



NSSE 2021
Multi-Year Report
Howard University

About Your Multi-Year Report

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

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: <http://go.iu.edu/2R1r>

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

Report sections

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

Interpreting year-to-year results

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

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation.

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

Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013										
2014	18%	+/- 5.0%	310	213	97	19%	+/- 5.2%	285	215	70
2015	14%	+/- 5.9%	235	129	106	16%	+/- 4.9%	340	233	107
2016										
2017										
2018	29%	+/- 3.1%	693	511	182	14%	+/- 6.7%	185	125	60
2019										
2020										
2021	24%	+/- 3.2%	728	471	257	15%	+/- 5.8%	245	166	79

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Academic Advising, Information Literacy	No	No	Yes
2015	Email	Census	No	Academic Advising, Information Literacy	No	No	No
2016							
2017							
2018	Email	Census	Yes	FY Experiences / Sr Transitions	No	No	Yes
2019							
2020							
2021	Email	Census	Yes	Transferable Skills, Online Learning	No	No	Yes

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

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

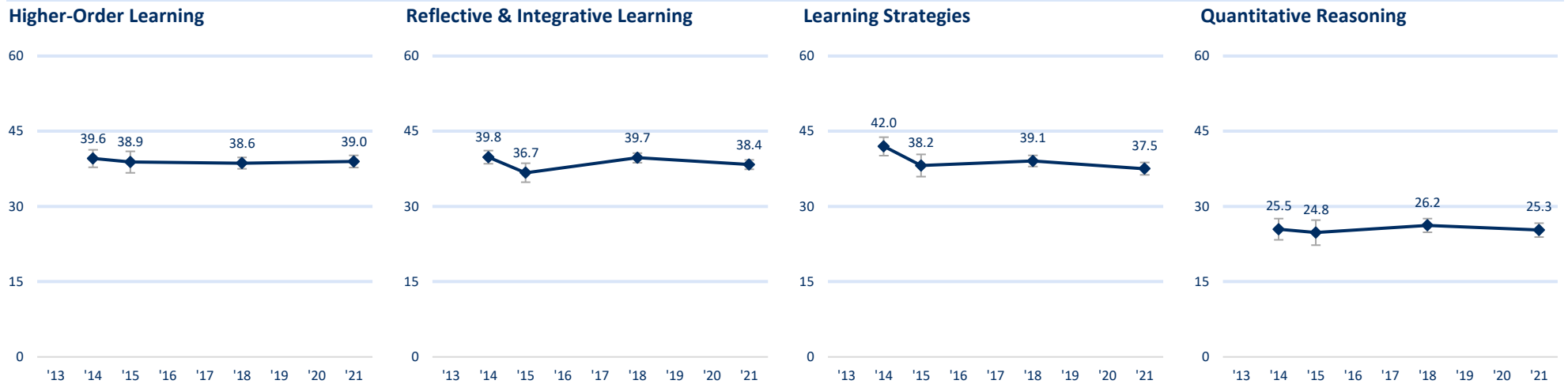
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

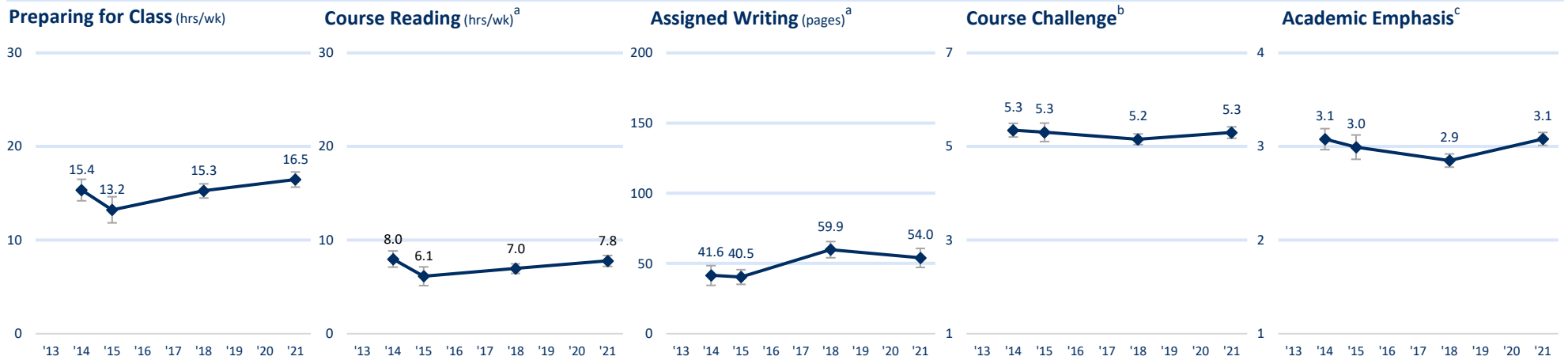
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students



