Graduate & Professional Graduating Student Exit Survey (GSES) 2016 & 2018 Report

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All Colleges and Schools

Institutional Research and Assessment

Howard University

HOWARD UNIVERSITY

March 2019

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Institutional Research & Assessment
Graduate & Professional Graduating Student Exit Survey 2016 & 2018 Report
March 2019

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Description

The Howard University Graduate and Professional Graduating Student Exit Survey (GP GSES) is administered annually to prospective candidates for graduation enrolled in all graduate and professional programs. The primary purpose of the survey is to obtain information about students' satisfaction with a range of academic and co-academic experiences during their matriculation and to inquire about their plans for the future. The survey was administered by the Office of Institutional Research and Assessment (IRA) through a web-based format with the assistance and cooperation of faculty and staff in the various schools and colleges. This report is a compilation of results from the 2016 and 2018 Surveys. The results are divided into six broad categories: demographics, school/college assessment data, student quality of life data, university community experience data, post-graduation and student comments. There were 706 respondents from the 2016 survey, 359 from 2018.

Executive Summary

The Howard University Graduate and Professional Graduating Student Exit Survey (GP GSES) is administered annually to prospective candidates for graduation enrolled in all graduate and professional programs. The primary purpose of the survey is to obtain information about students' satisfaction with a range of academic and co-academic experiences during their matriculation and to inquire about their plans for the future. The survey was administered by the Office of Institutional Research and Assessment (IRA) through a web-based format with the assistance and cooperation of faculty and staff in the various schools and colleges. This report is a compilation of results from the 2016 and 2018 Surveys. Some of the findings demonstrated in tables and figures are highlighted below. The results are divided into six broad categories: demographics, school/college assessment data, student quality of life data, university community experience data, post-graduation and student comments. There were 706 respondents from the 2016 survey, 359 from 2018.

Demographics: *Who are the Members of the Graduate & Professional Classes of 2016 and 2018?*
The largest proportion of respondents to the GP GSES for was from The Graduate school for 2016 (24%) and the College of Dentistry for 2018 (17%). Results demonstrate a majority woman sample for both 2016 (54%) and 2018 (66%), the majority of whom were African American students (2016: 56%; 2018: 73%), and U.S. citizens (2016:75%; 2018: 89%). A small percentage of respondents from each year reported being international students (2016: 7%; 2018: 9%). Among the 2016 respondents, 41% were the first in their family to attend graduate/professional school, and 50% reported the same for 2018. Moreover, 27% of respondents from the 2016 survey were the first in their family to attend college, with 30% of those from the 2018 survey reporting the same.

In terms of enrollment, most of the respondents from 2016 (80%) and 2018 (95%) were enrolled as full-time students, with the largest group of students being enrolled in Master's degree programs for both years (2016: 34%; 2018: 37%). About 3% of the 2016 respondents and 1% from 2018 reported entering Howard University as transfer students. Approximately 55% of the respondents from 2016 and 67% from 2018 either worked full-time or part-time while in graduate/professional school, with the greatest percentage of students working part-time off-campus (2016: 22% and 2018: 25%). Additionally, the 4% of 2016 respondents and 1% from 2018 reported missing a semester since initially enrolling at the school.

School/College Data: *How Satisfied Were They with their Educational Experiences?* Most of the respondents from the 2016 and 2018 surveys were either very satisfied or satisfied with various aspects of their educational experiences at Howard University, with slightly higher percentages reported in 2018 for satisfaction with the overall quality of their educational experiences (81%), quality of their academic programs (81%), and their educational experience meeting their expectations (75%).

Percentages reported for these categories in 2016 were 71%, 74%, and 68% respectively. Respondents were also asked to provide ratings on customer service in administrative offices in their school/college, effectiveness of the school/college's Office of Career or Placement Services, student services, and the effectiveness of their school and department in general. For both years, respondents were most satisfied with the effectiveness of their departments (2016: 64%; 2018: 72%) and schools/colleges (2016: 65%; 2018; 72%) in general.

Respondents also provided ratings on aspects of instructional delivery and context, including ratings on the promotion of creativity, faculty professionalism, overall quality of instruction, quality of course syllabi, intellectual stimulation, student-teacher ratio, course availability, and aspects of academic support. Of those items, respondents from both surveys were most satisfied with the overall quality of course syllabi (2016: 75%; 2018: 85%) and least satisfied with the availability of summer courses (2016: 40%; 2018: 47%).

Academic Advising: Respondents were also asked to indicate their level of satisfaction with various aspects of academic advising. Of the items assessed, the majority of respondents in the two years reported being satisfied or very satisfied with their academic advisement experiences at the University. Respondents from 2016 were most satisfied with the overall quality of academic advising (62%) and least satisfied with the conveying of care about student advising (59%), while 2018 respondents were most satisfied with the overall ability of academic advisors (68%) and reporting slightly satisfaction with the overall quality of academic advising (64%) and the conveying of care about student advising (64%).

Knowledge and Skill Development: When asked to indicate their level of satisfaction with their knowledge and skill development in various areas, most of the respondents from both years reported being satisfied or very satisfied with the majority of the items. However, less than the majority of 2018 respondents (44%) reported this level of satisfaction with the development of computer application skills while enrolled at Howard University. Respondents from both years reported the most satisfaction with the development of the following knowledge and skill areas: critical thinking and analytical skill development (2016: 78%; 2018: 87%), knowledge of ethics (2016: 77%; 2018: 85%), interpersonal skills (2016: 76%; 2018: 84%), leadership skills (2016: 76%; 2018: 83%), and the development of life skills like prioritization (2016: 76%; 2018: 78%).

Student Quality of Life Data: *What are Students' Perceptions of Institutional Support Services?* Respondents were also asked to indicate their level of satisfaction with various offices campus-wide that offer student support services. In terms of the top five institutional support offices with the most reported satisfaction in 2016, less than half of the respondents reported being satisfied with the Office of Admissions (48%), Student Health Services Center (46%), Office of Student Accounts (46%), Office of

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the Registrar (45), and Office of Enrollment Management (42%). The top five institutional support offices that 2018 respondents reported were the Office of Admissions (56%), Office of the Registrar (51%), Campus Security (51%), Student Health Service Center (47%), and Office of Student Accounts (38%). While the least satisfaction was reported for services in the offices of International Student Services (2016: 23%; 2018: 20%), Career Services (2016: 25%; 2018; 32%), and the University Counseling Services (2016: 26%; 2018: 28%). However, it is worth noting that respondents were the most unfamiliar with these offices, as denoted by the majority graduating students in most cases selecting either a "Don't know" or "Not Applicable" option: Office of International Student Services (54%; 2018: 71%), the Office of Career Services (2016: 48%; 2018: 56%), and the University Counseling Services (2016: 47%; 2018: 56%).

University Community Experience Data: *What are Students' Perceptions of Institutional Administrative Offices?* Respondents were asked to indicate their level of satisfaction with the administrative offices of the President and Provost. Graduating students the similarly in terms of satisfaction in 2016. Thirty-three percent reported being satisfied or very satisfied with the Office of the President (33%) and the Office of the Provost (33%). In 2018, these responses were slightly lower for the Office of the President (29%) than the Office of the Provost (33%).

DEMOGRAPHICS

Profiles

Table 1. Demographic Characteristics Percentages of Respondents by year, 2016 & 2018

Demographic Characteristic		Year	
		2016 (n = 706)	2018 (n=359)
		%	%
Gender			
	Female	54	66
	Male	31	34
	Transgender	0.1	–
	Other	–	–
Special Group Status			
	Veteran	2	3
	Disabled	1	2
	Adjudicated	–	0.3
Ethnicity			
	African American	56	73
	American Indian or Alaska Native	–	2
	Asian or Pacific Islander	5	8
	Caucasian	3	11
	Hispanic/Latino	4	7
	Native Hawaiian or Other	–	–
	**Other	16	8
Citizenship			
	U.S. Citizen	75	89
	Permanent Resident	3	2
	Resident Alien	–	0.3
	International Student	7	9
Graduate School & College Generation Status			
	First Generation Graduate/Professional Student	41	50
	First Generation College Student	27	30

Note. Racial/Ethnic categories for 2018 are not mutually exclusive

**Includes Continental African, Caribbean, and Middle Eastern, and Greek ethnic/racial groups

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DEMOGRAPHICS

Enrollment and Stop-Out Data

Table 2. Enrollment and Stop-Out Percentages by year, 2016-2018

Enrollment and Stop-Out Data	Year	
	2016 (n = 706)	2018 (n=359)
	%	%
Matriculation		
Full-time	80	95
Part-time	5	5
First Time in Graduate Student	48	52
First Time Professional Student	28	45
Post Doctoral Student	1	2
Transfer Student	3	1
Master's degree	34	37
Certificate	0.2	0.3
Dual degree	2	1
Doctoral degree	29	30
Professional degree (e.g. JD)	20	31
School/College		
Arts and Sciences	1	2
Business	4	5
Communications	3	3
Dentistry	6	17
Education	2	4
Engineering, Architecture, and Computer Science	1	_
Law	1	16
Divinity	14	3
Graduate School	24	13
Medicine	5	10
Nursing and Allied Health Sciences	5	4
Pharmacy	6	8
Social Work	17	14
Number of semesters missed since entering Howard University		
1	4	1
2-3	1	3
4-6	1	1
7 or more	_	1
Reason for missing the semester (s)		
Personal	3	5
Practical	2	5
Academic	1	5
Employment while enrolled		
Full-time Off Campus	14	23
Part-time Off Campus	22	25
Full-time On Campus	4	15
Part-time On Campus	15	4
Never worked	_	33

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SCHOOL/COLLEGE DATA

Educational Experiences

Figure 1. Satisfaction with Educational Experiences by year, 2016 & 2018
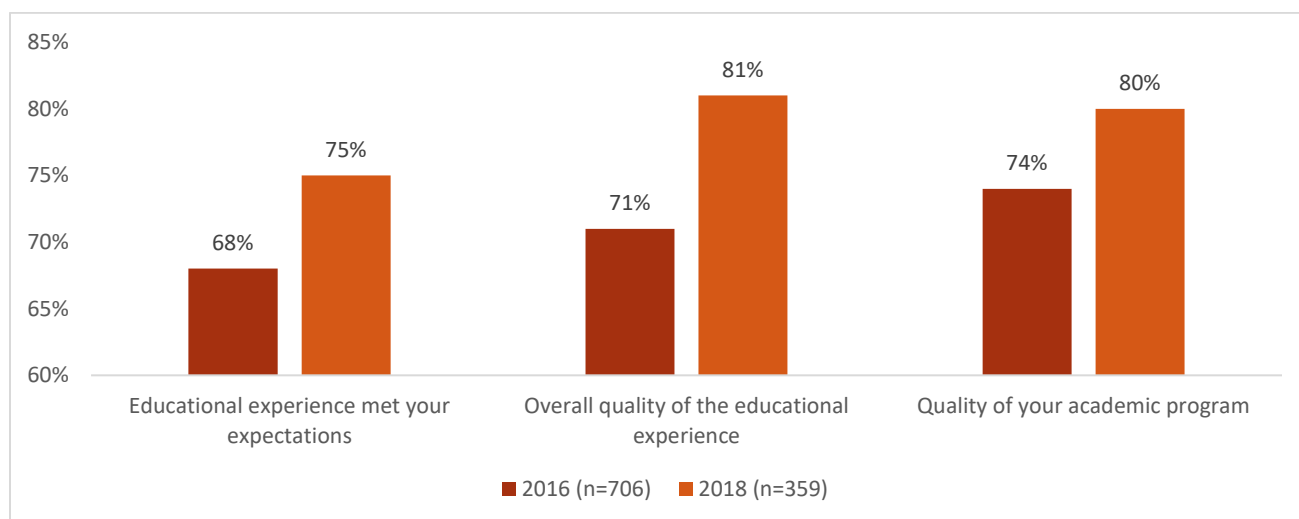
Note. Percentages reflect a combination of "satisfied" and "very satisfied" for each category.

