NSSE
national survey of
student engagement

NSSE 2024
Multi-Year Report

Howard University

Prepared 2024-08-14

IPEDS: 131520

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 *planned to do* 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 Report Builder can be accessed via the NSSE Institution Interface.

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Administration Summaries

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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

	First-year students					Seniors				
Year	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
2022										
2023										
2024	15%	+/- 5.1%	315	168	147	11%	+/- 6.6%	196	124	72

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
2022							
2023							
2024	Email	Census	Yes	Academic Advising, Mental Health & Well-Being	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 results 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.

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Engagement Results by Theme

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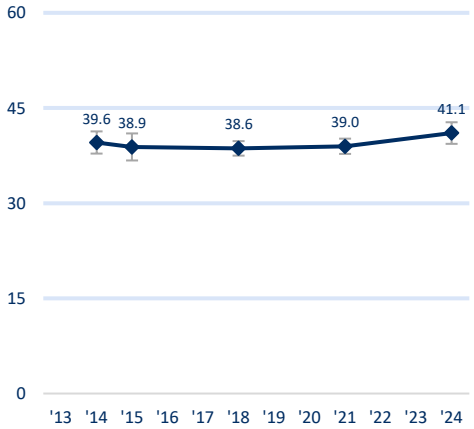
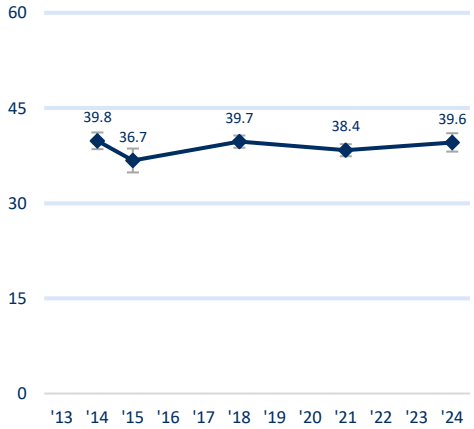
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

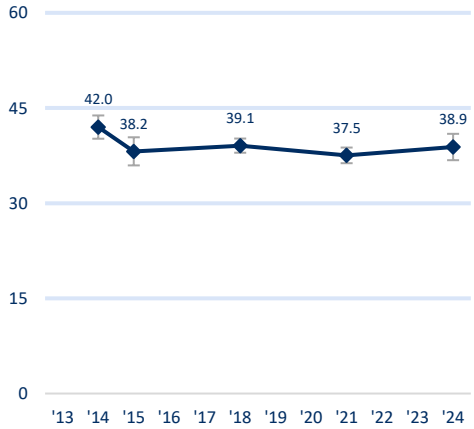
Higher-Order Learning



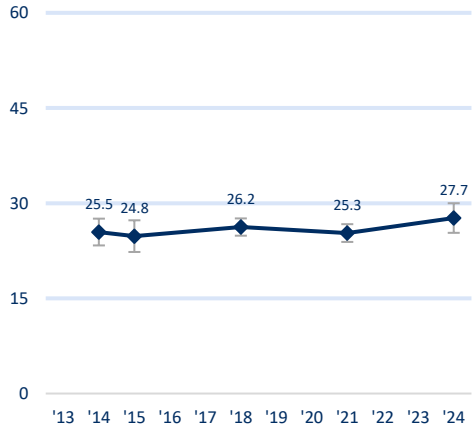
Reflective & Integrative Learning



Learning Strategies

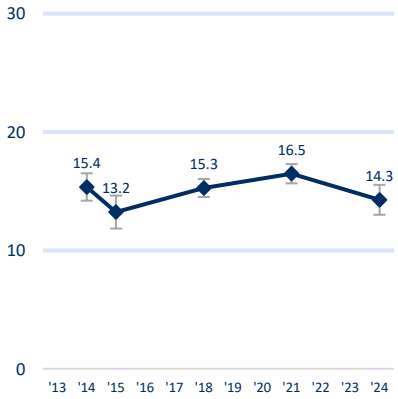


Quantitative Reasoning

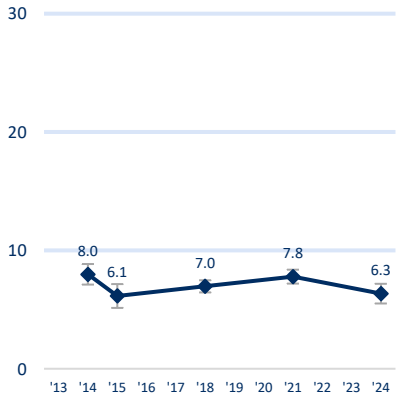


Academic Challenge (additional items): First-year students

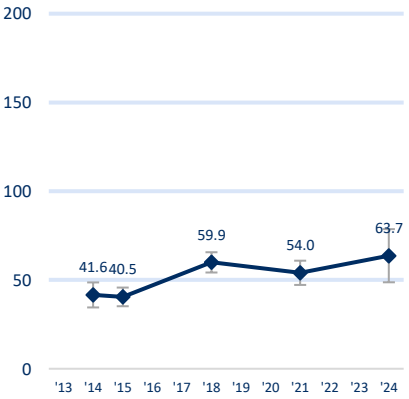
Preparing for Class (hrs/wk)



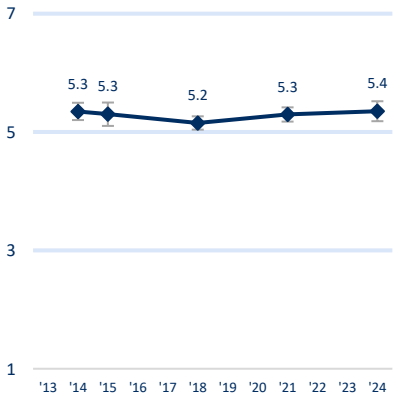
Course Reading (hrs/wk)[a]