Academic Challenge (additional items): First-year students



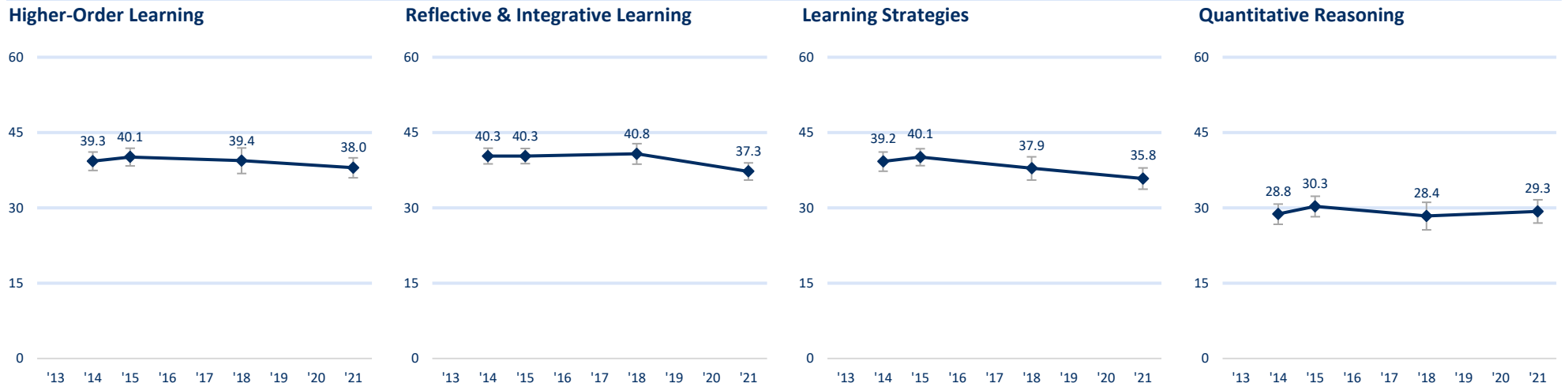
a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

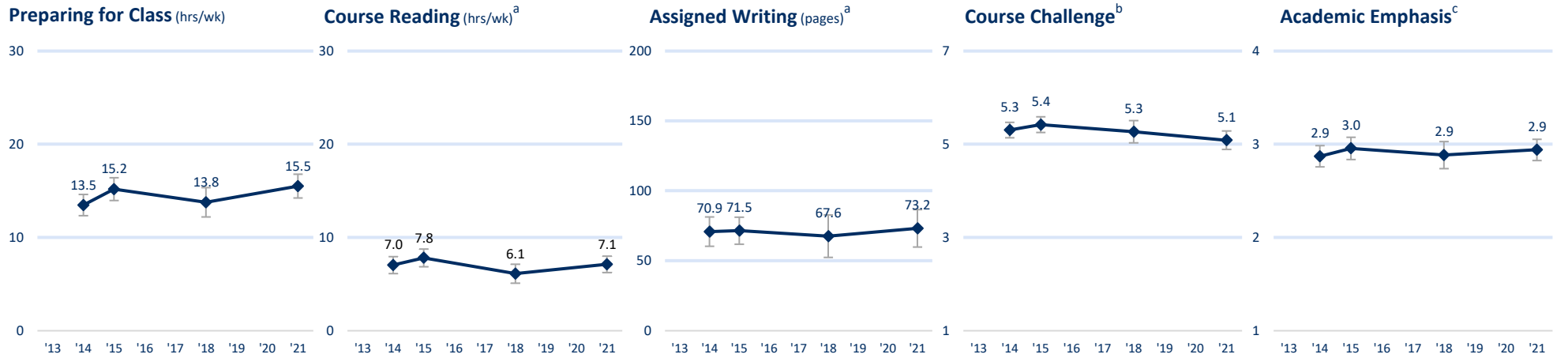
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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Academic Challenge: Seniors



Academic Challenge (additional items): Seniors



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

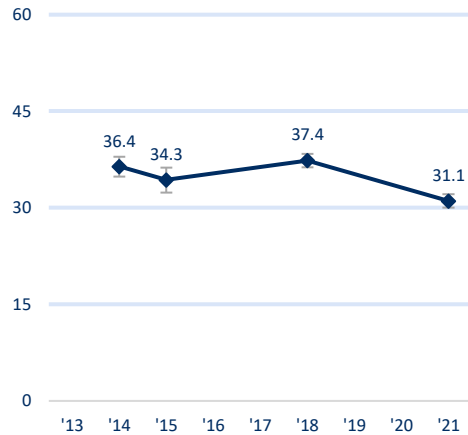
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

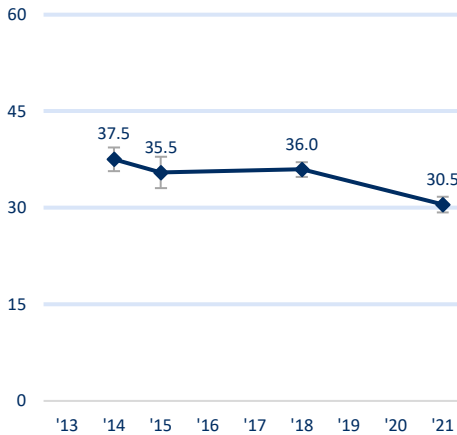
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