School/College Department

Figure 2. Satisfaction with School/College and Department by year, 2016 & 2018
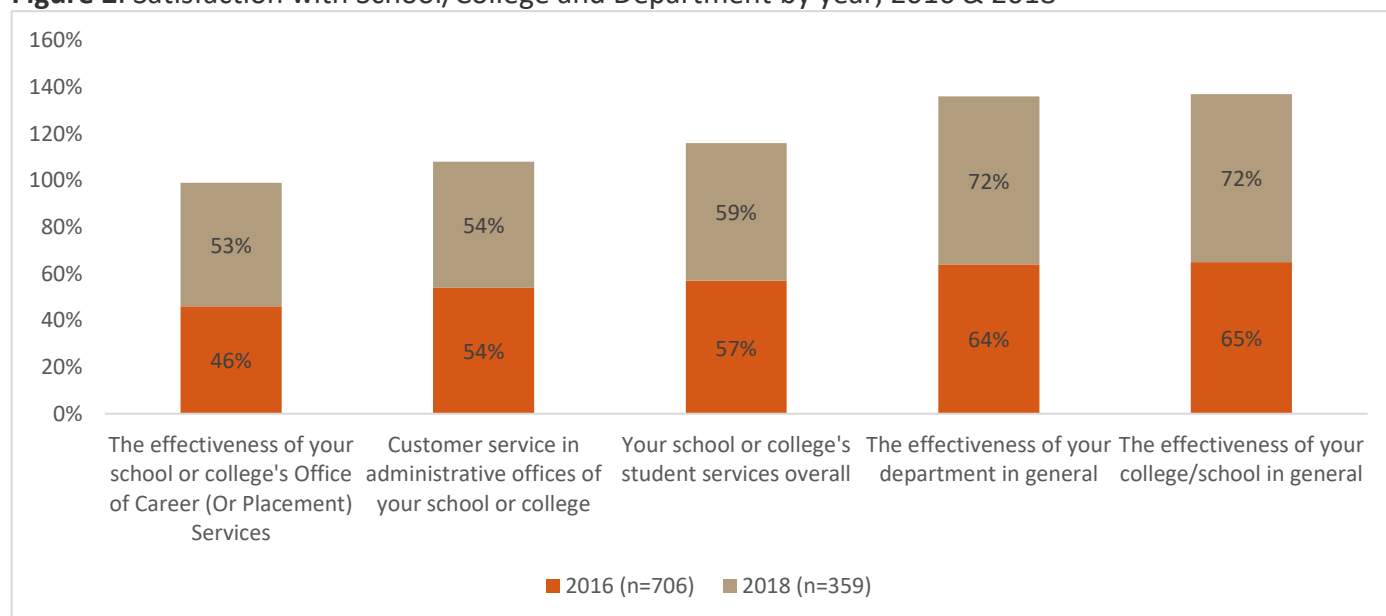
Note. Percentages reflect a combination of "satisfied" and "very satisfied" for each category.

Instructional Delivery and Context

Figure 3. Satisfaction with Instructional Delivery and Context by year, 2016 & 2018
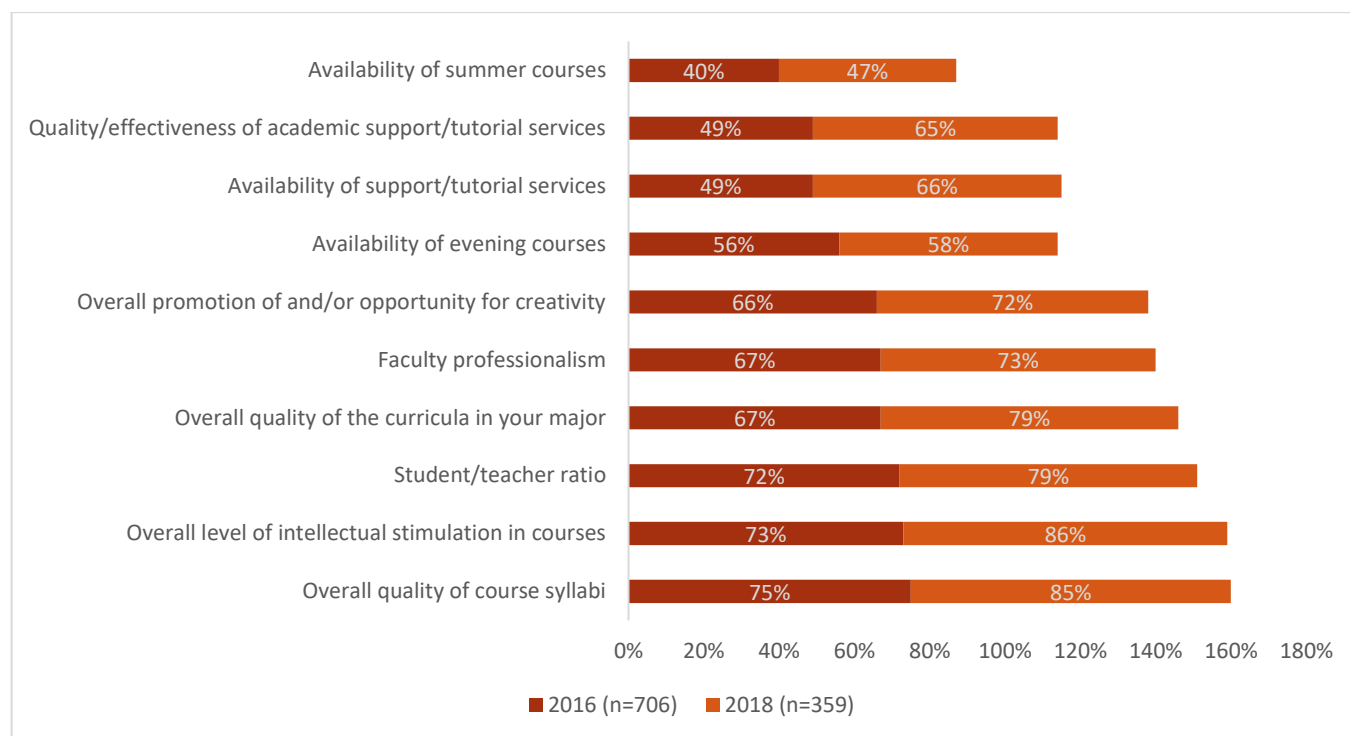
Note.

1. Percentages reflect a combination of "satisfied" and "very satisfied" for each category.

2. The following items were randomly assigned to a subset of respondents from the 2018 survey. Therefore, calculations were based on the following smaller sample sizes: Availability of evening courses (n=89); Availability of summer courses (n=89); Availability of support/tutorial services (n=87); Quality/effectiveness of support/tutorial services (n=94).

ACADEMIC ADVISING

Table 3. Satisfaction with Academic Advising by year, 2016 & 2018

Rate your level of satisfaction with Academic Advising. (*Satisfied - Very Satisfied*)	Year	
	2016 (n=706)	2018 (n=359)
	%	%
Overall quality of academic advising	62%	64%
Overall availability of academic advisors	60%	68%
Conveying of care for/about the student in advising	59%	64%

KNOWLEDGE AND SKILL DEVELOPMENT

Figure 4. Satisfaction with Knowledge and Skill Development by year, 2016 & 2018

Category	2016 (n=706)	2018 (n=359)
Computer application skills	60%	44%
Advanced information literacy/facility (i.e., library skills)	67%	70%
Written communication	72%	71%
Research skill development	72%	72%
Verbal communication	73%	74%
Team work skills	75%	83%
Life skills development (e.g., prioritization, time management, etc.)	76%	78%
Leadership skills	76%	83%
Interpersonal skills	76%	84%
Critical thinking and analysis skills development	78%	87%
Knowledge about African Diaspora contributions to field of study	64%	57%
Knowledge of global policies and issues	66%	69%
Multicultural knowledge	75%	78%
Knowledge of ethics	77%	85%

■ 2016 (n=706) ■ 2018 (n=359)

Note.

1. Percentages reflect a combination of "satisfied" and "very satisfied" for each category.

2. The following items were randomly assigned to a subset of respondents from the 2018 survey. Therefore, calculations were based on the following smaller sample sizes: Multicultural knowledge, Knowledge of global policies and issues, Life skills development, and advanced information literacy skills (n=87, each), Knowledge about African Diaspora contribution to major field of study (n=91), Leadership and Interpersonal skills (n=94 each).

STUDENT QUALITY OF LIFE DATA:

Support and Ancillary Services

Figure 5. Satisfaction with Support Services by year, 2016 & 2018

Service	2016 (n=706)	2018 (n=359)
HU Office of Admissions	48%	56%
HU Student Health Service Center	46%	47%
HU Office of Student Accounts	46%	38%
HU Office of the Registrar	45%	51%
HU Office of Enrollment Management	42%	35%
HU Campus Security (Police)	40%	51%
HU Office of Financial Aid	38%	26%
HU Office of Student Financial Services (other than Office of Financial Aid)	37%	29%
Office of Student Services	34%	36%
Career Services/Placement in your school or college (not HU Office of Career Services)	31%	31%
Student Life and Activities	30%	33%
University Counseling Services	26%	28%
HU Office of Career Services	25%	32%
HU Office of International Student Services	23%	20%

Note.
1. Percentages reflect a combination of "satisfied" and "very satisfied" for each category.
2. The majority graduating students in most cases selected either a "Don't know" or "Not Applicable" option items relating to Office of International Student Services (54%; 2018: 71%), the Office of Career Services (2016: 48%; 2018: 56%), and the University Counseling Services (2016: 47%; 2018: 56%).