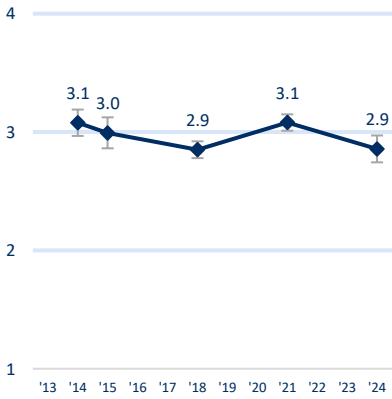
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



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

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Engagement Results by Theme

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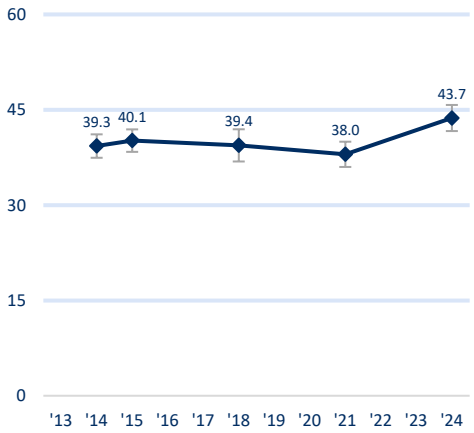
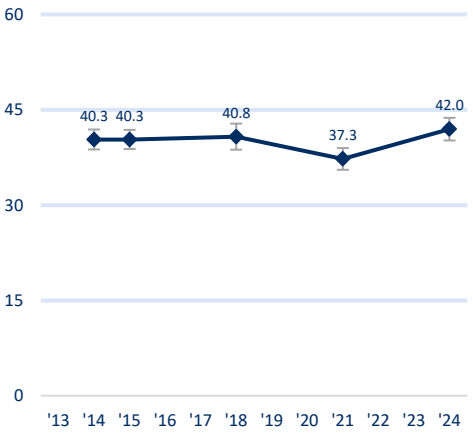
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

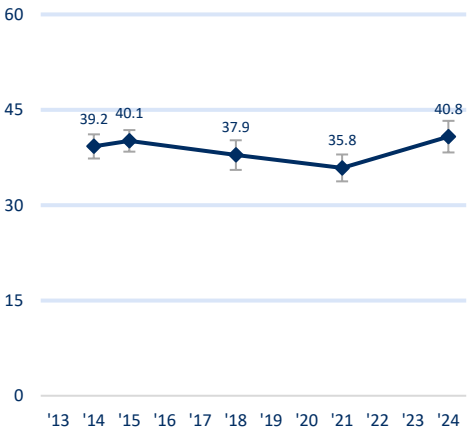
Higher-Order Learning



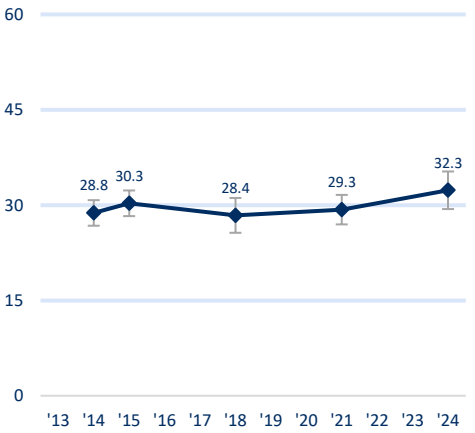
Reflective & Integrative Learning



Learning Strategies

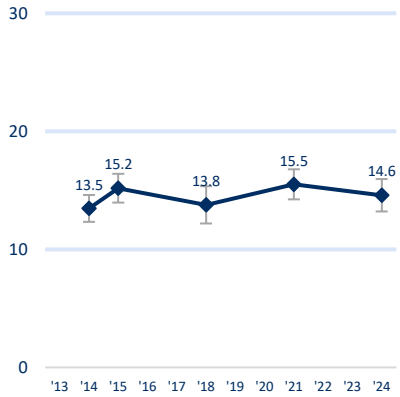


Quantitative Reasoning

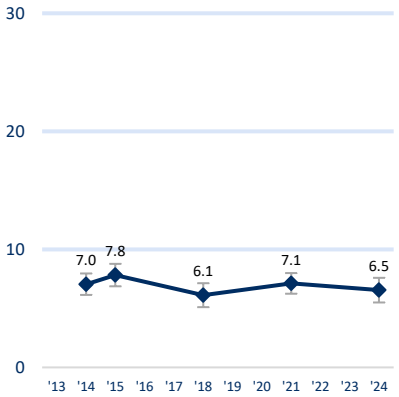


Academic Challenge (additional items): Seniors

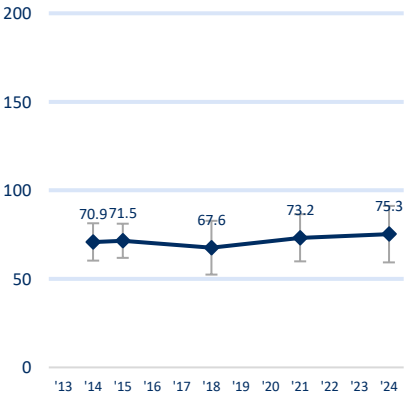
Preparing for Class (hrs/wk)



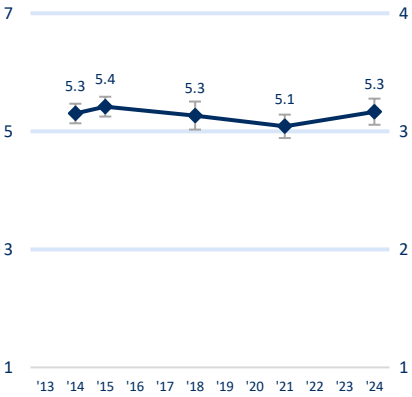
Course Reading (hrs/wk)[a]