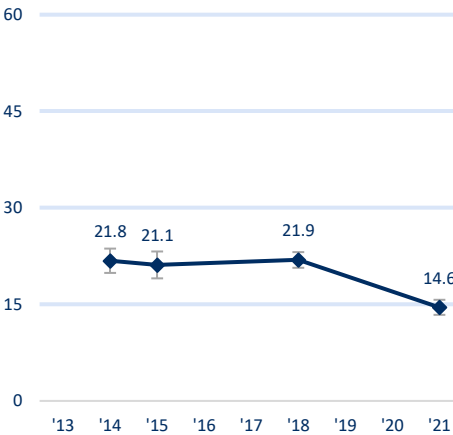


Discussions with Diverse Others

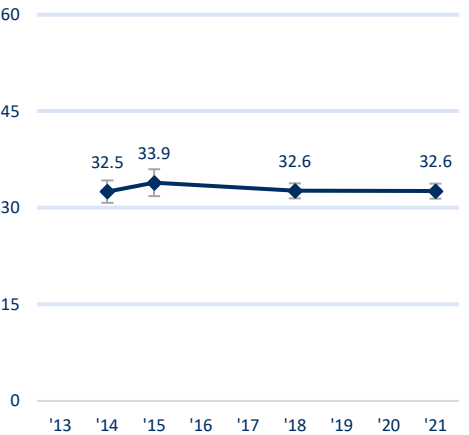


Experiences with Faculty: First-year students

Student-Faculty Interaction

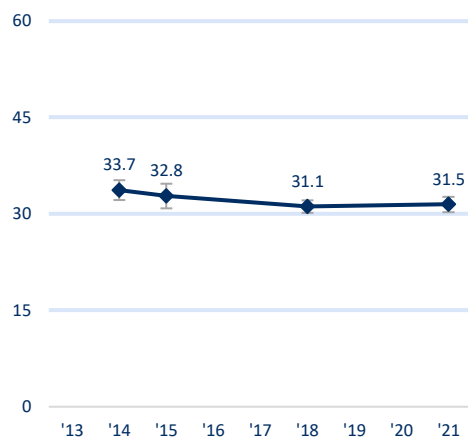


Effective Teaching Practices

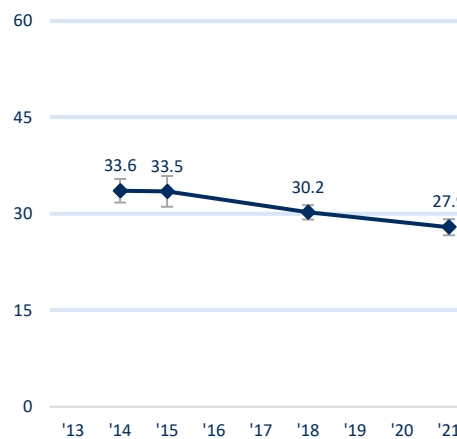


Campus Environment: First-year students

Quality of Interactions



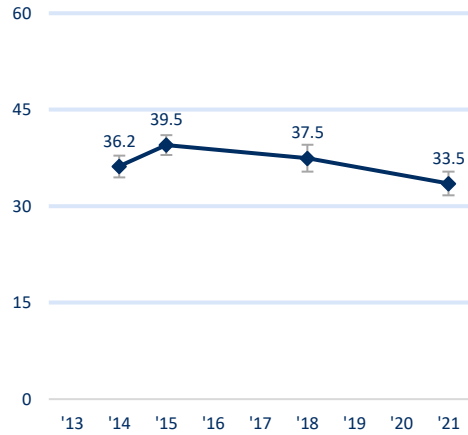
Supportive Environment



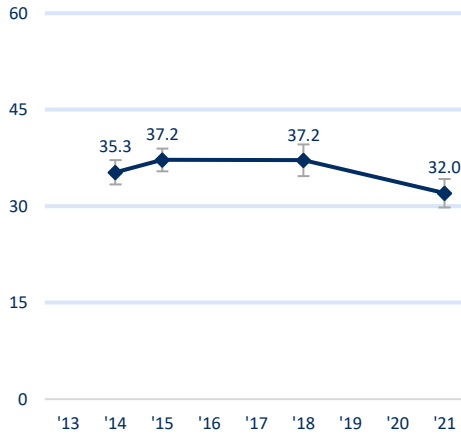
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