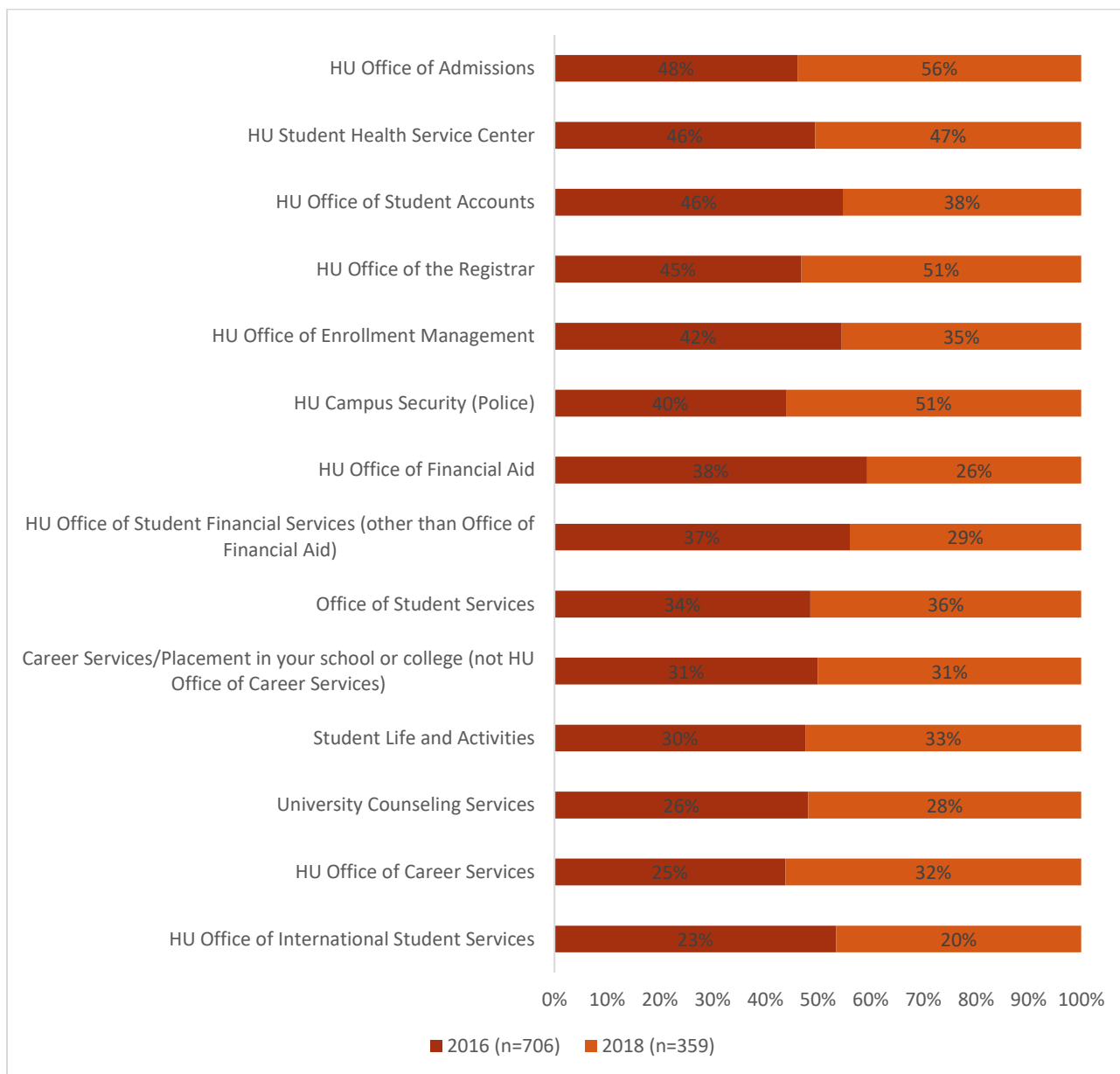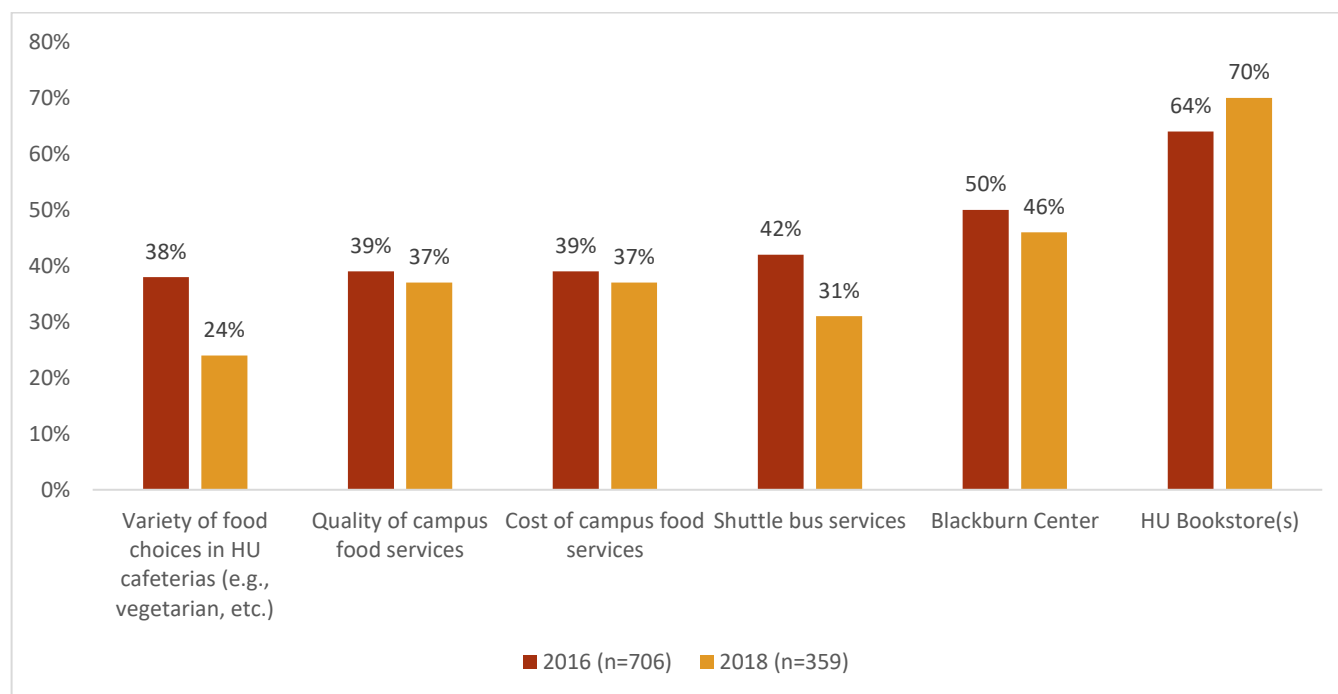**Figure 6**. Satisfaction with Ancillary Services by year, 2016 & 2018

Note.

1. Percentages reflect a combination of "satisfied" and "very satisfied" for each category.

2. The following items were randomly assigned to a subset of respondents from the 2018 survey. Therefore, calculations were based on the following smaller sample sizes: HU Bookstore (n = 87); Variety of food choices in HU cafeterias (n=87); Blackburn Center (n=90); Quality of campus food services (n=90); Shuttle bus services (n=93); Cost of campus food services (n=89).

Campus Life

Figure 7. Satisfaction with Campus Life by year, 2016 & 2018
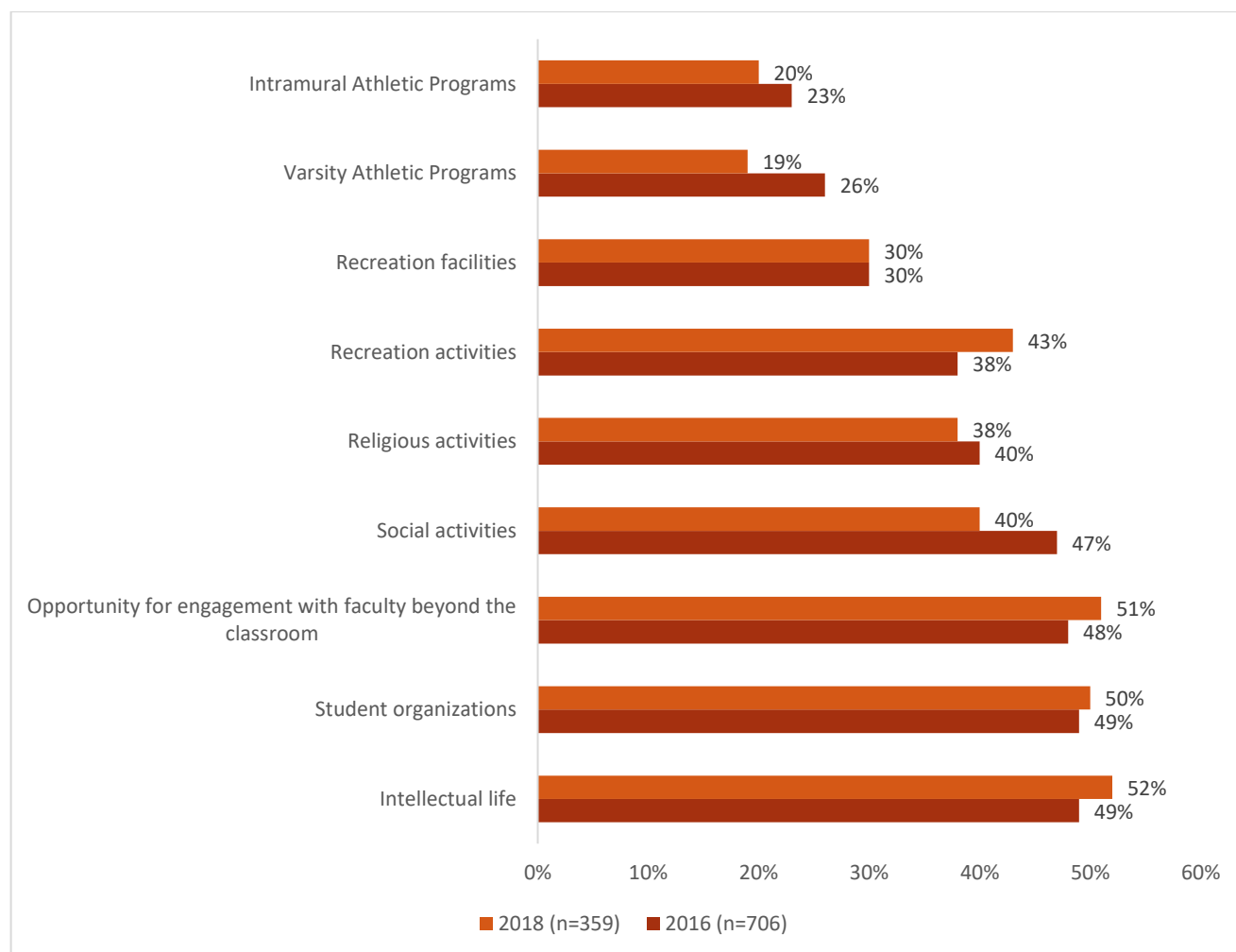

Note.