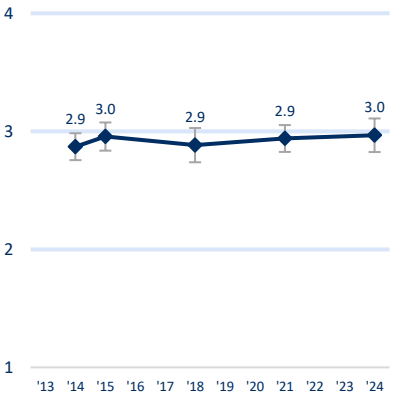
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



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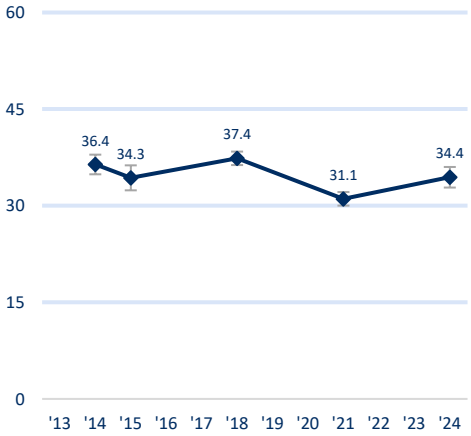
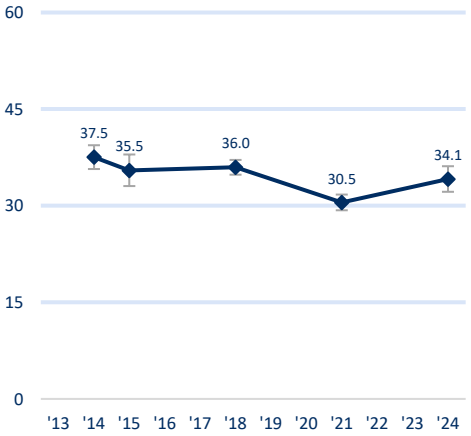
Learning with Peers: First-year students

