
Undergraduate Graduating Student Exit Survey (GSES) 2016 – 2018 Report

All Colleges and Schools

Institutional Research and Assessment

Howard University



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Description

The Howard University Undergraduate Graduating Student Exit Survey is administered annually to prospective candidates for graduation enrolled in all undergraduate 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. The report is a compilation of results from the 2016, 2017, and 2018 Undergraduate Graduating Student Exit 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 1468 respondents from the 2016 survey, 208 from 2017, and 714 from 2018.

Executive Summary

The Howard University Undergraduate Graduating Student Exit Survey is administered annually to prospective candidates for graduation who are enrolled in all of the University's undergraduate programs. The primary purpose of the survey is twofold: (1) to obtain information about students' satisfaction with a range of academic and co-academic experiences during their matriculation at the University, and (2) 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. The report is a compilation of results from the 2016, 2017, and 2018 Undergraduate Graduating Student Exit Surveys (GSES). 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 1468 respondents from the 2016 survey, 208 from 2017, and 714 from 2018. Due to the similarity in items for the 2016 and 2018 surveys versus 2017, findings have often been collectively presented for those two years, with generally separate presentation of 2017 findings. Whenever possible, findings have been presented collectively across the three years. Some of these results are highlighted below.

Demographics: *Who are the Members of the Undergraduate Classes of 2016, 2017, and 2018?*

Across the three years, the largest proportion of respondents to the GSES for undergraduate students were from the College of Arts and Sciences: 2016 (44%); 2017 (54%); 2018 (62%). With the available demographic data from undergraduate graduating students from 2016, 2017, and 2018, results demonstrate a majority woman sample for both 2016 (61%) and 2018 (76%), the majority of whom were African American students (2016: 69%; 2018:93%), and U.S. citizens (2016:79%; 2018: 92%). Among the 2016 respondents, 27% were the first in their family to attend college, and 33% reported the same for 2018. Most of the respondents from 2016 (82%) and 2018 (99%) were enrolled as full-time students who were attending college for the first time (2016: 68% and 2018: 85%). No data were available on these measures for 2017. Approximately 61% of the respondents from 2016 and 81% from 2018 either worked full-time or part-time while in college, with the greatest percentage of students working part-time off-campus (2016: 37% and 2018: 52%). Data for 2017 were also unavailable for these measures. The same proportion of respondents for 2016 (15%, n=222) and 2018 (15%, n=105) reported entering Howard University as transfer students. Additionally, the same proportion of respondents reported missing a semester since initially enrolling at the school for these two years (2016: 7% (n=106); 2018: 7% (n=38) 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 higher percentages reported in 2018 for

satisfaction with the overall quality of their educational experiences (84%), quality of their academic programs (84%), and their educational experience meeting their expectations (75%). 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 Services, student services, and the effectiveness of their department in general. For 2016 and 2018, respondents reported the highest satisfaction with the overall effectiveness of their academic departments, with a higher percentage in 2018 (75%) than in 2016 (64%). These items were not assessed in the 2017 survey. Respondents also provided ratings on aspects of the context and delivery of instruction. For the 2016 and 2018 surveys, these items included promotion of creativity, faculty professionalism, overall quality of instruction, quality of course syllabi, intellectual stimulation, and student-teacher ratio. Most of the respondents reported being very satisfied or satisfied across these areas, with student-teacher ratio receiving the highest ratings for both 2018 (85%) and 2016 (72%). Respondents from the 2017 survey were least satisfied with instructors' clarity with explaining expectations for student performance (24%) and most satisfied with instructors' encouragement of classroom discussions (76%) and their ability to motivate students (79%).

Academic Advising: Respondents were also asked to indicate their level of satisfaction with various aspects of academic advising. In general, less than the majority of respondents across the three years reported being satisfied or very satisfied with their academic advisement experiences at the University. In both 2016 and 2018 surveys, respondents' ratings of junior or senior year academic advisement were higher than all other aspects of advisement, with a higher percentage reported from 2018 respondents (64%) than 2016 (51%). In addition, satisfaction ratings for freshman or sophomore year academic advising were the lowest, with slightly higher ratings from 2018 (46%) than 2016 (39%). Similarly, their satisfaction with the overall quality of academic advising was higher in 2018 (58%) than 2016 (48%). The area of academic advisement that 2017 respondents reported the most satisfaction was with their understanding of course sequencing and degree requirements (48%), while reporting the least satisfaction with guidance about post-graduation educational options.

Knowledge and Skill Development: Respondents were also asked to indicate their level of satisfaction with their knowledge and skill development in various areas in the 2016 and 2018 surveys and asked to indicate the extent to which they believed their university education contributed to their knowledge and skill development in similar areas in 2017. In terms of general education, the top five areas that most of the respondents from 2016 and 2018 reported being satisfied or very satisfied were with the development of their knowledge of ethics (2016: 76%; 2018: 91%), critical thinking (2016: 75%; 2018: 91%), verbal communication (2016: 73%; 2018: 89%), written communication (2016: 72%; 2018: 89%), and knowledge of the humanities (2016: 72%; 2018: 88%). They reported the least satisfaction with training in computer applications (2016: 56%; 2018: 59%) and knowledge of mathematics (2016: 56%; 2018: 67%). Similarly, respondents from 2017 reported that their college education most extensively

contributed to the development of their critical thinking skills (68%), with a slightly lower percentage reporting that their education contributed somewhat or very much to their skills in verbal (65%) and written (64%) communication as well as in appreciating the humanities (58%). Respondents from 2017 also reported the lowest satisfaction in the area of using mathematical skills (46%).