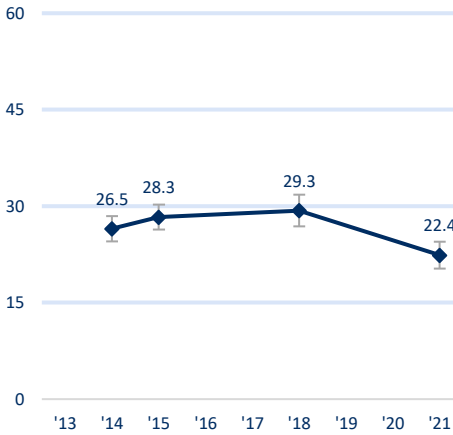


Discussions with Diverse Others

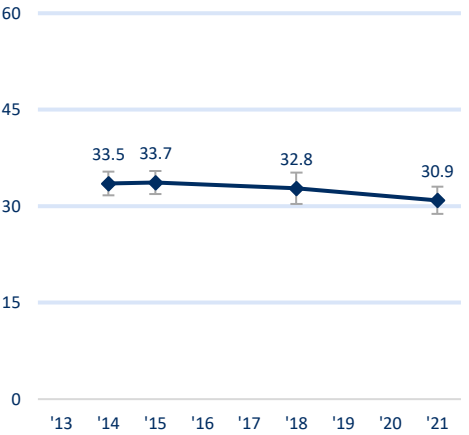


Experiences with Faculty: Seniors

Student-Faculty Interaction

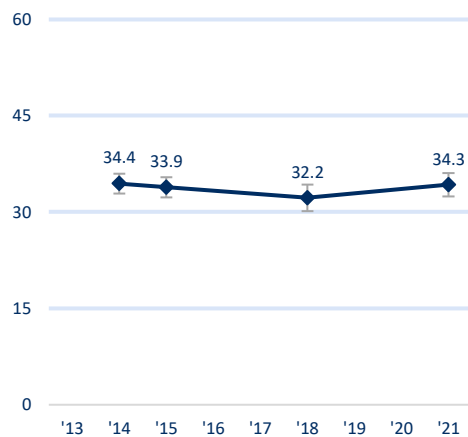


Effective Teaching Practices

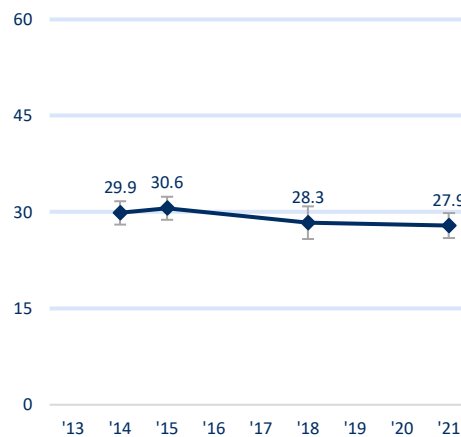


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

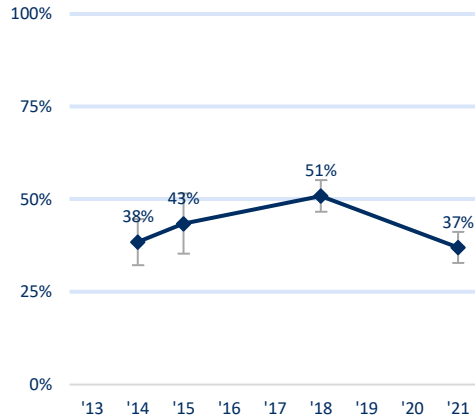


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

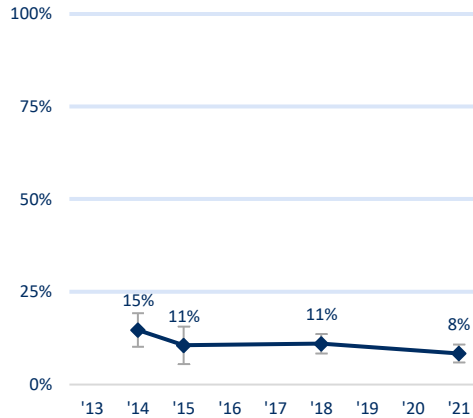
Service-Learning

(Some, most, or all courses)



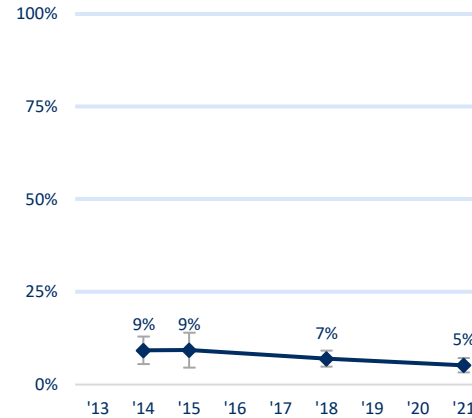
Learning Community

(Done or in progress)



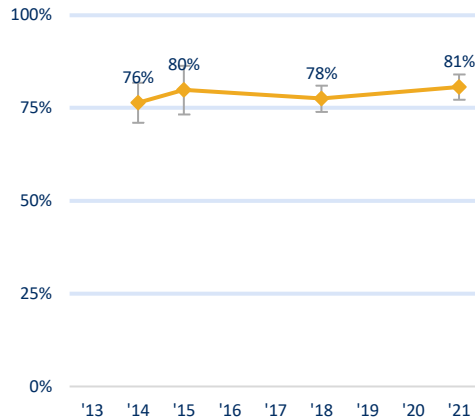
Research with Faculty

(Done or in progress)



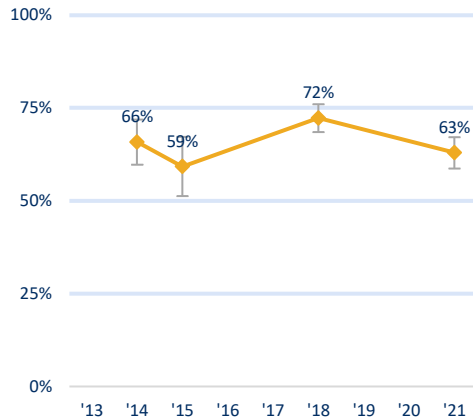
Internship/Field Experience

(Plan to do)