Collaborative Learning

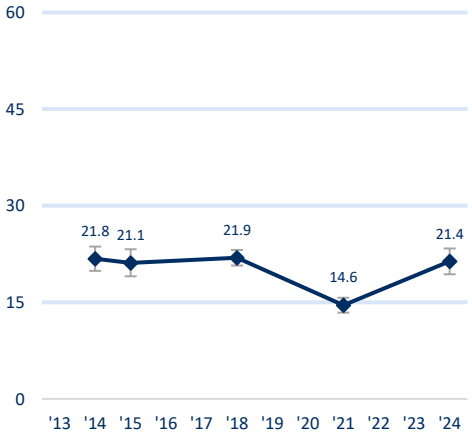


Discussions with Diverse Others

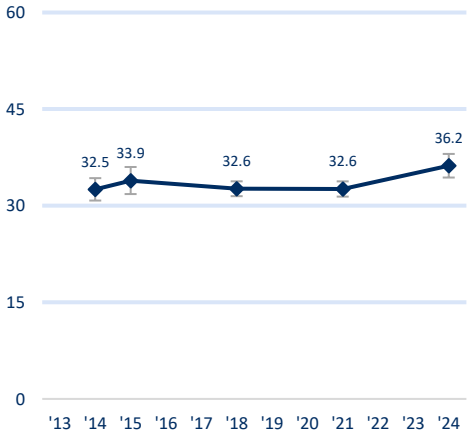


Experiences with Faculty: First-year students

Student-Faculty Interaction

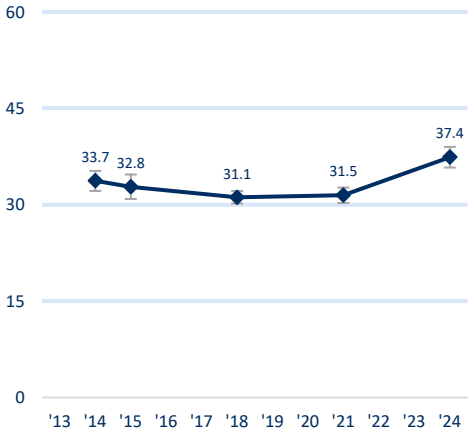


Effective Teaching Practices

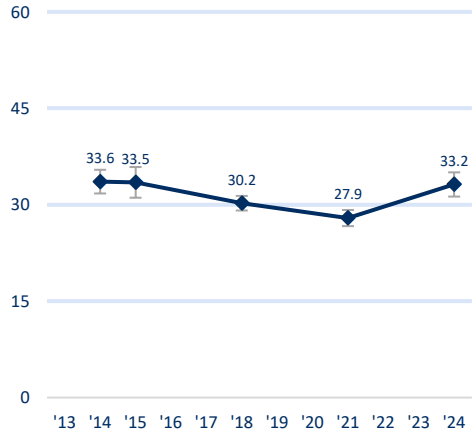


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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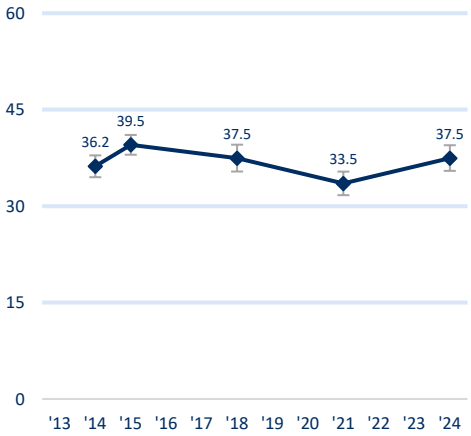
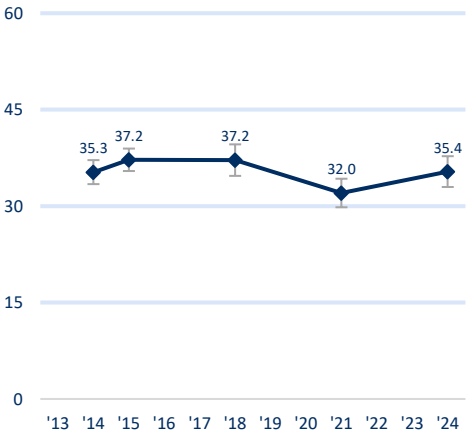
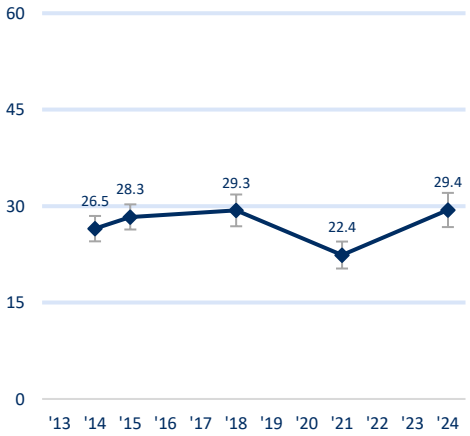


Discussions with Diverse Others

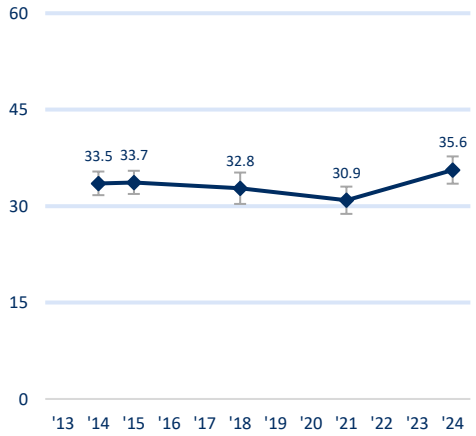


Experiences with Faculty: Seniors

Student-Faculty Interaction

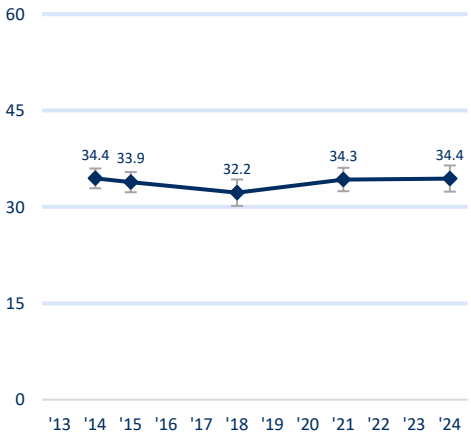


Effective Teaching Practices

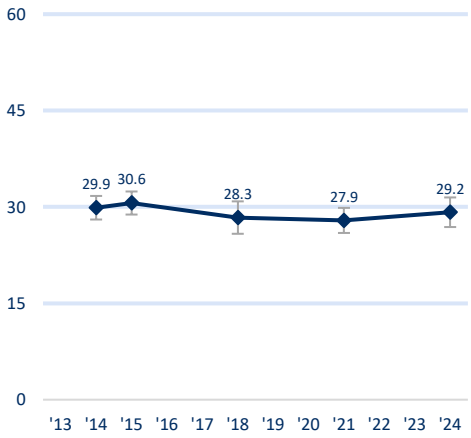


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



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High-Impact Practices

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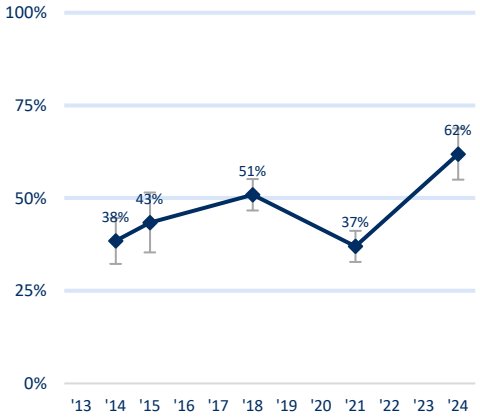
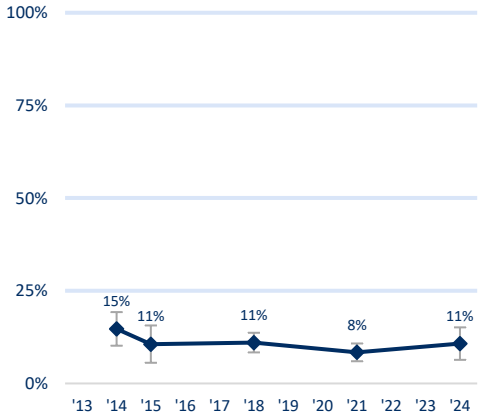
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

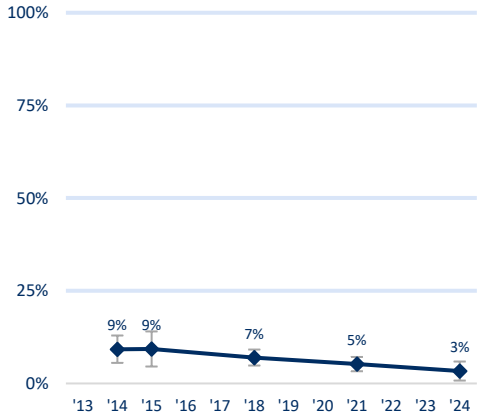
Service-Learning
(Some, most, or all courses)



