80	.067	.015	.012	.031	.89	.86	.89	.95	194	5,889	1,097	.000	.000	.000	-.51	-.41	-.37				
c. SElearnsup	179	2.59	2.83	2.74	2.84	.065	.016	.013	.033	.87	.92	.96	.99	3,648	5,885	275	.001	.042	.001	-.26	-.15	-.25				
d. SEdiverse	178	2.37	2.55	2.55	2.62	.074	.017	.013	.035	.99	1.01	1.01	1.06	3,646	5,879	261	.017	.018	.002	-.18	-.18	-.24				
e. SEsocial	179	2.78	2.80	2.66	2.82	.070	.015	.013	.033	.94	.91	.98	1.00	3,648	5,877	1,094	.845	.089	.693	-.02	.13	-.03				
f. SEwellness	178	2.22	2.68	2.58	2.73	.069	.016	.013	.034	.91	.95	.99	1.02	3,637	190	270	.000	.000	.000	-.49	-.36	-.50				
g. SENonacad	179	1.75	2.05	2.02	2.30	.068	.016	.013	.036	.91	.96	.99	1.08	3,638	5,857	283	.000	.000	.000	-.32	-.28	-.53				
h. SEactivities	178	2.41	2.58	2.37	2.55	.077	.016	.014	.036	1.03	.95	1.03	1.08	192	5,858	1,080	.034	.615	.097	-.18	.04	-.14				
i. SEevents	179	2.58	2.38	2.25	2.58	.070	.016	.013	.034	.94	.95	.99	1.02	3,635	5,852	268	.007	.000	.991	.21	.34	.00				
15 a. SBmyself	178	3.31	3.25	3.28	3.35	.055	.013	.010	.024	.74	.77	.74	.73	3,635	5,853	1,086	.362	.611	.490	.07	.04	-.06				
b. SBvalued	178	2.59	2.92	2.89	3.03	.068	.015	.012	.028	.90	.86	.89	.85	194	188	242	.000	.000	.000	-.38	-.35	-.51				
c. SBcommunity	178	3.03	2.95	2.95	3.10	.061	.015	.011	.027	.82	.85	.86	.81	3,637	5,849	1,089	.211	.224	.320	.10	.09	-.08				
16 a. tmprephrs	174	15.51	16.75	16.06	14.31	.650	.153	.117	.307	8.59	8.96	8.80	9.26	3,619	5,826	1,083	.073	.420	.113	-.14	-.06	.13				
b. tmcocurrhrs	174	6.58	5.36	5.29	5.89	.587	.120	.098	.280	7.75	7.01	7.34	8.44	3,613	5,811	1,081	.026	.023	.319	.17	.17	.08				
c. tmworkonhrs	174	2.81	4.96	3.27	3.09	.487	.128	.087	.249	6.41	7.53	6.50	7.49	197	5,810	1,079	.000	.362	.651	-.29	-.07	-.04				
d. tmworkoffhrs	174	9.80	8.75	11.83	16.15	.882	.195	.178	.466	11.62	11.45	13.39	14.04	3,620	187	278	.240	.025	.000	.09	-.15	-.46				
— tmworkhrs	173	12.56	13.70	15.09	19.21	.966	.208	.182	.516	12.69	12.18	13.62	15.47	3,606	184	279	.228	.011	.000	-.09	-.19	-.44				
e. tmservicehrs	175	4.23	2.85	3.21	6.22	.457	.084	.075	.285	6.05	4.96	5.62	8.58	187	184	327	.003	.029	.000	.28	.18	-.24				
f. tmrelaxhrs	173	11.74	11.54	10.95	9.75	.648	.139	.109	.292	8.53	8.15	8.17	8.79	3,614	5,809	1,077	.751	.208	.006	.02	.10	.23				
g. tmcarehrs	175	3.84	3.71	6.63	11.07	.590	.147	.153	.441	7.82	8.60	11.47	13.29	3,619	199	400	.844	.000	.000	.02	-.25	-.58				
h. tmcommutehrs	174	2.61	3.48	3.39	6.05	.456	.088	.076	.307	6.02	5.17	5.74	9.26	187	5,824	353	.062	.079	.000	-.17	-.14	-.39				
17 reading	174	2.77	2.84	2.94	3.09	.084	.020	.015	.041	1.11	1.17	1.14	1.22	3,614	5,813	1,069	.433	.052	.001	-.06	-.15	-.27				
— tmreadinghrs	174	7.12	7.80	8.00	7.93	.447	.108	.087	.245	5.88	6.32	6.54	7.29	3,599	5,784	287	.162	.078	.111	-.11	-.14	-.11				