Results were similar across the three years in terms of the contribution of students' college education to areas of their personal development. Most respondents in 2016 and 2018 reported being satisfied or very satisfied with their ability to demonstrate leadership (2016: 76%; 2018: 95%), interpersonal skills (2016: 74%; 2018: 94%), and team work skills (2016: 74%; 2018: 92%). Among the items of personal development where 2017 respondents reported the most contribution were in developing leadership skills (66%), experiencing personal growth (66%), valuing learning as a lifelong process (66%), and working effectively as part of a team (65%).

Student Quality of Life Data: *What are Students' Perceptions of Institutional Support Services?*

Respondents were asked to indicate their level of satisfaction with various offices campus-wide that offer student support services. Students were the most satisfied with the university libraries in 2016 (58%), 2017 (47%), and 2018 (72%). Respondents were least satisfied with the Office of Financial Aid in 2016 (21%) and 2018 (18%). In terms of the Office of Financial Aid, 23% of 2017 respondents indicated being satisfied to very satisfied with the application or award process and 19% percent indicated the same about disbursement processes.

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. In 2016, students generally reported more satisfaction with the Office of the President (44%) than the Office of the Provost (38%) and reported similarly on being satisfied or very satisfied with the two offices in 2018 (31% and 32% respectively).

DEMOGRAPHICS

Profiles

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

Demographic Characteristic		Year		
		2016 (n = 1468)	2017 (n=208)	2018 (n=714)
		%	%	%
Gender	Female	61	—	76
	Male	23	—	24
	Transgender	0	—	—
	Other	0	—	0
Veteran		1	—	1
Disabled		1	—	2
Adjudicated		0	—	—
Ethnicity	African American	69	—	93
	American Indian or Alaska Native	—	—	1
	Asian or Pacific Islander	1	—	3
	Caucasian	1	—	2
	Hispanic/Latino	1	—	3
	Native Hawaiian or Other	—	—	0
	**Other	12	—	2
Citizenship	U.S. Citizen	79	—	92
	Permanent Resident	2	—	2
	Resident Alien	0	—	—
	International Student	2	—	6
School/College	Arts and Sciences	44	54	62
	Business	10	9	12
	Communications	15	15	13
	Dentistry	1	1	1
	Education	1	1	1
	Engineering, Architecture, and			
	Computer Science	5	3	5
	Law	0	—	—
	Nursing and Allied Health Sciences	10	16	6
	Pharmacy	0	—	—
College Generation Status				
First Generation College Student		27	—	33

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

**Includes Continental African, Caribbean, and Bi/multi-ethnic/racial groups

DEMOGRAPHICS

Enrollment and Stop-Out Data

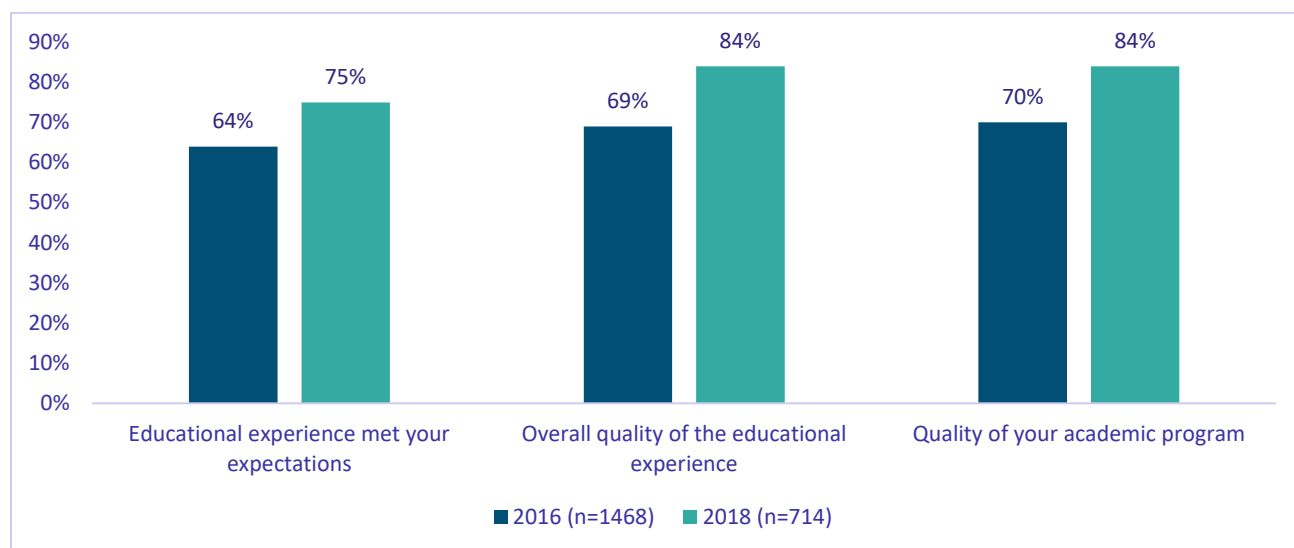
Table 2. Enrollment and Stop-Out Percentages by year, 2016-2018