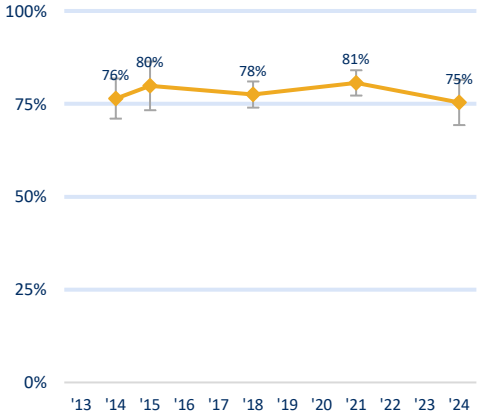
Learning Community
(Done or in progress)



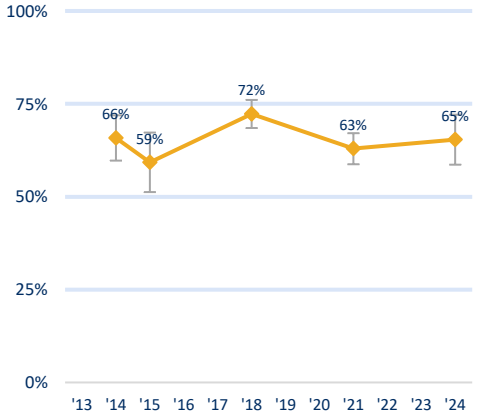
Research with Faculty
(Done or in progress)



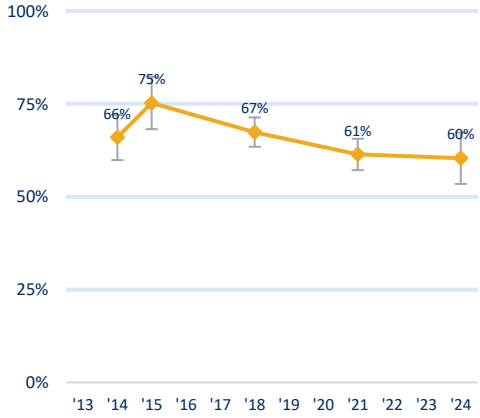
Internship/Field Experience
(Plan to do)



Study Abroad
(Plan to do)

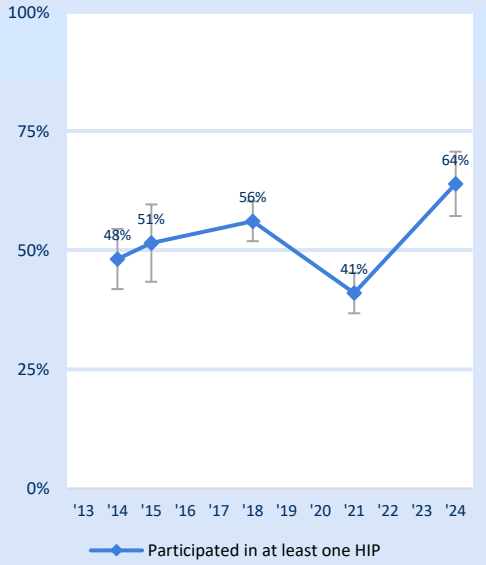


Culminating Senior Experience
(Plan to do)



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.

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High-Impact Practices

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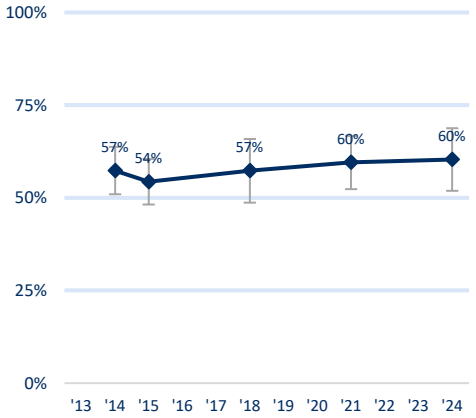
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

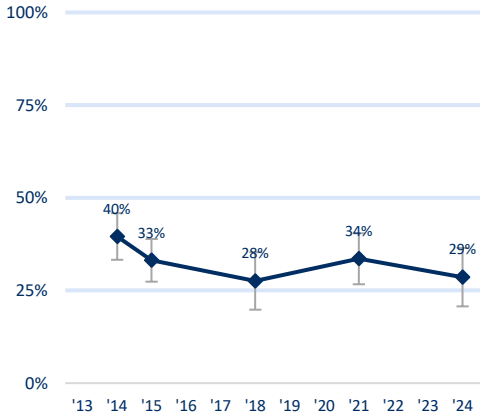
Service-Learning

(Some, most, or all courses)



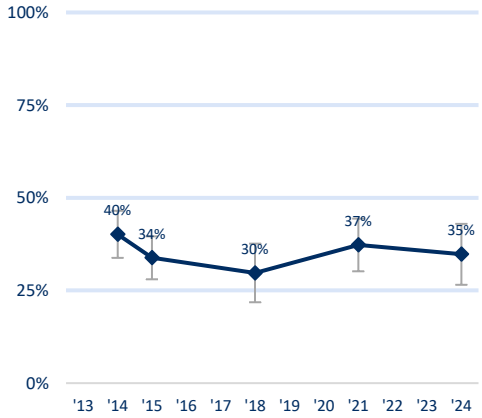
Learning Community

(Done or in progress)



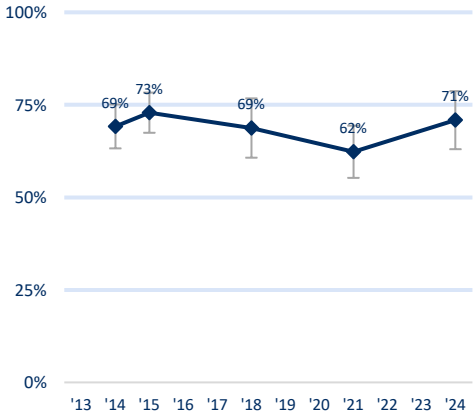
Research with Faculty

(Done or in progress)