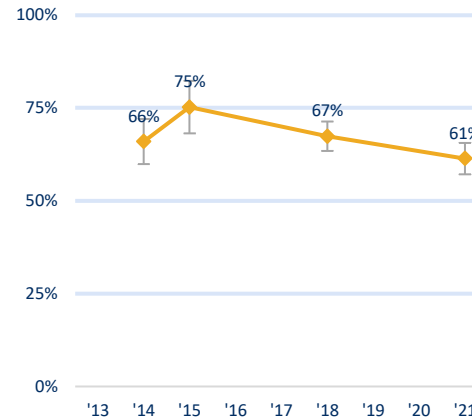
Study Abroad

(Plan to do)



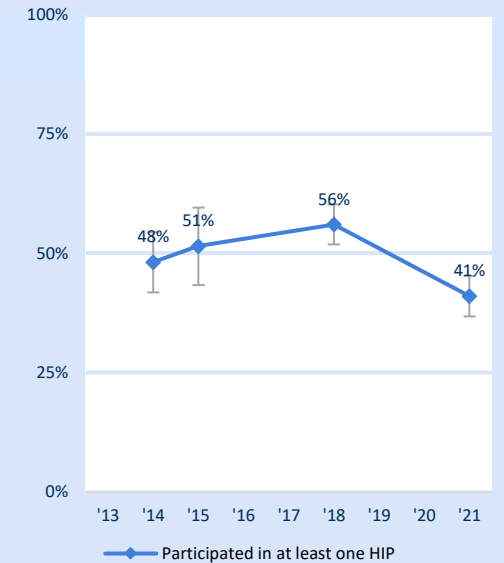
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.

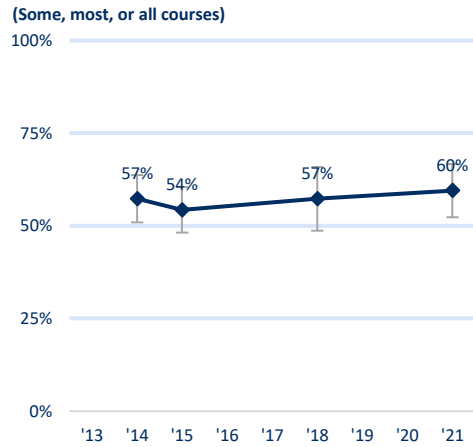


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

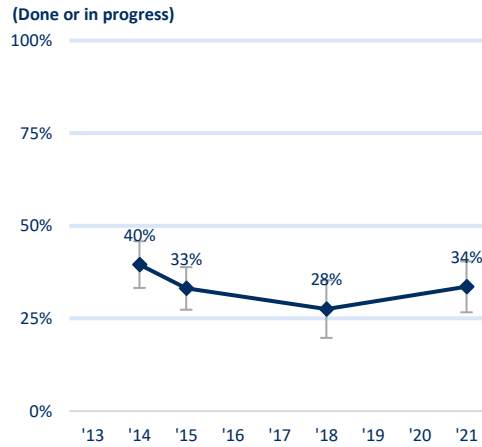
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

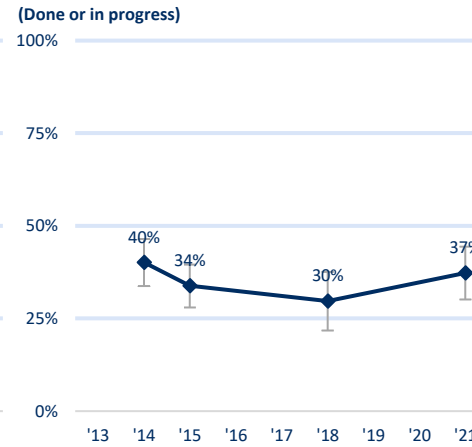
Service-Learning (Some, most, or all courses)



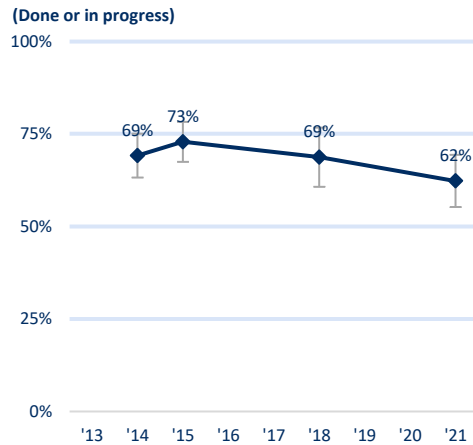
Learning Community (Done or in progress)