Enrollment and Stop-Out Data		Year		
		2016 (n = 1468)	2017 (n=208)	2018 (n=714)
		%	%	%
Matriculation				
	Full-time	82	—	99
	Part-time	1	—	1
	First Time in College Student	68	—	85
	Transfer Student	15	—	15
Have you missed any semesters since entering Howard University? - YES				
		7	—	7
Number of semesters missed since entering Howard University				
	1	3	—	3
	2-3	3	—	2
	4-6	1	—	0.4
	7 or more	1	—	1
Reason for missing the semester (s)				
	Personal	5	—	5
	Practical	3	—	7
	Academic	2	—	7
Employment while enrolled				
	Full-time Off Campus	7	—	7
	Part-time Off Campus	37	—	52
	Full-time On Campus	3	—	17
	Part-time On Campus	14	—	5

SCHOOL/COLLEGE DATA

Educational Experiences

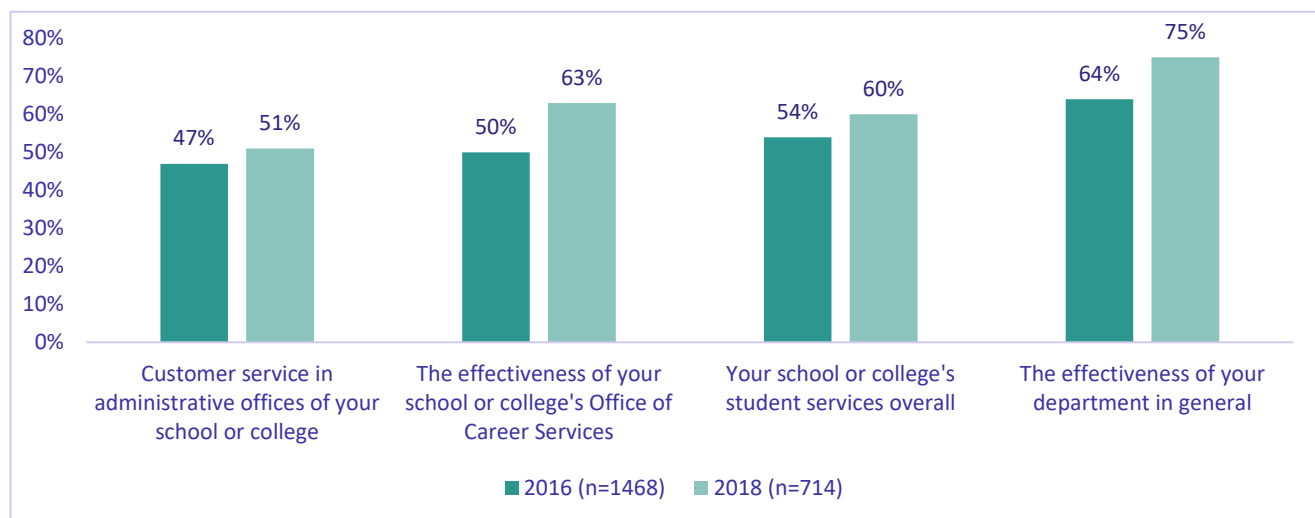
Figure 1. Percentage of Satisfaction with Educational Experiences by year, 2016 & 2018



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

School/College Department

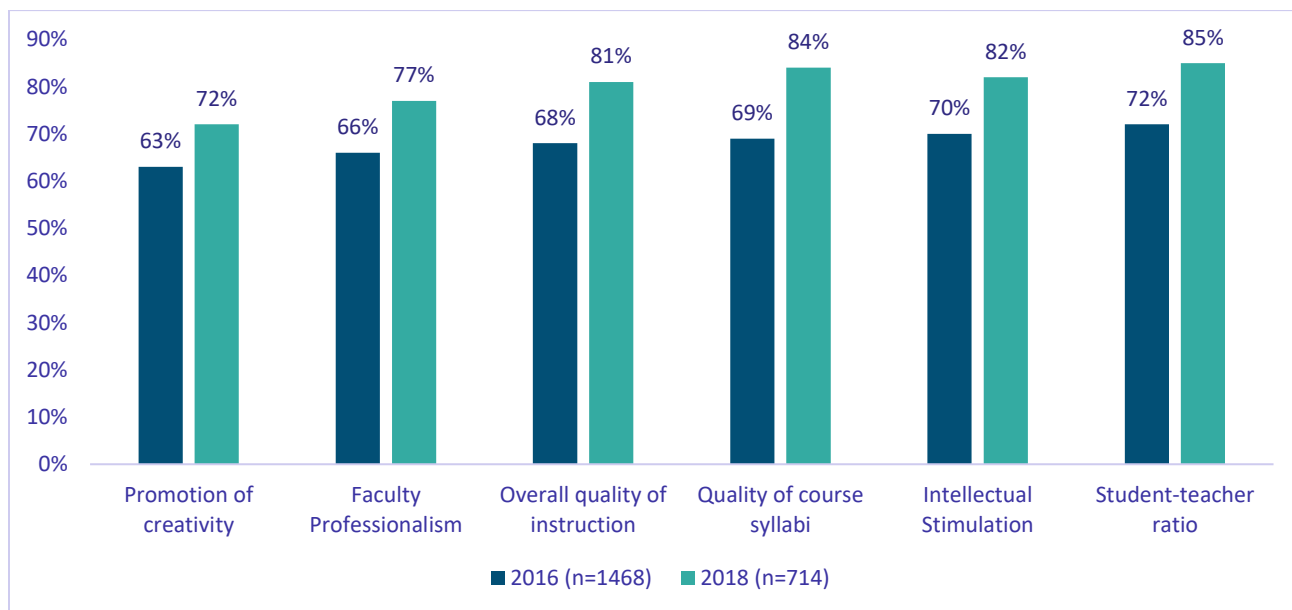
Figure 2. Percentage of Satisfaction with School/College and Department by year, 2016 & 2018