1. Percentages reflect a combination of "satisfied" and "very satisfied" for each category.

2. The following items were randomly assigned to a subset of respondents from the 2018 survey. Therefore, calculations reflect smaller samples: Recreation activities (n=90); Student organizations (90); Campus religious activities (n=90); Recreation facilities (n=92); Intramural Athletic Programs (n=86); Opportunity for engagement with faculty beyond the classroom (n=86); Varsity Athletic Programs (n=90); Social activities (n=91).

Financial Aid and Services

Figure 8. Satisfaction with Financial Services and Aid by year, 2016 & 2018
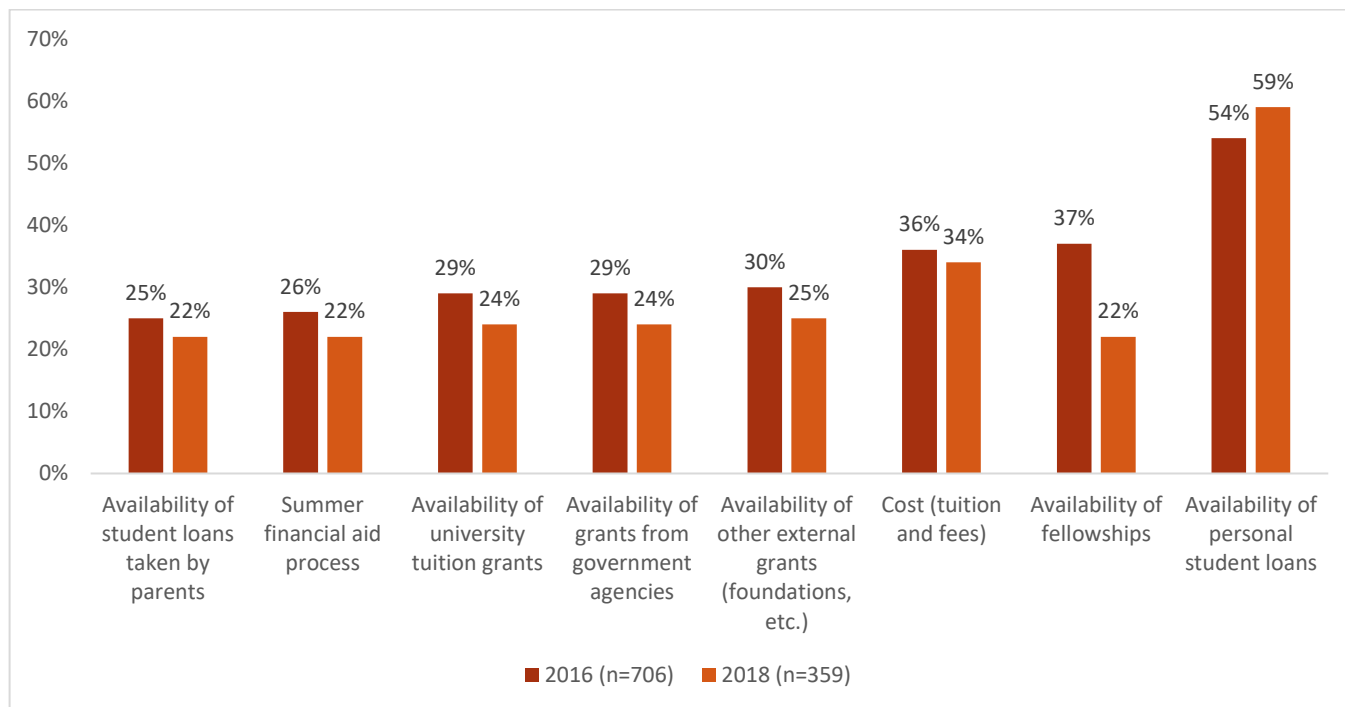
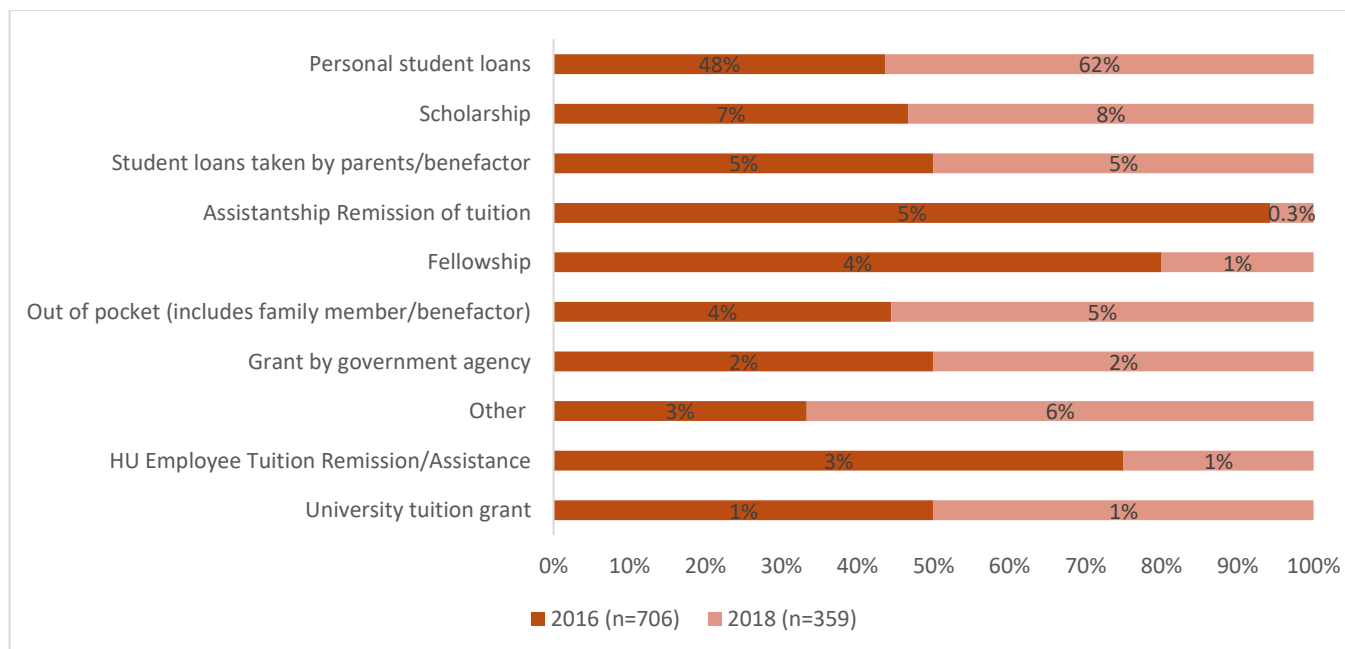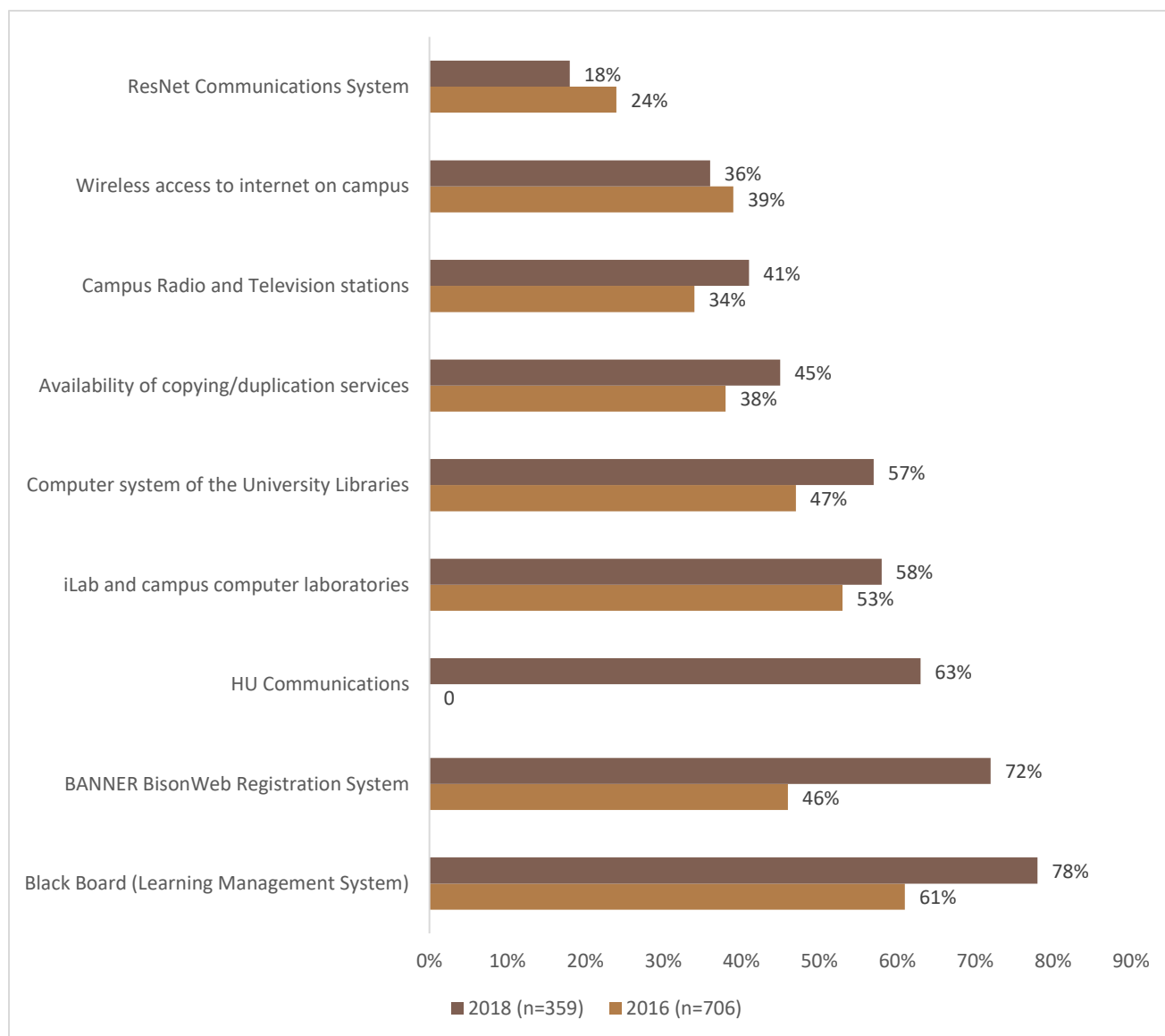

Note. Percentages reflect a combination of "satisfied" and "very satisfied" for each category.