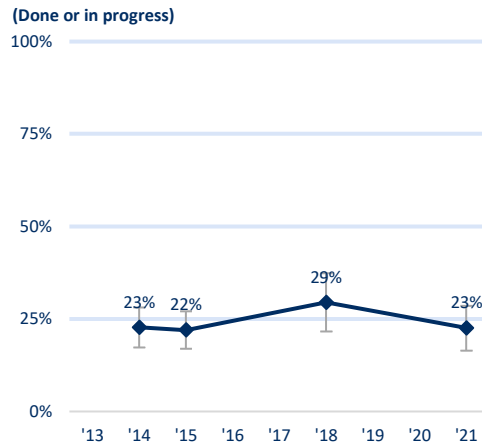
Research with Faculty (Done or in progress)



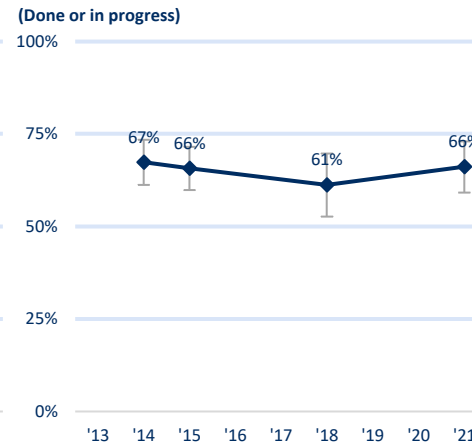
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

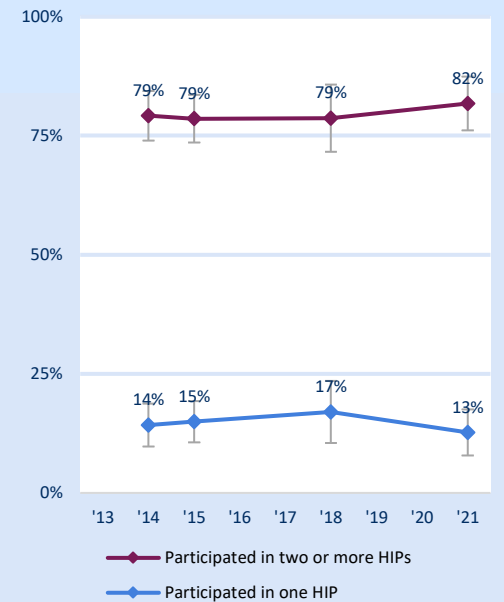


Culminating Senior Experience (Done or in progress)



Overall senior HIP participation

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



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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Detailed Statistics: Engagement Indicators and Additional Items

Howard University

		First-year students							Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Academic Challenge</i>																			
Higher-Order Learning	<i>Mean</i>		39.6	38.9			38.6		39.0		39.3	40.1			39.4		38.0		
	<i>n</i>		258	176			562		573		248	290			133		202		
	<i>SD</i>		14.3	14.4			13.8		14.7		14.8	15.4			14.9		14.4		
	<i>SE</i>		.89	1.09			.58		.61		.94	.90			1.29		1.01		
	<i>CI upper bound</i>		41.3	41.0			39.8		40.2		41.1	41.9			41.9		40.0		
	<i>CI lower bound</i>		37.8	36.7			37.5		37.8		37.4	38.4			36.9		36.0		
Reflective & Integrative Learning	<i>Mean</i>		39.8	36.7			39.7		38.4		40.3	40.3			40.8		37.3		
	<i>n</i>		279	193			612		635		260	298			155		220		
	<i>SD</i>		11.2	13.4			12.1		12.2		12.9	13.2			13.0		12.9		
	<i>SE</i>		.67	.96			.49		.48		.80	.77			1.05		.87		
	<i>CI upper bound</i>		41.1	38.6			40.7		39.3		41.9	41.8			42.8		39.0		
	<i>CI lower bound</i>		38.5	34.8			38.7		37.4		38.8	38.8			38.7		35.6		
Learning Strategies	<i>Mean</i>		42.0	38.2			39.1		37.5		39.2	40.1			37.9		35.8		
	<i>n</i>		234	144			543		521		231	254			129		184		
	<i>SD</i>		14.3	13.5			13.3		14.4		14.7	13.8			13.5		14.6		
	<i>SE</i>		.94	1.13			.57		.63		.97	.87			1.19		1.08		
	<i>CI upper bound</i>		43.8	40.4			40.2		38.8		41.1	41.8			40.2		38.0		
	<i>CI lower bound</i>		40.2	36.0			38.0		36.3		37.3	38.4			35.5		33.7		
Quantitative Reasoning	<i>Mean</i>		25.5	24.8			26.2		25.3		28.8	30.3			28.4		29.3		
	<i>n</i>		266	177			544		526		253	291			129		189		
	<i>SD</i>		17.6	16.9			16.2		16.4		16.3	17.6			15.8		16.3		
	<i>SE</i>		1.08	1.27			.69		.72		1.03	1.03			1.40		1.18		
	<i>CI upper bound</i>		27.6	27.3			27.6		26.7		30.8	32.3			31.1		31.6		
	<i>CI lower bound</i>		23.3	22.3			24.9		23.9		26.8	28.3			25.6		27.0		
<i>Academic Challenge (additional items)</i>																			
Preparing for Class (hours/week)	<i>Mean</i>		15.4	13.2			15.3		16.5		13.5	15.2			13.8		15.5		
	<i>n</i>		217	125			524		501		217	232			127		174		
	<i>SD</i>		8.7	8.0			8.9		9.3		8.6	9.5			9.1		8.6		
	<i>SE</i>		.59	.71			.39		.42		.58	.62			.81		.65		
	<i>CI upper bound</i>		16.5	14.6			16.0		17.3		14.6	16.4			15.4		16.8		
	<i>CI lower bound</i>		14.2	11.8			14.5		15.7		12.3	14.0			12.2		14.2		
Course Reading Est. hrs per week calculated from two items.	<i>Mean</i>		8.0	6.1			7.0		7.8		7.0	7.8			6.1		7.1		
	<i>n</i>		211	124			518		498		214	228			126		174		
	<i>SD</i>		6.4	5.7			6.0		6.7		6.8	7.3			5.8		5.9		
	<i>SE</i>		.44	.51			.26		.30		.46	.48			.52		.45		
	<i>CI upper bound</i>		8.8	7.2			7.5		8.4		8.0	8.8			7.1		8.0		
	<i>CI lower bound</i>		7.1	5.1			6.4		7.2		6.1	6.9			5.1		6.2		