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

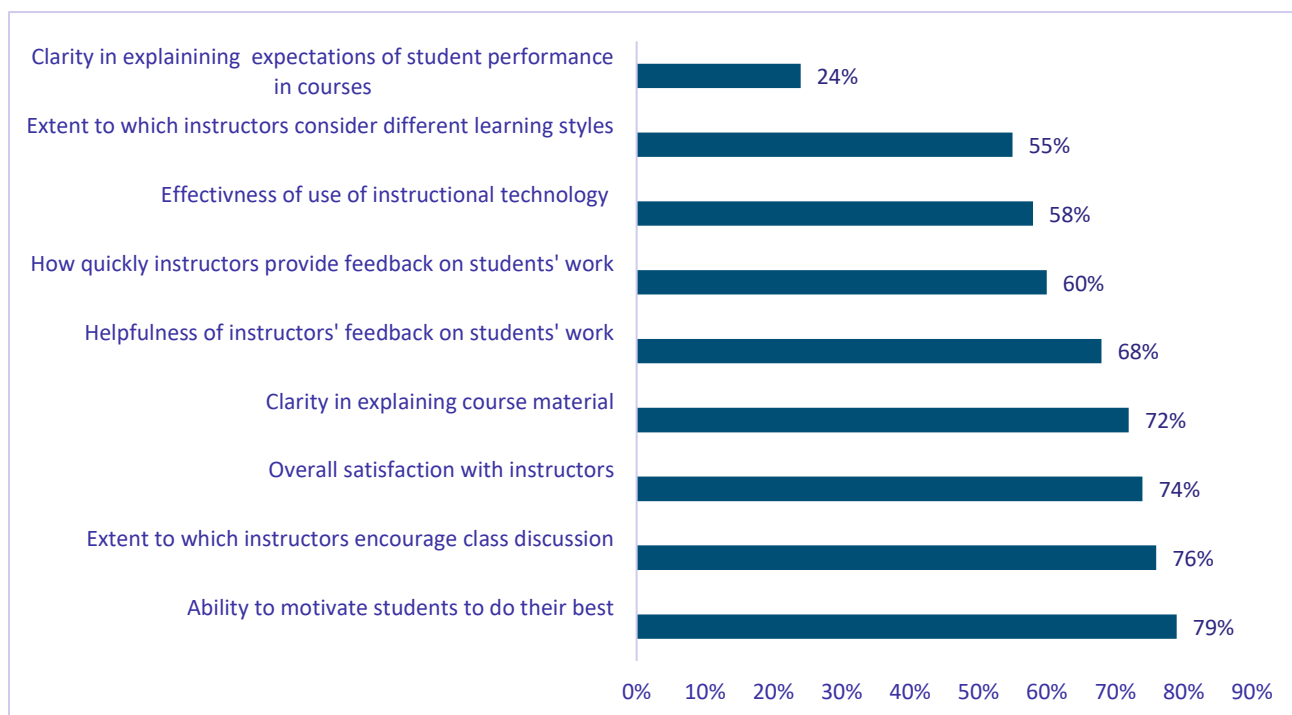
Instructional Delivery and Context

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



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

Figure 4. Percentage of Satisfaction with Instructional Delivery and Context by year, 2017 (n=208)



Note. Percentages reflect a combination of “somewhat satisfied” and “extremely satisfied” for each category.