Figure 9. Primary resource of financing education by year, 2016 & 2018

Information Systems/Technology Services

Figure 10. Satisfaction with Information Systems by year, 2016 & 2018

	2018 (n=359)	2016 (n=706)
ResNet Communications System	18%	24%
Wireless access to internet on campus	36%	39%
Campus Radio and Television stations	41%	34%
Availability of copying/duplication services	45%	38%
Computer system of the University Libraries	57%	47%
iLab and campus computer laboratories	58%	53%
HU Communications	63%	0
BANNER BisonWeb Registration System	72%	46%
Black Board (Learning Management System)	78%	61%

Note.

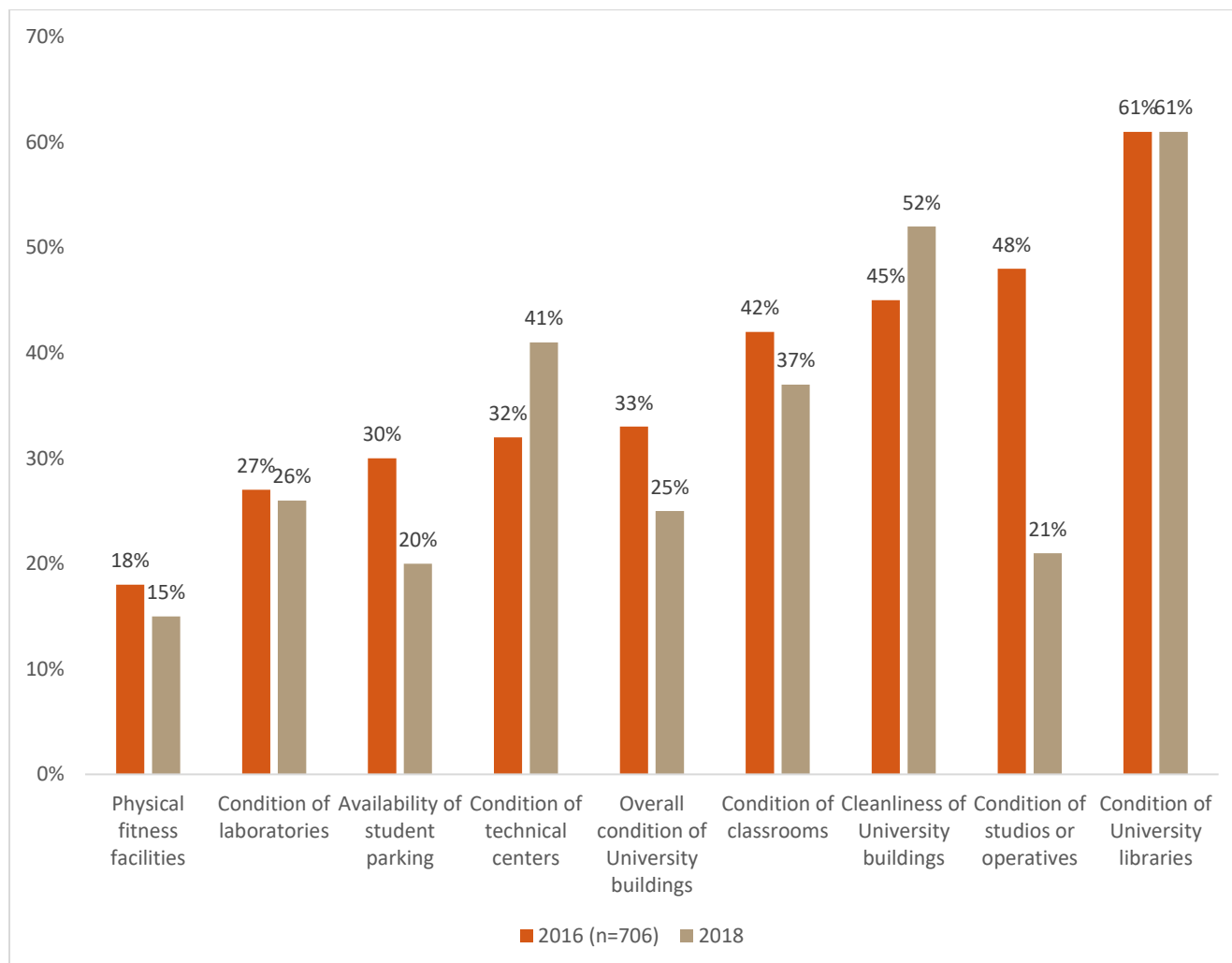1. Percentages reflect a combination of "satisfied" and "very satisfied" for each category.

2. The following items were randomly assigned to a subset of respondents from the 2018 survey. Therefore, calculations were based on the following smaller sample sizes: ResNet Communication System (n=249); Campus radio and television station (n=1195); Availability of copying/duplication services (n=130).

Physical Facilities

Figure 11. Satisfaction with Physical Facilities by year, 2016 & 2018

Note.

1. Percentages reflect a combination of "satisfied" and "very satisfied" for each category.

2. Each of the items in this category from the 2018 survey were randomly assigned to a subset of respondents. Therefore, calculations reflect smaller samples: Condition of classrooms (n=91); Condition of technical centers (n=91); Overall condition of University buildings (n=91); Condition of University libraries (n=92); Access to laboratories; Cleanliness of University buildings (n=92); Condition of laboratories (n=91); Availability of student Parking (n=91); Condition of studios or operatives (n=85); Physical fitness facilities (n=85).

Preparation for Post-Graduation

Figure 12. Satisfaction with University Preparation for Post Graduation by year, 2016 & 2018
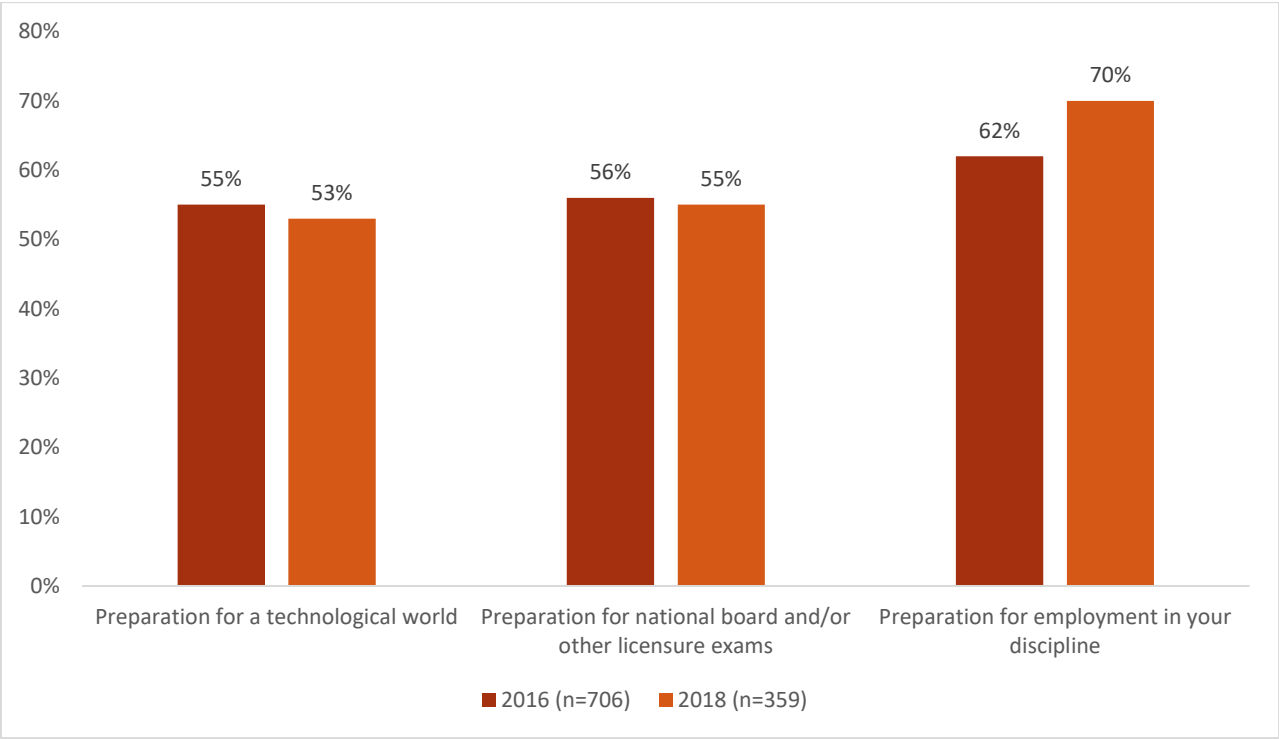
Note. Percentages reflect a combination of "satisfied" and "very satisfied" for each category.

Range of University Experiences

Table 4. Extracurricular program activities while enrolled at Howard University by year, 2016 and 2018

Which extracurricular program activities did you participate in during your time at Howard University?	Year	
	2016 (n=706)	2018 (n=359)
	%	%
Accelerated program	3	5
Paid internship	_	15
Unpaid internship	_	20
Internship (unspecified)	39	_
Externship	_	15
Summer job (related to studies)	_	12
Case study competition	_	2
Nursing clinicals	_	1
Practicum	14	11
Community service	35	5
Distance Learning	2	5
Study abroad	7	5
Dual program	_	1
Domestic exchange	0.3	1
Independent study	9	8
Teaching certificate	_	2
Service learning	7	5
Interdisciplinary courses	11	7
Other	11	5

Table 5. Graduate Research Activities engaged in as a student (2016)

Which graduate/professional research activities did you participate in?	Year
	2016 (n=706)
	%
Thesis development	11
Research assistantship	15
Assisting faculty project	11
Attending professional conferences	29
Presenting findings in a conference or meeting	20
Publishing research	12