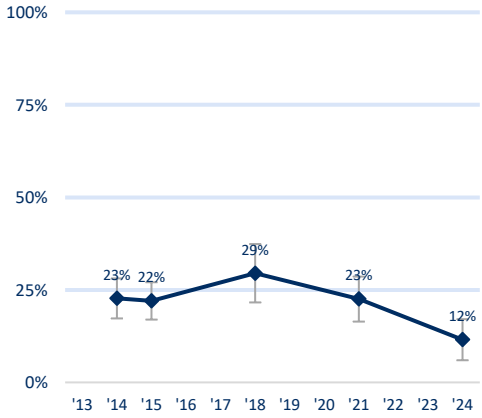
Internship/Field Experience

(Done or in progress)



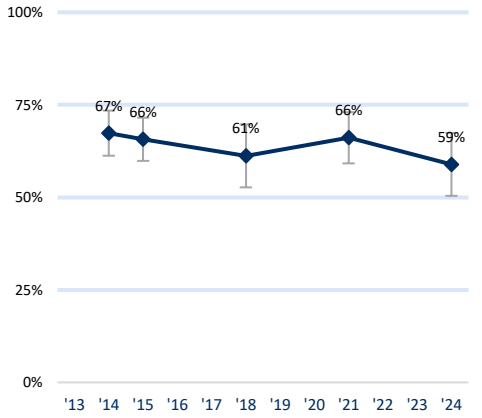
Study Abroad

(Done or in progress)



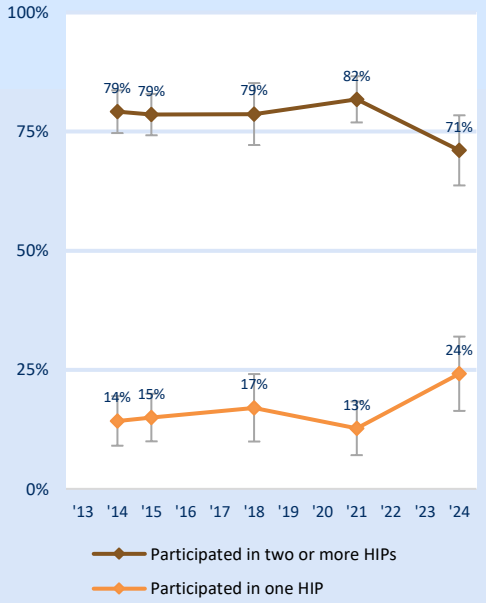
Culminating Senior Experience

(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.

NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Howard University

		First-year students												Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Academic Challenge																									
Higher-Order Learning	*Mean*		**39.6**	**38.9**			**38.6**			**39.0**			**41.1**		**39.3**	**40.1**			**39.4**			**38.0**			**43.7**
	n		258	176			562			573			226		248	290			133			202			155
	SD		14.3	14.4			13.8			14.7			13.1		14.8	15.4			14.9			14.4			13.0
	SE		.89	1.09			.58			.61			.87		.94	.90			1.29			1.01			1.05
	CI up bnd		41.3	41.0			39.8			40.2			42.8		41.1	41.9			41.9			40.0			45.8
	CI low bnd		37.8	36.7			37.5			37.8			39.4		37.4	38.4			36.9			36.0			41.6
Reflective & Integrative Learning	*Mean*		**39.8**	**36.7**			**39.7**			**38.4**			**39.6**		**40.3**	**40.3**			**40.8**			**37.3**			**42.0**
	n		279	193			612			635			262		260	298			155			220			171
	SD		11.2	13.4			12.1			12.2			12.0		12.9	13.2			13.0			12.9			11.9
	SE		.67	.96			.49			.48			.74		.80	.77			1.05			.87			.91
	CI up bnd		41.1	38.6			40.7			39.3			41.0		41.9	41.8			42.8			39.0			43.7
	CI low bnd		38.5	34.8			38.7			37.4			38.1		38.8	38.8			38.7			35.6			40.2
Learning Strategies	*Mean*		**42.0**	**38.2**			**39.1**			**37.5**			**38.9**		**39.2**	**40.1**			**37.9**			**35.8**			**40.8**
	n		234	144			543			521			193		231	254			129			184			132
	SD		14.3	13.5			13.3			14.4			14.8		14.7	13.8			13.5			14.6			14.6
	SE		.94	1.13			.57			.63			1.06		.97	.87			1.19			1.08			1.27
	CI up bnd		43.8	40.4			40.2			38.8			40.9		41.1	41.8			40.2			38.0			43.3
	CI low bnd		40.2	36.0			38.0			36.3			36.8		37.3	38.4			35.5			33.7			38.3
Quantitative Reasoning	*Mean*		**25.5**	**24.8**			**26.2**			**25.3**			**27.7**		**28.8**	**30.3**			**28.4**			**29.3**			**32.3**
	n		266	177			544			526			205		253	291			129			189			140
	SD		17.6	16.9			16.2			16.4			17.0		16.3	17.6			15.8			16.3			17.8
	SE		1.08	1.27			.69			.72			1.19		1.03	1.03			1.40			1.18			1.51
	CI up bnd		27.6	27.3			27.6			26.7			30.0		30.8	32.3			31.1			31.6			35.3
	CI low bnd		23.3	22.3			24.9			23.9			25.3		26.8	28.3			25.6			27.0			29.4
Academic Challenge (additional items)																									
Preparing for Class (hours/week)	*Mean*		**15.4**	**13.2**			**15.3**			**16.5**			**14.3**		**13.5**	**15.2**			**13.8**			**15.5**			**14.6**
	n		217	125			524			501			186		217	232			127			174			130
	SD		8.7	8.0			8.9			9.3			8.8		8.6	9.5			9.1			8.6			8.0
	SE		.59	.71			.39			.42			.65		.58	.62			.81			.65			.70
	CI up bnd		16.5	14.6			16.0			17.3			15.5		14.6	16.4			15.4			16.8			16.0
	CI low bnd		14.2	11.8			14.5			15.7			13.0		12.3	14.0			12.2			14.2			13.2
Course Reading Est. hrs per week calculated from two items.	*Mean*		**8.0**	**6.1**			**7.0**			**7.8**			**6.3**		**7.0**	**7.8**			**6.1**			**7.1**			**6.5**
	n		211	124			518			498			184		214	228			126			174			129
	SD		6.4	5.7			6.0			6.7			5.7		6.8	7.3			5.8			5.9			6.0
	SE		.44	.51			.26			.30			.42		.46	.48			.52			.45			.53
	CI up bnd		8.8	7.2			7.5			8.4			7.2		8.0	8.8			7.1			8.0			7.6
	CI low bnd		7.1	5.1			6.4			7.2			5.5		6.1	6.9			5.1			6.2			5.5