ACADEMIC ADVISING

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

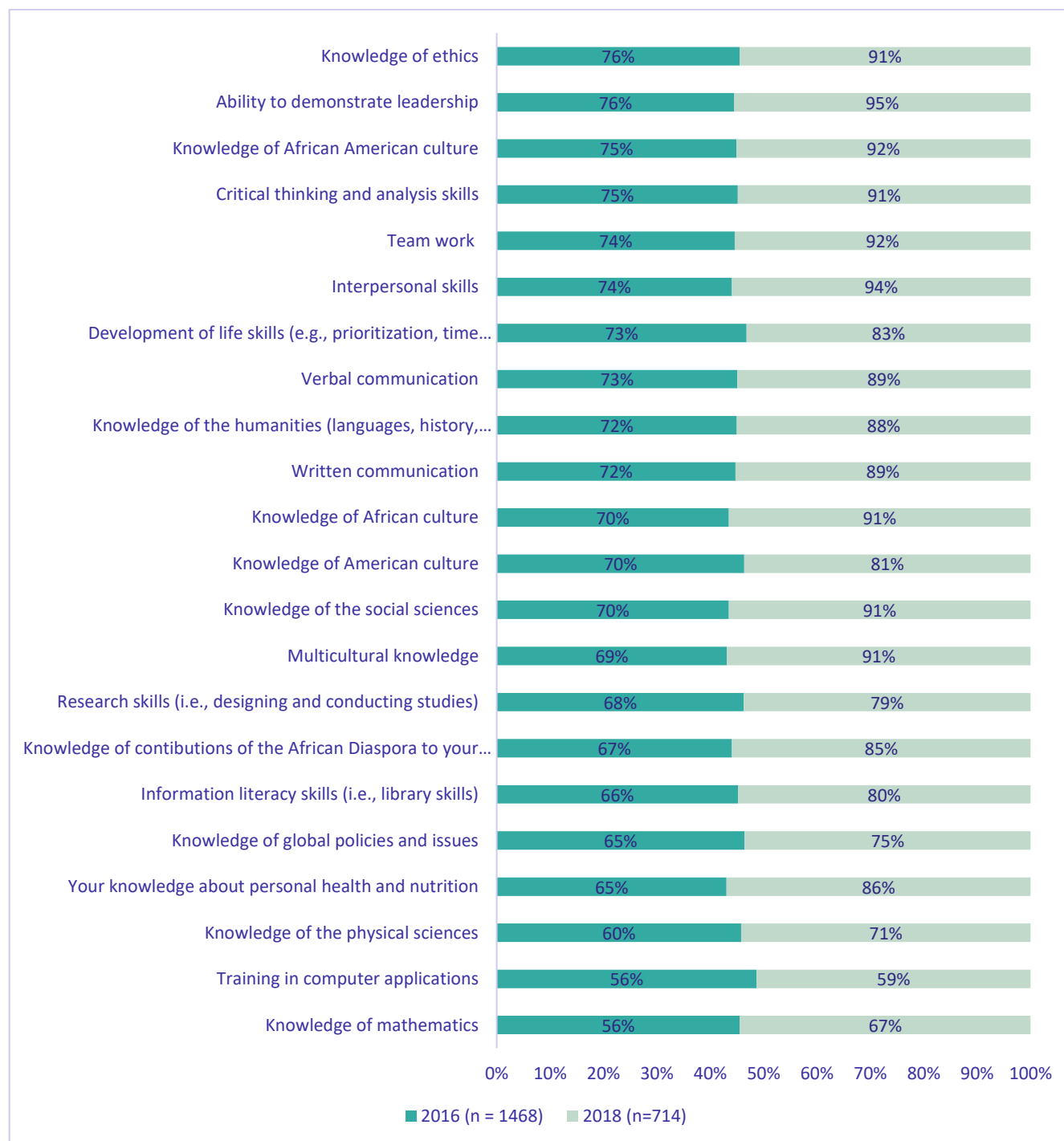
Rate your level of satisfaction with Academic Advising. (<i>Satisfied - Very Satisfied</i>)	Year	
	2016 (n = 1468)	2018 (n=714)
	%	%
Access to mentoring	46	53
Overall availability of academic advisors	48	56
Freshman/sophomore year academic advising	39	46
Junior/senior year academic advising	51	64
Overall quality of academic advising	48	58
Conveying care for/about student advising	49	58

Table 4. Percentage of Satisfaction with Academic Advising by year, 2017

Rate your level of satisfaction with Academic Advising In Your Major. (<i>Satisfied - Very Satisfied</i>)	Year
	2017 (n=208)
	%
Time advisor spent with student	43
Understanding degree requirements and course sequencing	48
Awareness about campus policies & procedures	36
Thinking about post-graduation educational options	30
Thinking about post-graduation career options	32
Thinking about co-ops, internships, and other career-related employment	31
Understanding and developing a clear path to achieve career goals	35

KNOWLEDGE AND SKILL DEVELOPMENT

Figure 5. Percentage of Satisfaction with Knowledge and Skill Development by year, 2016 & 2018



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

Table 5. Percentages of College Education Contribution to General Education Areas (2017)