Note. Due to an error in related question, items from 2018 are unavailable

Figure 13. On/Off Campus Organization Affiliations by year, 2016 & 2018
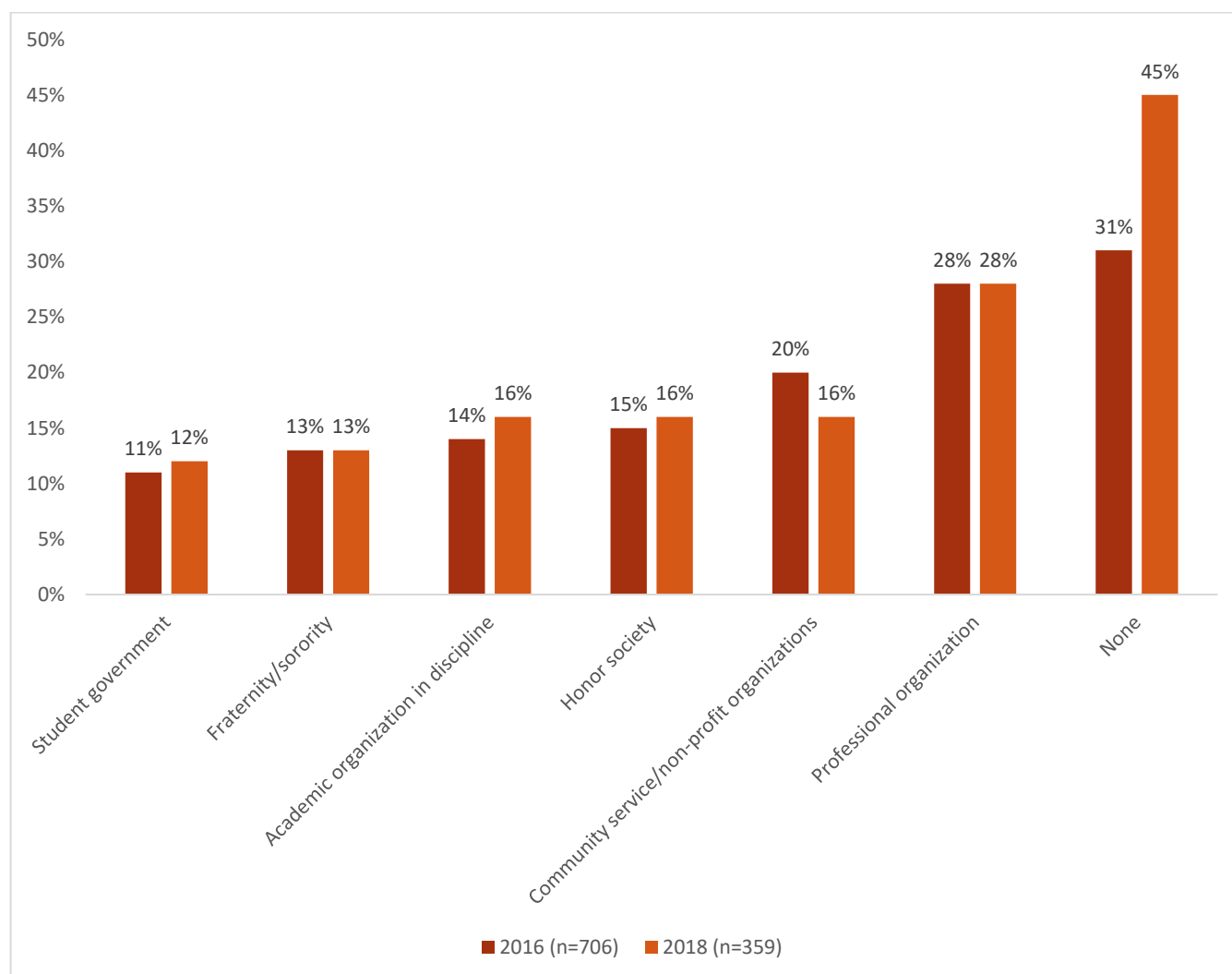
Post-Graduation Plans

Figure 14. Self-Reported Primary Status after Graduation by year, 2016 and 2018
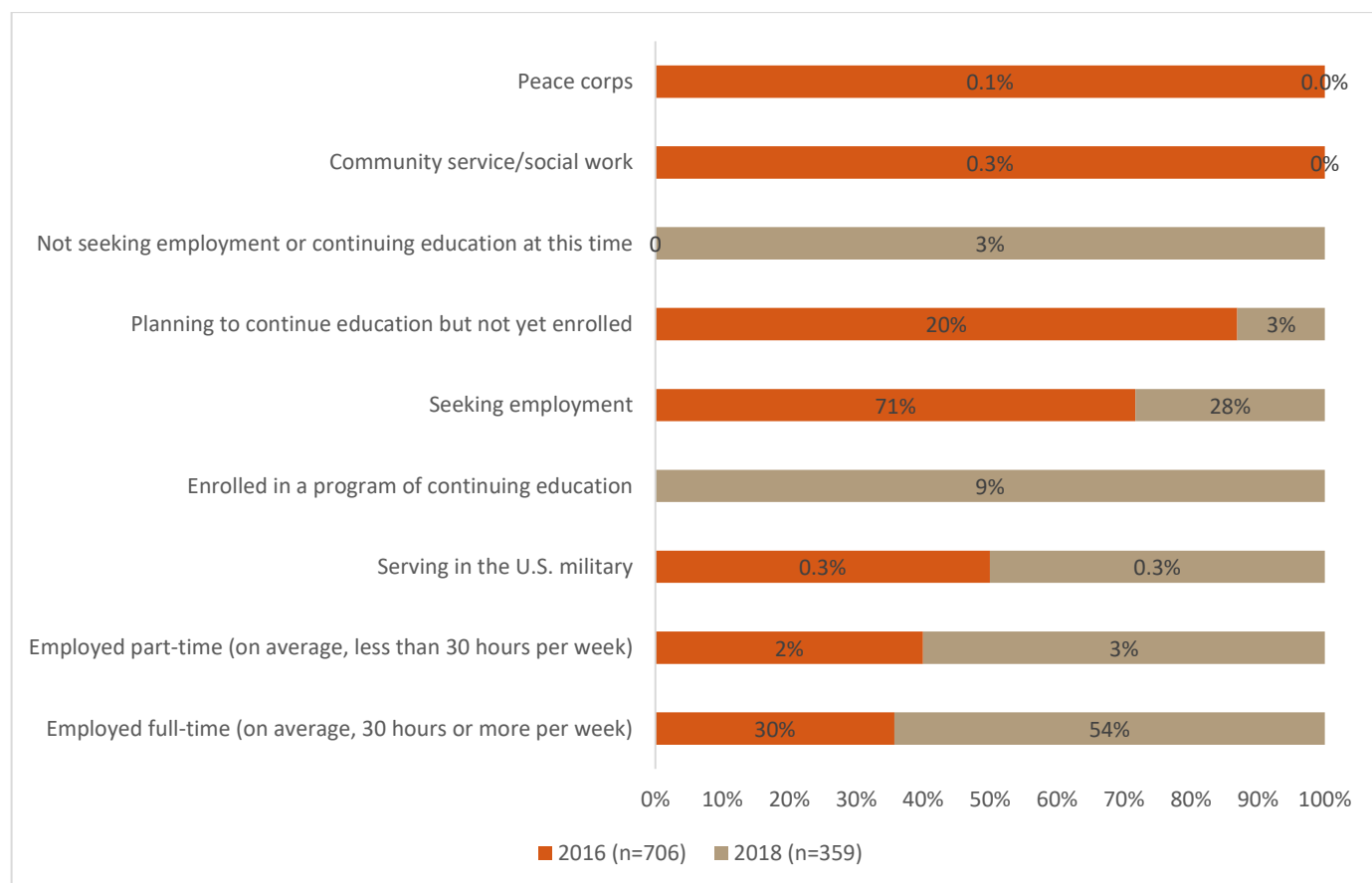
Note. Data from the 2016 survey from the "Pursue Work" category is included in the "Seeking employment" category in this chart and "Further Education" in the "Planning to continue education but not yet enrolled" category.

Figure 15. Self-Reported Employment Description by year, 2018(n=359)
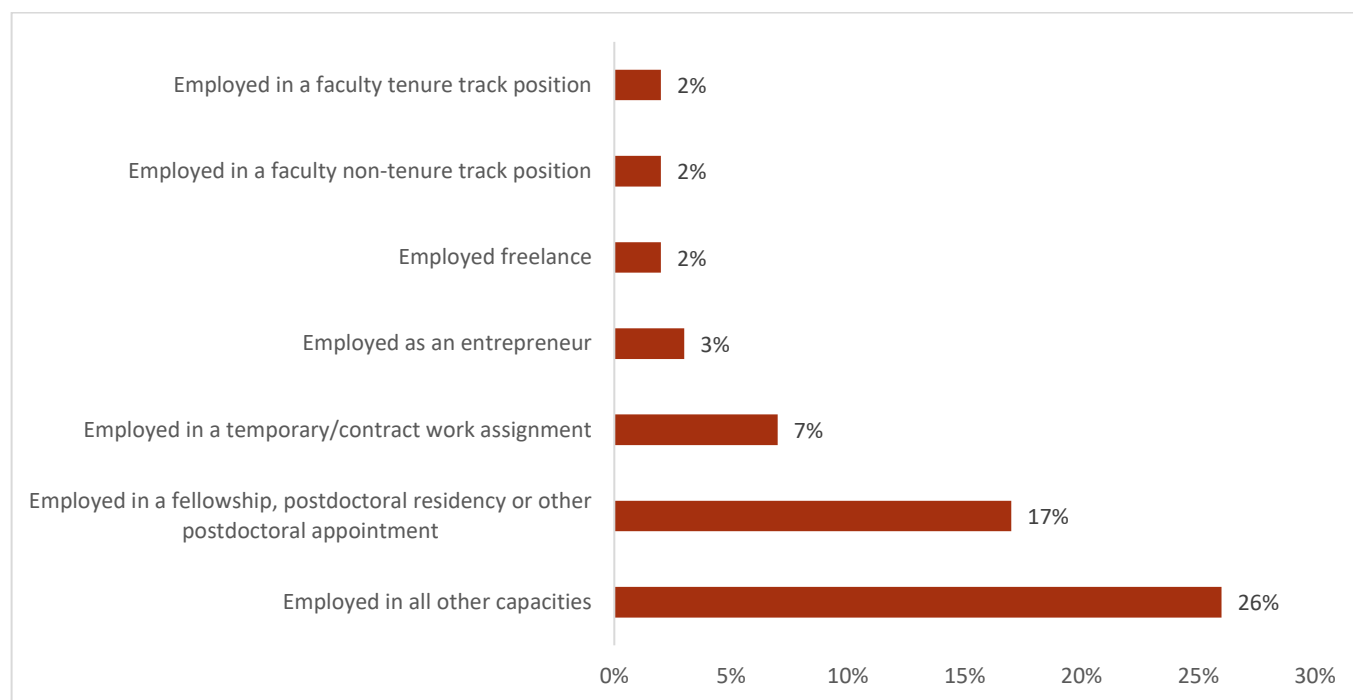
Note. 2016 data are unavailable.