NSSE 2021 Frequencies and Statistical Comparisons

Detailed Statistics^g

Howard University

Seniors

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^l			Significance ^k			Effect size ^e		
														Comparisons with:			Comparisons with:			Comparisons with:		
	Howard	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	Howard	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs	IPEDS Peers	Sector & Enrollment	HBCUs
18 a. pgwrite	173	2.96	3.08	3.05	3.10	.069	.015	.012	.028	.91	.86	.89	.85	3,615	5,814	1,074	.090	.226	.058	-.13	-.09	-.16
b. pgspeak	174	3.09	2.92	2.95	3.09	.068	.016	.012	.030	.89	.92	.93	.89	3,605	5,801	1,079	.016	.045	.973	.19	.15	.00
c. pgthink	174	3.27	3.37	3.32	3.27	.056	.013	.010	.027	.74	.75	.78	.80	3,607	5,804	1,076	.067	.351	.899	-.14	-.07	-.01
d. pganalyze	174	2.85	3.00	2.92	3.00	.072	.016	.013	.031	.95	.95	.96	.92	3,604	5,806	1,075	.040	.333	.058	-.16	-.07	-.16
e. pgwork	174	3.02	2.96	2.91	3.04	.073	.016	.013	.031	.97	.95	.97	.92	3,608	5,801	1,077	.412	.146	.765	.06	.11	-.02
f. pgothers	173	3.15	3.10	3.04	3.15	.063	.015	.012	.029	.83	.86	.89	.88	3,607	5,798	1,069	.463	.103	.967	.06	.13	.00
g. pgvalues	173	2.99	2.93	2.89	3.08	.076	.016	.013	.031	1.00	.95	.98	.92	3,600	5,795	1,070	.426	.153	.292	.06	.11	-.09
h. pgdiverse	174	3.08	2.85	2.87	3.08	.068	.016	.013	.031	.90	.96	.96	.93	3,607	5,795	1,070	.002	.005	.979	.24	.22	.00
i. pgprobsolve	173	2.96	2.93	2.86	3.01	.065	.016	.013	.031	.86	.92	.94	.93	3,604	185	1,066	.639	.148	.496	.04	.10	-.06
j. pgcitizen	174	3.10	2.79	2.76	3.04	.067	.017	.013	.032	.89	.97	1.00	.95	194	187	1,072	.000	.000	.448	.32	.33	.06
19 evalexp	176	3.05	3.29	3.22	3.09	.060	.013	.011	.027	.80	.77	.81	.80	3,625	5,828	1,080	.000	.006	.622	-.31	-.21	-.04
20 sameinst	177	3.28	3.19	3.13	3.18	.061	.015	.012	.029	.82	.85	.89	.87	3,633	5,849	1,084	.189	.027	.155	.10	.17	.12
21 covidexp	177	2.30	3.01	3.00	2.97	.071	.019	.017	.033	.94	.90	.97	1.00	204	3,615	1,081	.000	.000	.000	-.78	-.72	-.68

IPEDS: 131520

Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Means calculated from ordered response options (e.g., Very often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Exceptions are the dichotomous High-Impact Practice items (11a to 11f) which are compared using a z -test.
- c. Items which make up the Engagement Indicators include the following two-letter prefixes: CL = Collaborative Learning, DD = Discussions with Diverse Others, ET = Effective Teaching Practices, HO = Higher-Order Learning, LS = Learning Strategies, QI = Quality of Interactions, QR = Quantitative Reasoning, RI = Reflective & Integrative Learning, SE = Supportive Environment, and SF = Student-Faculty Interaction.
- d. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook. For items estimating number of papers and hours per week, the values represent actual units using the midpoints of response option ranges and an estimate for unbounded options.
- e. Effect size for independent t -tests uses Cohen's d ; z -tests use Cohen's h . See page 2 for more details.
- f. Statistical comparison uses z -test to compare the percentage who responded "Done or in progress" or "Yes."
- g. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups).
- h. Standard error of the mean for ordered and continuous variables; standard error of the proportion for items indicating "Done or in progress" (High-Impact Practices). The 95% confidence interval is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- i. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- j. Degrees of freedom used to compute the t -tests. Values differ from N s due to weighting and whether equal variances were assumed.
- k. Statistical comparisons are two-tailed independent t -tests or z -tests. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.
- l. Mean represents the proportion who responded "Done or in progress" or "Yes."