To what extent do you think your college education contributed to your knowledge, skills, and personal development in each of the following general education areas? (<i>Somewhat - Very Much</i>)	Year
	2017 (n = 208) %
Written communication	64
Verbal communication	65
Attentive Listening	61
Information literacy	64
Creating and distributing information and knowledge using multiple communication forms, including text, video, graphics, etc.	65
Using mathematical skills	46
Applying scientific methods of inquiry	54
Applying analytic skills	65
Using technologies appropriate to academic discipline	57
Critical thinking skills	68
Ability to plan and carry out projects independently	64
Identifying a problem or concept and articulating its various components	64
Gathering relevant information or evidence	66
Effectively analyzing and evaluating evidence, arguments, claims, and beliefs	66
Questioning own assumptions and considering points of view that conflict with own points of view	65
Considering all options when solving a problem or addressing an issue and thinking through implications and consequences of selecting one alternative over another	67
Solving real world problems in ways that demonstrate imagination and creativity	64
Reflecting on own work	63
The capacity to engage with and respond to artistic works (e.g. plays, music, movies, dance, visual arts) as creator, designer, or audience member, and to evaluate their significance	51
Appreciating the humanities	58
Applying social science methods to understand human behavior	59

Table 6. Percentage of College Education Contribution to Personal Development (2017)

To what extent do you think your college education contributed to your personal development in the following areas? <i>(Somewhat - Very Much)</i>	Year
	2017 (n = 208)
	%
Recognizing and acting on ethical principles	64
Developing leadership skills	66
Working effectively as part of a team	65
Being involved in public and community affairs	61
Developing and maintaining an active and healthy lifestyle	48
Experiencing personal growth (e.g., self-discipline, responsibility, self-awareness, etc)	66
Ability to handle stress	57
Time management	62
Valuing learning as a lifelong process	66
Taking responsibility for own behavior	64
Working on personal potential	66
Viewing failure as an opportunity to learn	63

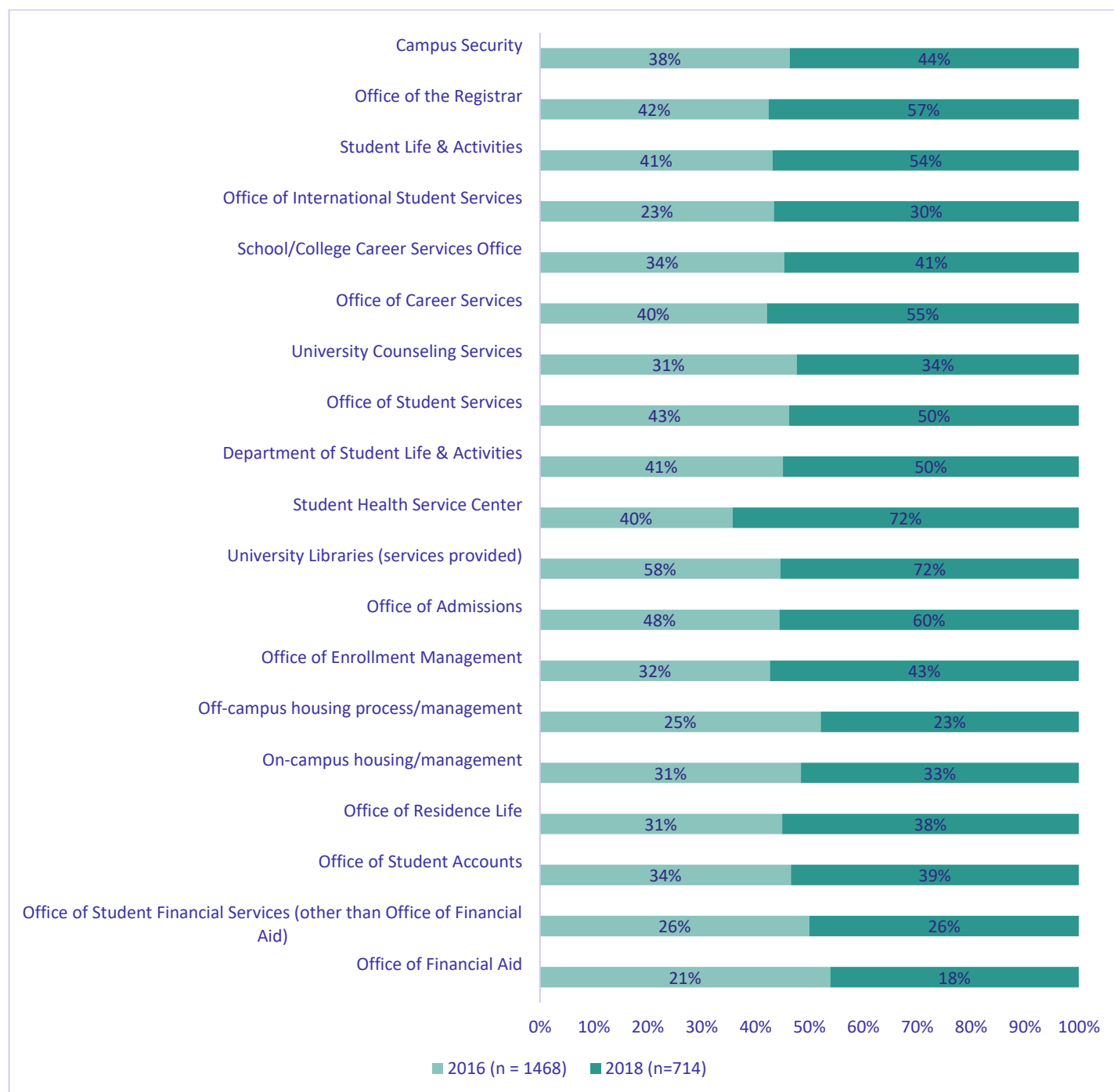
Table 7. Percentage of College Education Contribution to World View (2017)