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

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Detailed Statistics: Engagement Indicators and Additional Items

Howard University

		First-year students								Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Academic Challenge (additional items, continued)</i>																			
Assigned Writing	<i>Mean</i>	41.6	40.5				59.9		54.0			70.9	71.5		67.6		73.2		
Estimated number of pages calculated from three survey questions.	<i>n</i>	214	137				549		522			208	231		131		186		
	<i>SD</i>	52.6	31.4				68.3		79.6			77.5	74.8		88.8		92.7		
	<i>SE</i>	3.59	2.68				2.91		3.48			5.38	4.92		7.75		6.80		
	<i>CI upper bound</i>	48.6	45.7				65.6		60.9			81.4	81.2		82.8		86.5		
	<i>CI lower bound</i>	34.5	35.2				54.2		47.2			60.3	61.9		52.4		59.9		
Course Challenge	<i>Mean</i>	5.3	5.3				5.2		5.3			5.3	5.4		5.3		5.1		
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	240	148				544		513			235	257		129		183		
	<i>SD</i>	1.2	1.2				1.3		1.4			1.3	1.4		1.4		1.4		
	<i>SE</i>	.07	.10				.06		.06			.08	.09		.12		.10		
	<i>CI upper bound</i>	5.5	5.5				5.3		5.4			5.5	5.6		5.5		5.3		
	<i>CI lower bound</i>	5.2	5.1				5.0		5.2			5.1	5.3		5.0		4.9		
Academic Emphasis	<i>Mean</i>	3.1	3.0				2.9		3.1			2.9	3.0		2.9		2.9		
Perceived institutional emphasis on spending significant time studying and on academic work (1 =	<i>n</i>	220	131				531		504			221	236		128		179		
	<i>SD</i>	0.8	0.8				0.8		0.8			0.9	0.9		0.8		0.8		
	<i>SE</i>	.06	.07				.04		.04			.06	.06		.07		.06		
	<i>CI upper bound</i>	3.2	3.1				2.9		3.1			3.0	3.1		3.0		3.1		
	<i>CI lower bound</i>	3.0	2.9				2.8		3.0			2.8	2.8		2.7		2.8		
<i>Learning with Peers</i>																			
Collaborative Learning	<i>Mean</i>	36.4	34.3				37.4		31.1			36.2	39.5		37.5		33.5		
	<i>n</i>	284	209				658		694			265	317		177		237		
	<i>SD</i>	13.1	14.3				13.7		14.2			14.1	14.0		14.2		14.4		
	<i>SE</i>	.78	.99				.53		.54			.87	.79		1.07		.94		
	<i>CI upper bound</i>	37.9	36.3				38.4		32.1			37.9	41.1		39.6		35.4		
	<i>CI lower bound</i>	34.9	32.4				36.3		30.0			34.5	38.0		35.4		31.7		
Discussions with Diverse Others	<i>Mean</i>	37.5	35.5				36.0		30.5			35.3	37.2		37.2		32.0		
	<i>n</i>	240	150				540		524			233	261		130		185		
	<i>SD</i>	14.6	15.3				13.6		14.2			14.6	14.4		14.3		15.4		
	<i>SE</i>	.94	1.25				.58		.62			.95	.89		1.25		1.13		
	<i>CI upper bound</i>	39.4	38.0				37.1		31.7			37.2	39.0		39.6		34.3		
	<i>CI lower bound</i>	35.7	33.0				34.8		29.3			33.4	35.5		34.7		29.8		