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Figure 16. Self-Reported Discipline-Related Employment and Employment while at Howard by year, 2018 (n=359)

Figure 17. Self-Reported Annual Base Salary by year, 2016 and 2018

Note. "Less than $20,000" and "$21,000- $30,000" categories from 2018 were combined to create the "Less than $30,000" category in this chart.
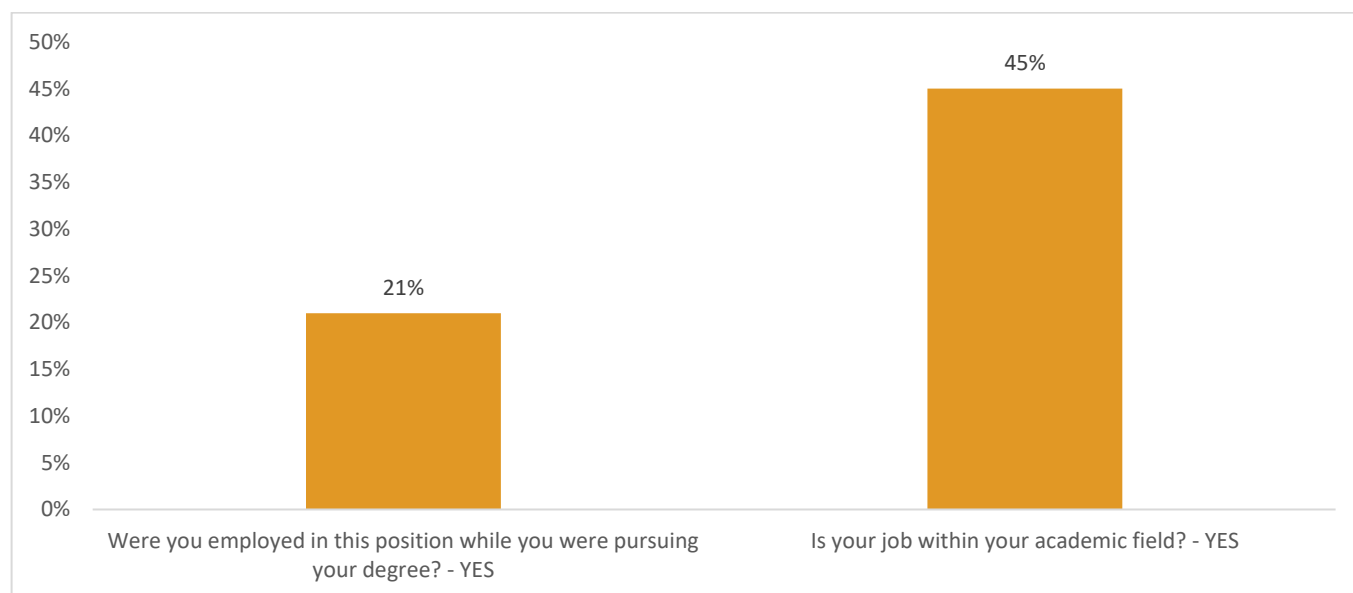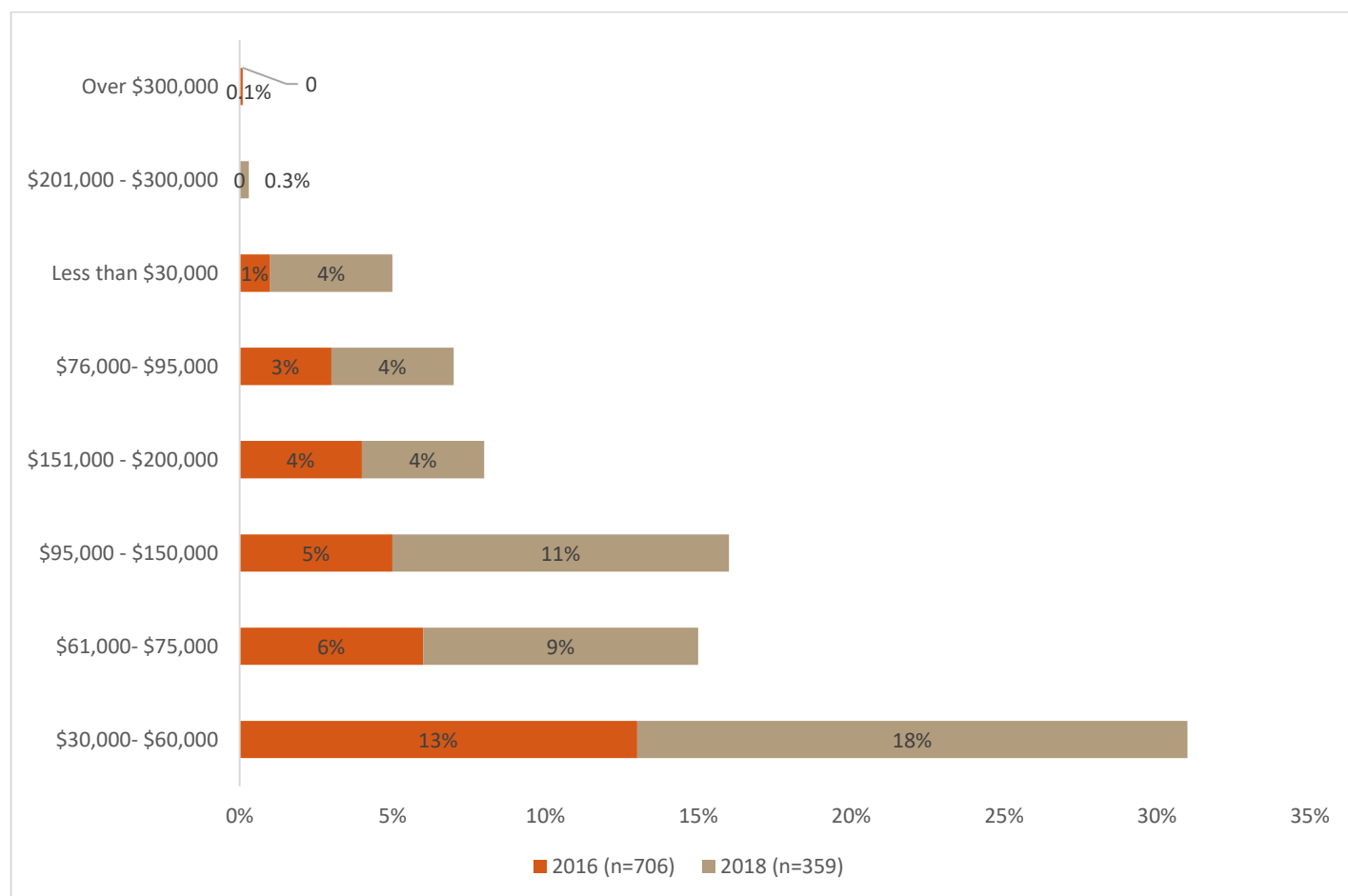
**Table 6.** Self-Reported Employment Sector and Industry by year, 2016 and 2018

	Year	
	2016 (n=706)	2018 (n=359)
	%	%
Employment Sector		
For-profit	–	28
Not-for-profit	–	18
Government	–	11
Employment Industry		
Accounting	–	1
Agriculture	–	0.3
Healthcare/Medical/Pharmaceutical	11	22
Architecture/Design/Urban Planning	0.1	0.3
Communications/Marketing/Advertising/PR	0.1	1
Chemical (Pharmaceutical) Manufacturing	–	1
Computer & Electronics Manufacturing	–	1
Consulting	–	2
Consumer Products/Retail	–	1
Education	5	8
Motor Vehicle Manufacturing	–	0.3
Engineering	–	0.3
Entertainment/Film/Television	0.4	1
Financial Services	0.4	0.3
Government (including local, state, federal, and milita	7	3
Law/Legal Services	18	6
Publishing/Media/Journalism	–	0.3
Social Services	10	4.2
Technology	0.3	1.4
Think Tank	–	0.3
Business Management & Administration	3	–
Science, Technology, Engineering & Mathematics	12	–
Other	12	5

Note. For this table, data from the 2016 survey from the "Architecture & Construction" category is included in the "Architecture/Design/Urban Planning" category; "Arts, AV technology, & Communications" in the "Entertainment/Film/Television" category.

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UNIVERSITY COMMUNITY EXPERIENCE DATA

Administrative Offices, Services, and Processes

Figure 18. Satisfaction with Administration Offices, Service, and Processes by year, 2016 & 2018
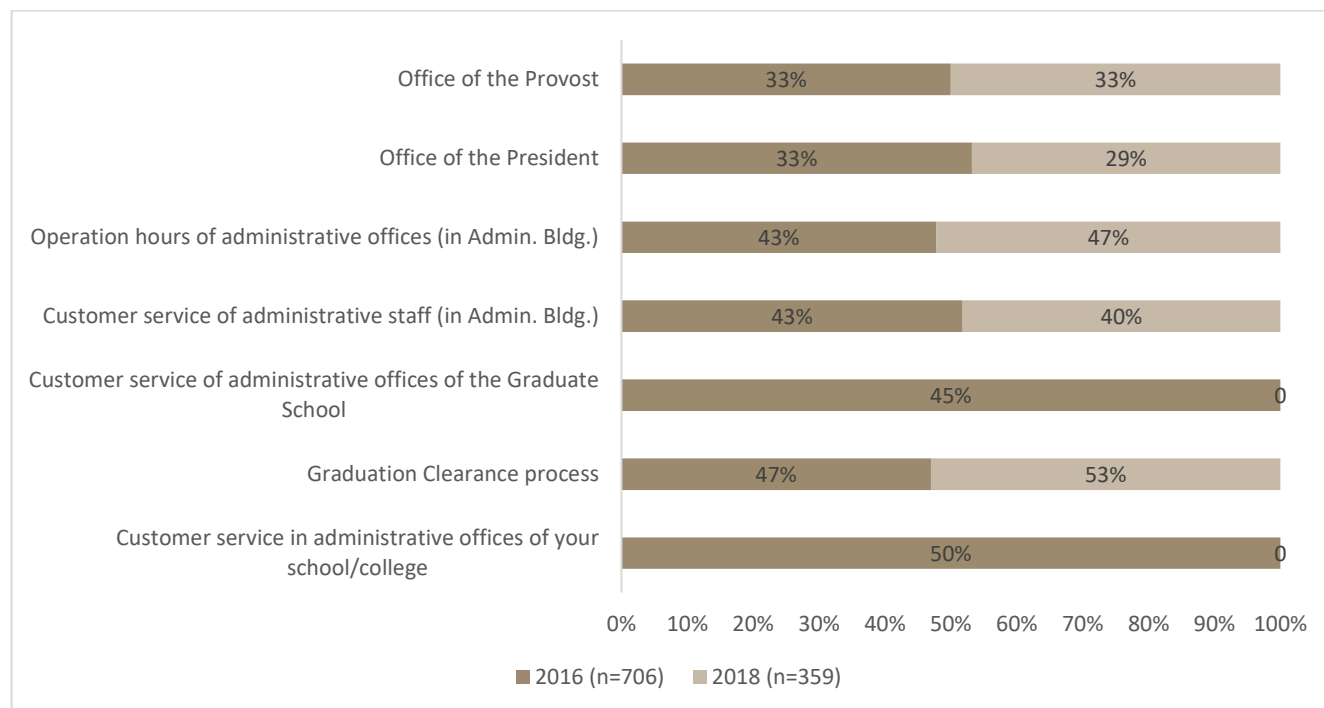
Note.