To what extent do you think your college education contributed to your world view in the following areas? <i>(Somewhat - Very Much)</i>	Year
	2017 (n = 208)
	%
Understanding issues and problems facing the world	66
Understanding and respecting diverse cultures, values, and perspectives	67
Ability to work with people from diverse backgrounds	64
Sensitivity to issues associated with racial equity	65
Sensitivity to issues associated with gender equity	63
Appreciating differences in sexual orientation	58
Understanding the present as it relates to historical events and processes	64
Understanding the commonality of human problems through a global perspective	63

STUDENT QUALITY OF LIFE DATA:

Support and Ancillary Services

Figure 6. Percentage of Satisfaction with Support Services by year, 2016 & 2018



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

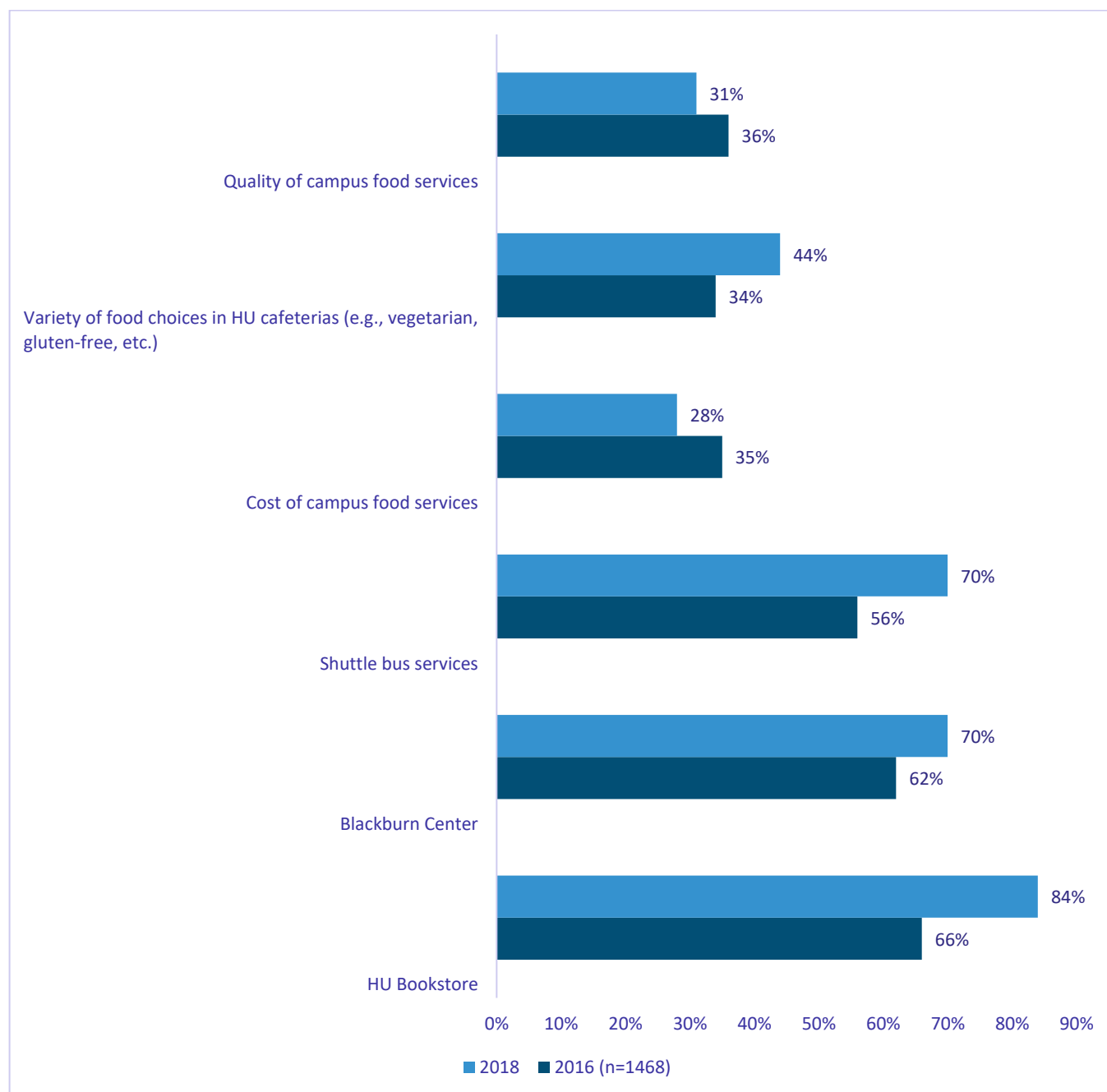
Table 8. Percentage of Satisfaction with University Offices, Services, and Processes (2017, n=208)