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

NSSE 2021 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Howard University

		First-year students							Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21
<i>Experiences with Faculty</i>																			
Student-Faculty Interaction	<i>Mean</i>		21.8	21.1			21.9		14.6			26.5	28.3		29.3		22.4		
	<i>n</i>		272	182			588		602			253	291		145		207		
	<i>SD</i>		15.9	14.5			14.9		14.5			16.0	17.0		15.2		15.4		
	<i>SE</i>		.96	1.07			.62		.59			1.01	1.00		1.26		1.07		
	<i>CI upper bound</i>		23.7	23.2			23.1		15.7			28.5	30.3		31.8		24.5		
<i>CI lower bound</i>		19.9	19.0			20.7		13.4			24.5	26.4		26.9		20.3			
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Effective Teaching Practices	<i>Mean</i>		32.5	33.9			32.6		32.6			33.5	33.7		32.8		30.9		
	<i>n</i>		270	177			565		561			256	294		137		200		
	<i>SD</i>		14.6	14.3			14.0		14.3			15.0	15.8		14.6		15.3		
	<i>SE</i>		.89	1.07			.59		.60			.94	.92		1.25		1.08		
	<i>CI upper bound</i>		34.3	36.0			33.8		33.8			35.4	35.5		35.2		33.0		
<i>CI lower bound</i>		30.8	31.8			31.5		31.4			31.7	31.9		30.3		28.8			
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<i>Campus Environment</i>																			
Quality of Interactions	<i>Mean</i>		33.7	32.8			31.1		31.5			34.4	33.9		32.2		34.3		
	<i>n</i>		238	143			527		462			232	257		127		167		
	<i>SD</i>		12.3	11.6			11.3		13.2			12.0	12.8		11.9		12.0		
	<i>SE</i>		.80	.97			.49		.61			.79	.80		1.05		.93		
	<i>CI upper bound</i>		35.3	34.7			32.1		32.7			36.0	35.4		34.3		36.1		
<i>CI lower bound</i>		32.1	30.9			30.2		30.3			32.9	32.3		30.2		32.4			
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Supportive Environment	<i>Mean</i>		33.6	33.5			30.2		27.9			29.9	30.6		28.3		27.9		
	<i>n</i>		219	128			527		501			217	230		127		179		
	<i>SD</i>		13.9	13.8			13.3		14.3			13.8	13.9		14.5		13.3		
	<i>SE</i>		.94	1.22			.58		.64			.94	.92		1.29		1.00		
	<i>CI upper bound</i>		35.4	35.9			31.4		29.2			31.7	32.4		30.9		29.9		
<i>CI lower bound</i>		31.8	31.1			29.1		26.7			28.0	28.8		25.8		26.0			

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

		First-year students								Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'13	'14	'15	'16	'17	'18	'19	'20	'21	
Service-Learning^a	%		38	43			51			37		57	54			57			60	
	n		237	146			535			509		231	253			129			180	
	SE		3.2	4.1			2.2			2.1		3.3	3.1			4.4			3.7	
	CI upper bound (%)		45	52			55			41		64	60			66			67	
	CI lower bound (%)		32	35			47			33		51	48			49			52	
Learning Community^a	%		15	11			11			8		40	33			28			34	
	n		235	145			538			516		233	258			129			182	
	SE		2.3	2.6			1.4			1.2		3.2	2.9			4.0			3.5	
	CI upper bound (%)		19	16			14			11		46	39			35			40	
	CI lower bound (%)		10	6			8			6		33	27			20			27	
Research with Faculty^a	%		9	9			7			5		40	34			30			37	
	n		237	146			539			514		230	258			129			179	
	SE		1.9	2.4			1.1			1.0		3.2	3.0			4.0			3.6	
	CI upper bound (%)		13	14			9			7		47	40			38			44	
	CI lower bound (%)		6	5			5			3		34	28			22			30	
Internship or Field Experience^b	%		76	80			78			81		69	73			69			62	
	n		239	146			542			517		233	258			129			182	
	SE		2.8	3.3			1.8			1.7		3.0	2.8			4.1			3.6	
	(First-year results: Plan to do)	CI upper bound (%)		82	86			81			84		75	78			77			69
	CI lower bound (%)		71	73			74			77		63	67			61			55	
Study Abroad^b	%		66	59			72			63		23	22			29			23	
	n		234	146			541			513		232	260			129			182	
	SE		3.1	4.1			1.9			2.1		2.8	2.6			4.0			3.1	
	(First-year results: Plan to do)	CI upper bound (%)		72	67			76			67		28	27			37			29
	CI lower bound (%)		60	51			68			59		17	17			22			16	
Culminating Senior Experience^b	%		66	75			67			61		67	66			61			66	
	n		235	145			540			514		228	256			127			181	
	SE		3.1	3.6			2.0			2.2		3.1	3.0			4.3			3.5	
	(First-year results: Plan to do)	CI upper bound (%)		72	82			71			66		73	72			70			73
	CI lower bound (%)		60	68			63			57		61	60			53			59	
Overall HIP Participation^c																				
Participated in one HIP	%		38	41			45			33		14	15			17			13	
	n		241	146			541			516		235	261			129			182	
	SE		3.1	4.1			2.1			2.1		2.3	2.2			3.3			2.5	
	CI upper bound (%)		44	49			50			37		19	19			24			18	
	CI lower bound (%)		32	33			41			29		10	11			11			8	
Participated in two or more HIPs	%		10	11			11			8		79	79			79			82	
	n		241	146			541			516		235	261			129			182	
	SE		1.9	2.6			1.3			1.2		2.7	2.5			3.6			2.9	
	CI upper bound (%)		14	16			13			10		84	84			86			87	
	CI lower bound (%)		6	6			8			6		74	74			72			76	

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

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.