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 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Howard University

		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Academic Challenge (additional items, continued)																									
Assigned Writing Est. no. of pages calculated from three survey questions.	*Mean*		**41.6**	**40.5**			**59.9**			**54.0**			**63.7**		**70.9**	**71.5**			**67.6**			**73.2**			**75.3**
	n		214	137			549			522			201		208	231			131			186			140
	SD		52.6	31.4			68.3			79.6			108.4		77.5	74.8			88.8			92.7			96.5
	SE		3.59	2.68			2.91			3.48			7.64		5.38	4.92			7.75			6.80			8.14
	CI up bnd		48.6	45.7			65.6			60.9			78.6		81.4	81.2			82.8			86.5			91.2
	CI low bnd		34.5	35.2			54.2			47.2			48.7		60.3	61.9			52.4			59.9			59.3
Course Challenge Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	*Mean*		**5.3**	**5.3**			**5.2**			**5.3**			**5.4**		**5.3**	**5.4**			**5.3**			**5.1**			**5.3**
	n		240	148			544			513			193		235	257			129			183			127
	SD		1.2	1.2			1.3			1.4			1.2		1.3	1.4			1.4			1.4			1.3
	SE		.07	.10			.06			.06			.09		.08	.09			.12			.10			.11
	CI up bnd		5.5	5.5			5.3			5.4			5.5		5.5	5.6			5.5			5.3			5.6
	CI low bnd		5.2	5.1			5.0			5.2			5.2		5.1	5.3			5.0			4.9			5.1
Academic Emphasis Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	*Mean*		**3.1**	**3.0**			**2.9**			**3.1**			**2.9**		**2.9**	**3.0**			**2.9**			**2.9**			**3.0**
	n		220	131			531			504			188		221	236			128			179			131
	SD		0.8	0.8			0.8			0.8			0.8		0.9	0.9			0.8			0.8			0.8
	SE		.06	.07			.04			.04			.06		.06	.06			.07			.06			.07
	CI up bnd		3.2	3.1			2.9			3.1			3.0		3.0	3.1			3.0			3.1			3.1
	CI low bnd		3.0	2.9			2.8			3.0			2.7		2.8	2.8			2.7			2.8			2.8
Learning with Peers																									
Collaborative Learning	*Mean*		**36.4**	**34.3**			**37.4**			**31.1**			**34.4**		**36.2**	**39.5**			**37.5**			**33.5**			**37.5**
	n		284	209			658			694			296		265	317			177			237			190
	SD		13.1	14.3			13.7			14.2			14.0		14.1	14.0			14.2			14.4			14.0
	SE		.78	.99			.53			.54			.82		.87	.79			1.07			.94			1.02
	CI up bnd		37.9	36.3			38.4			32.1			36.0		37.9	41.1			39.6			35.4			39.5
	CI low bnd		34.9	32.4			36.3			30.0			32.8		34.5	38.0			35.4			31.7			35.5
Discussions with Diverse Others	*Mean*		**37.5**	**35.5**			**36.0**			**30.5**			**34.1**		**35.3**	**37.2**			**37.2**			**32.0**			**35.4**
	n		240	150			540			524			199		233	261			130			185			134
	SD		14.6	15.3			13.6			14.2			14.3		14.6	14.4			14.3			15.4			14.2
	SE		.94	1.25			.58			.62			1.01		.95	.89			1.25			1.13			1.22
	CI up bnd		39.4	38.0			37.1			31.7			36.1		37.2	39.0			39.6			34.3			37.8
	CI low bnd		35.7	33.0			34.8			29.3			32.2		33.4	35.5			34.7			29.8			33.0

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).

NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Howard University

		First-year students												Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Experiences with Faculty																									
Student-Faculty Interaction	*Mean*		**21.8**	**21.1**			**21.9**			**14.6**			**21.4**		**26.5**	**28.3**			**29.3**			**22.4**			**29.4**
	n		272	182			588			602			241		253	291			145			207			156
	SD		15.9	14.5			14.9			14.5			15.9		16.0	17.0			15.2			15.4			16.9
	SE		.96	1.07			.62			.59			1.02		1.01	1.00			1.26			1.07			1.36
	CI up bnd		23.7	23.2			23.1			15.7			23.4		28.5	30.3			31.8			24.5			32.1
	CI low bnd		19.9	19.0			20.7			13.4			19.4		24.5	26.4			26.9			20.3			26.7
Effective Teaching Practices	*Mean*		**32.5**	**33.9**			**32.6**			**32.6**			**36.2**		**33.5**	**33.7**			**32.8**			**30.9**			**35.6**
	n		270	177			565			561			220		256	294			137			200			153
	SD		14.6	14.3			14.0			14.3			13.9		15.0	15.8			14.6			15.3			13.4
	SE		.89	1.07			.59			.60			.94		.94	.92			1.25			1.08			1.08
	CI up bnd		34.3	36.0			33.8			33.8			38.0		35.4	35.5			35.2			33.0			37.7
	CI low bnd		30.8	31.8			31.5			31.4			34.4		31.7	31.9			30.3			28.8			33.5
Campus Environment																									
Quality of Interactions	*Mean*		**33.7**	**32.8**			**31.1**			**31.5**			**37.4**		**34.4**	**33.9**			**32.2**			**34.3**			**34.4**
	n		238	143			527			462			181		232	257			127			167			128
	SD		12.3	11.6			11.3			13.2			11.0		12.0	12.8			11.9			12.0			11.8
	SE		.80	.97			.49			.61			.82		.79	.80			1.05			.93			1.04
	CI up bnd		35.3	34.7			32.1			32.7			39.0		36.0	35.4			34.3			36.1			36.5
	CI low bnd		32.1	30.9			30.2			30.3			35.8		32.9	32.3			30.2			32.4			32.4
Supportive Environment	*Mean*		**33.6**	**33.5**			**30.2**			**27.9**			**33.2**		**29.9**	**30.6**			**28.3**			**27.9**			**29.2**
	n		219	128			527			501			187		217	230			127			179			126
	SD		13.9	13.8			13.3			14.3			13.2		13.8	13.9			14.5			13.3			13.2
	SE		.94	1.22			.58			.64			.96		.94	.92			1.29			1.00			1.18
	CI up bnd		35.4	35.9			31.4			29.2			35.0		31.7	32.4			30.9			29.9			31.5
	CI low bnd		31.8	31.1			29.1			26.7			31.3		28.0	28.8			25.8			26.0			26.9

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 2024 Multi-Year Report

Detailed Statistics: High-Impact Practices

Howard University

		First-year students												Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Service-Learning[a]	%		**38**	**43**			**51**			**37**			**62**		**57**	**54**			**57**			**60**			**60**
	n		237	146			535			509			191		231	253			129			180			130
	SE		3.2	4.1			2.2			2.1			3.5		3.3	3.1			4.4			3.7			4.3
	CI up bnd		45	52			55			41			69		64	60			66			67			69
	CI low bnd		32	35			47			33			55		51	48			49			52			52
Learning Community[a]	%		**15**	**11**			**11**			**8**			**11**		**40**	**33**			**28**			**34**			**29**
	n		235	145			538			516			193		233	258			129			182			127
	SE		2.3	2.6			1.4			1.2			2.2		3.2	2.9			4.0			3.5			4.0
	CI up bnd		19	16			14			11			15		46	39			35			40			36
	CI low bnd		10	6			8			6			6		33	27			20			27			21
Research with Faculty[a]	%		**9**	**9**			**7**			**5**			**3**		**40**	**34**			**30**			**37**			**35**
	n		237	146			539			514			189		230	258			129			179			130
	SE		1.9	2.4			1.1			1.0			1.3		3.2	3.0			4.0			3.6			4.2
	CI up bnd		13	14			9			7			6		47	40			38			44			43
	CI low bnd		6	5			5			3			1		34	28			22			30			27
Internship or Field Experience[b] (First-year results: Plan to do)	%		**76**	**80**			**78**			**81**			**75**		**69**	**73**			**69**			**62**			**71**
	n		239	146			542			517			194		233	258			129			182			130
	SE		2.8	3.3			1.8			1.7			3.1		3.0	2.8			4.1			3.6			4.0
	CI up bnd		82	86			81			84			81		75	78			77			69			79
	CI low bnd		71	73			74			77			69		63	67			61			55			63
Study Abroad[b] (First-year results: Plan to do)	%		**66**	**59**			**72**			**63**			**65**		**23**	**22**			**29**			**23**			**12**
	n		234	146			541			513			193		232	260			129			182			128
	SE		3.1	4.1			1.9			2.1			3.4		2.8	2.6			4.0			3.1			2.8
	CI up bnd		72	67			76			67			72		28	27			37			29			17
	CI low bnd		60	51			68			59			59		17	17			22			16			6
Culminating Senior Experience[b] (First-year results: Plan to do)	%		**66**	**75**			**67**			**61**			**60**		**67**	**66**			**61**			**66**			**59**
	n		235	145			540			514			192		228	256			127			181			130
	SE		3.1	3.6			2.0			2.2			3.5		3.1	3.0			4.3			3.5			4.3
	CI up bnd		72	82			71			66			67		73	72			70			73			67
	CI low bnd		60	68			63			57			53		61	60			53			59			50
Overall HIP Participation[c]																									
Participated in one HIP	%		**38**	**41**			**45**			**33**			**54**		**14**	**15**			**17**			**13**			**24**
	n		241	146			541			516			194		235	261			129			182			131
	SE		3.1	4.1			2.1			2.1			3.6		2.3	2.2			3.3			2.5			3.8
	CI up bnd		44	49			50			37			61		19	19			24			18			32
	CI low bnd		32	33			41			29			47		10	11			11			8			17
Participated in two or more HIPs	%		**10**	**11**			**11**			**8**			**9**		**79**	**79**			**79**			**82**			**71**
	n		241	146			541			516			194		235	261			129			182			131
	SE		1.9	2.6			1.3			1.2			2.1		2.7	2.5			3.6			2.9			4.0
	CI up bnd		14	16			13			10			14		84	84			86			87			79
	CI low bnd		6	6			8			6			5		74	74			72			76			63

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 +/- 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.

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