1. Percentages reflect a combination of "satisfied" and "very satisfied" for each category.

2. The following items were randomly assigned to a subset of respondents from the 2018 survey. Therefore, calculations reflect smaller samples: Office of the President (n=115); Office of the Provost (n=120); Operation hours of administrative offices (n=124).

Alumni Relations

Figure 19. Self-Reported Preference for giving back to Howard as Alumni by year, 2016 and 2018
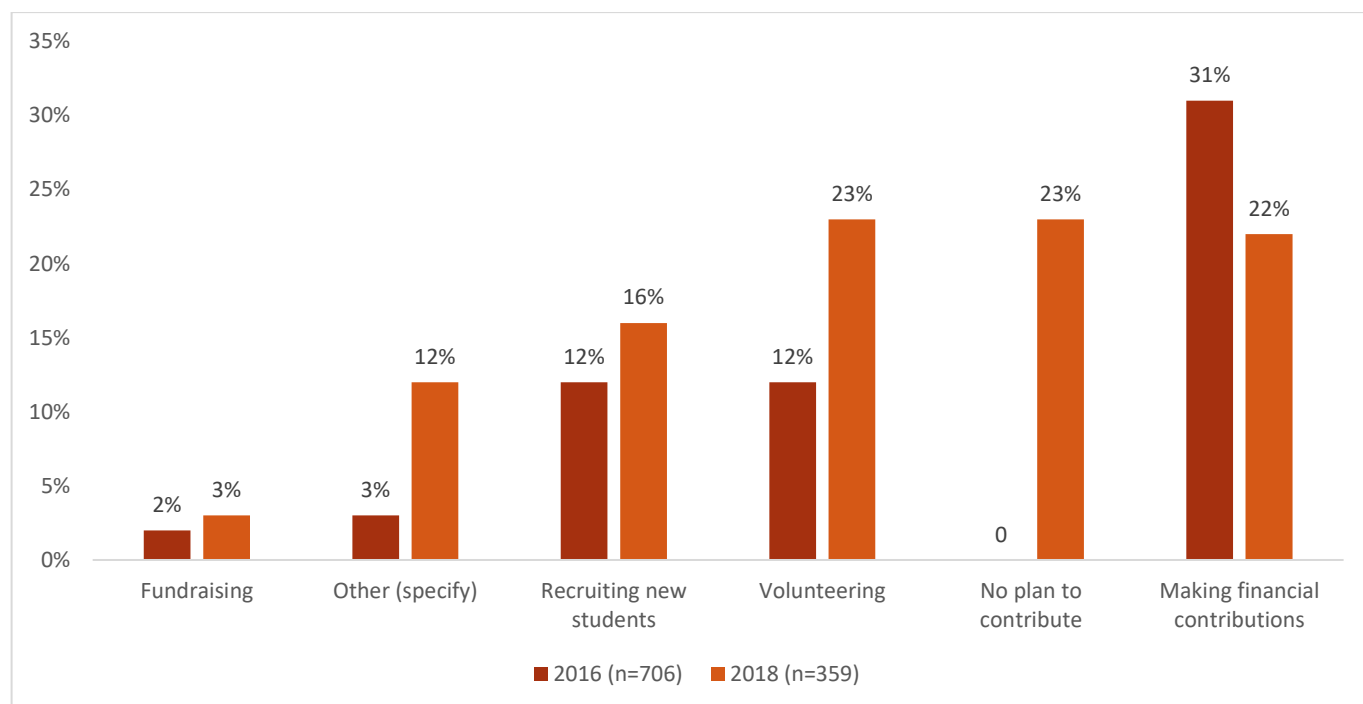
Recommending Howard University

Figure 20. Choice of Recommending Howard University to a Prospective Student by year, 2016 and 2018

Figure 21. Word Cloud Summary of students' "Yes, with reservation" Recommendation of Howard University, 2016

Note. Word cloud was created with a minimum frequency of 20.

Table 7. Examples of students' "Yes, with reservation" Recommendation of Howard University Comments including Top 5 Words, 2016
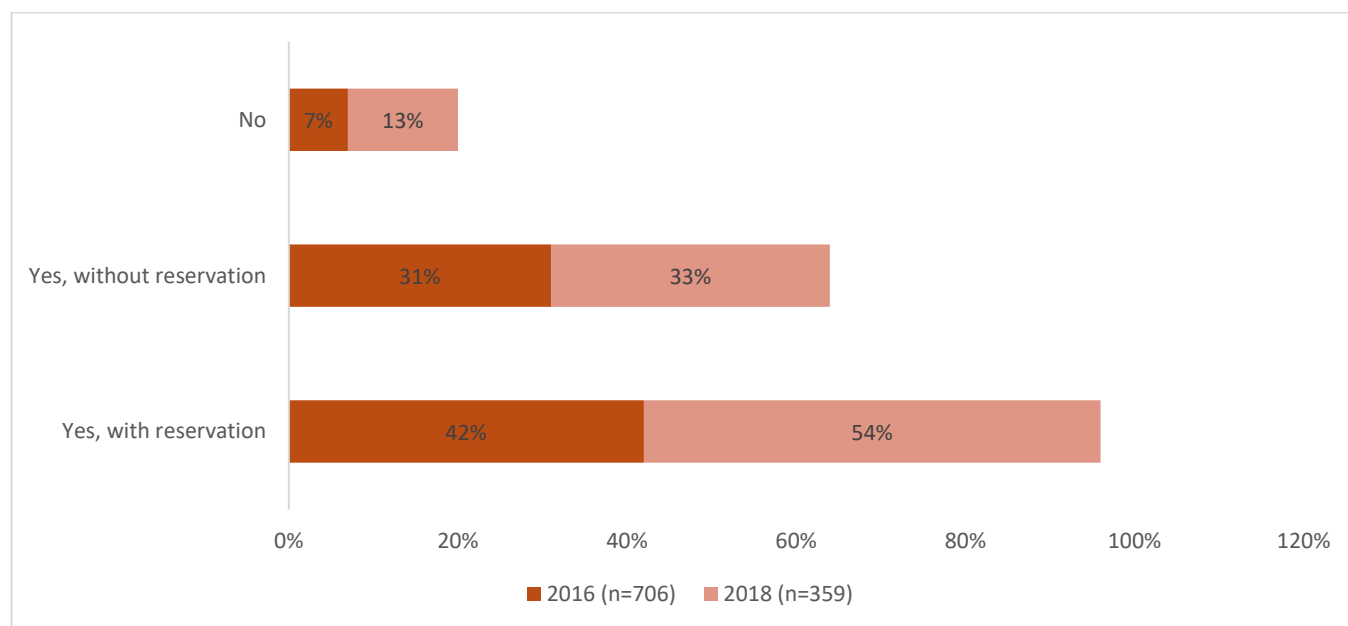
No.	Word	Frequency	Example
1	Student/students	182	*"As a graduate student, there may be a lack of college/department resources to assist in research, and, minimal funding opportunities for matriculation. I would recommend, but with reservation."*
2	School	114	*"Applicants need to know what is expected of them and what the school can provide"*
3	Need/Needs	74	*"Howard has room for improvement. From my experience at the dental school, there needs to be a marriage of the old-fashioned "this is how things were done in our day'" mentality and current trends and methods of education, and anticipation of how things will progress in the future. What works needs to be embraced, and what doesn't needs to be reevaluated."*
4	Administration	66	*"I would tell them about the administrative struggles and lack of customer service which I have experienced here at Howard. Howard is a great institution with a wonderful legacy, but it does not have a strong enough focus on being student-centered and service-minded. Too often students are made to feel as though they are a problem or an interruption to staff (in registration, financial aid, student accounts, bursar's office, and even upper level administrators) and some faculty's days. This causes stress, angst, and overall unhappiness among Howard students."*
5	Experience	59	*"My academic experience at Howard, although incredibly satisfying and effective at preparing me for my professional aspirations, my particular aspirations are of a particular sort that are not a focal point of the Law School's curriculum. To that effect, I would recommend the school to an aspiring attorney, yet, I could not, in full confidence, say that the school's emphasis on corporate legal practice was satisfying."*

Figure 22. Word Cloud Summary of students' "Yes, with reservation" Recommendation of Howard University, 2018

Note. Word cloud was created with a minimum frequency of 20.

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Table 8. Examples of students' "Yes, with reservation" Recommendation of Howard University Comments including Top 6 Words, 2018

No.	Word	Frequency	Example
1	Student/students	139	" [The university does] a wonderful job of providing opportunities to students who would otherwise not be given such opportunities. The conditions of the education are somewhat harder than they need to be. The college lacks faculty as they retire and are not replaced. Burden of patient recruitment, scheduling and management is placed primarily on, if not entirely on the shoulders of students. Students in third and fourth year spend more time learning how to find and get patients in to clinic than they do actually learning to practice dentistry. First and second years spend more time worrying about how to pass tests under the constant threat of being failed out instead of actually learning the material. And yes there is a difference between learning the material and studying to pass a test."
2	Financial Aid	100	"Financial aid should be distributed in a timely fashion. It is a hard burden on the students to fulfill financial responsibilities when their funds are being withheld for unknown periods of time."
3	Administration/administrative	56	"Howard has struggle[d] do improve its administration. The student's Howard attracts are ambitious and resilient but deserve to have an efficient system. More focus on advising is necessary and hiring additional staff to offset the workload on the limited staff currently."
4	Need/needs	43	"Howard is a great place, but the research laboratories need to be more developed and properly maintained. There needs to be investment in more research technologies. With access to the right technologies there is no end to what can be accomplished in a very short time. Additionally, there is the need for more knowledgeable technical assistants to properly train students in instrumentation. I am very disappointed that I did not get to master Transmission electron microscopy as the equipment has been down for about two years. In an area such as microbiology both knowledge of theory and having laboratory skills are equally important. In the Virology and Biology of Pathogens-1 courses that I took ,the theory was excellent (99.95%) but in regards to exposure to laboratory activities that was extremely poor (0.05%)."
5	Experience	43	"Inasmuch as the quality of education is optimal, the building conditions make the school environment less than conducive for student[s'] learning experiences. The rate of change in policy which students are subjected to also makes it difficult to facilitate continuous communication and a relationship built on trust. The Mecca is a great school, but the current state of affairs leaves very little to be desired."
6	School	43	"Okay school if you really want to attend an HBCU. Great location and some great faculty. However, there are huge administrative issues. There are numerous financial aid and student housing scandals. It sometimes took over a month into the semester to receive aid disbursements."

HOWARD
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Final Comments/Suggestions

Figure 23. Word Cloud Summary of students' Final Comments/Suggestions for Improvement to Howard University, 2016

Note. Word cloud was created with a minimum frequency of 20.

Figure 24. Word Cloud Summary of students' Final Comments/Suggestions for Improvement to Howard University, 2018

Note. Word cloud was created with a minimum frequency of 20.