Satisfaction with Services & Staff (<i>Satisfied - Very Satisfied</i>)	Office/Services %	Staff %
Registrar's Office	28	26
Financial Aid: Application/Award Process	23	20
Financial Aid: Disbursement Process	19	19
Dining Services	16	34
Health Services	21	25
Counseling (Personal, Interpersonal, or Psychological)	13	17
Cashier/Student Accounts/Billing Office	23	25
Housing and Residence Life	17	22
Bookstore	46	50
Campus Recreation	24	28
On-Campus Shuttle/Transportation Services	37	38
Parking	7	9
Campus Police Department	12	19

Table 9. Percentage of Satisfaction with Library Services & Staff (2017)

Satisfaction with Library Services & Staff (<i>Satisfied - Very Satisfied</i>)	Year 2017 (n=208) %
Helpfulness of Staff	42
Space for individual student to work	47
Space for group work	44
Training/instruction for using library and info	31
Access to databases and resources	48
Access to online library resources	50
Hours of operation	47
Effectiveness of library resources and services	44
Library services overall	47

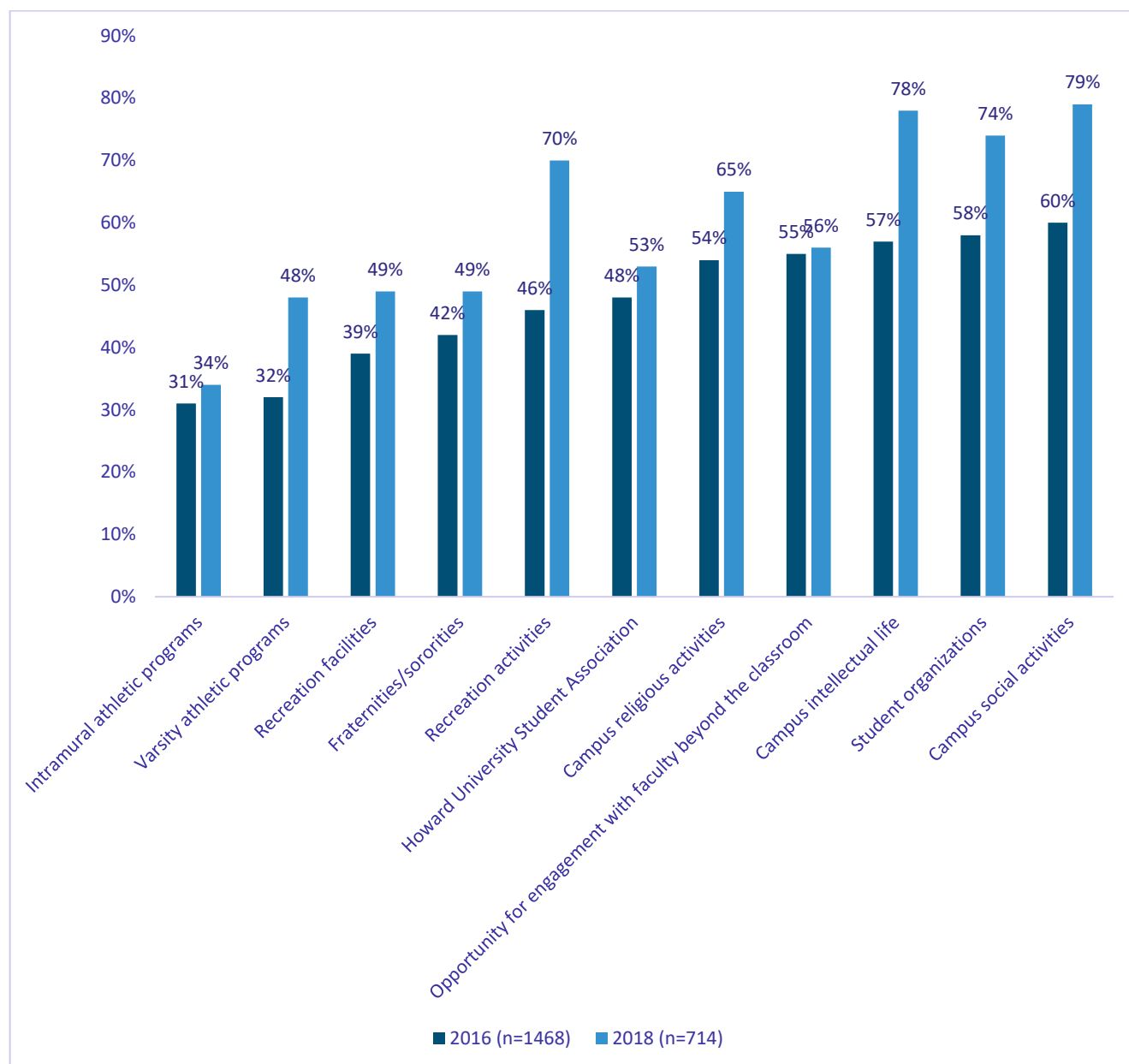
Figure 7. Percentage of Satisfaction with Ancillary Services by year, 2016 & 2018



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 = 178); variety of food choices in HU cafeterias (n=178); Blackburn Center (n=181); Quality of campus food services (n=181); Shuttle bus services (n=178); Cost of campus food services (n=177).

Figure 8. Percentage of Satisfaction with Campus Life by year, 2016 & 2018



Note.

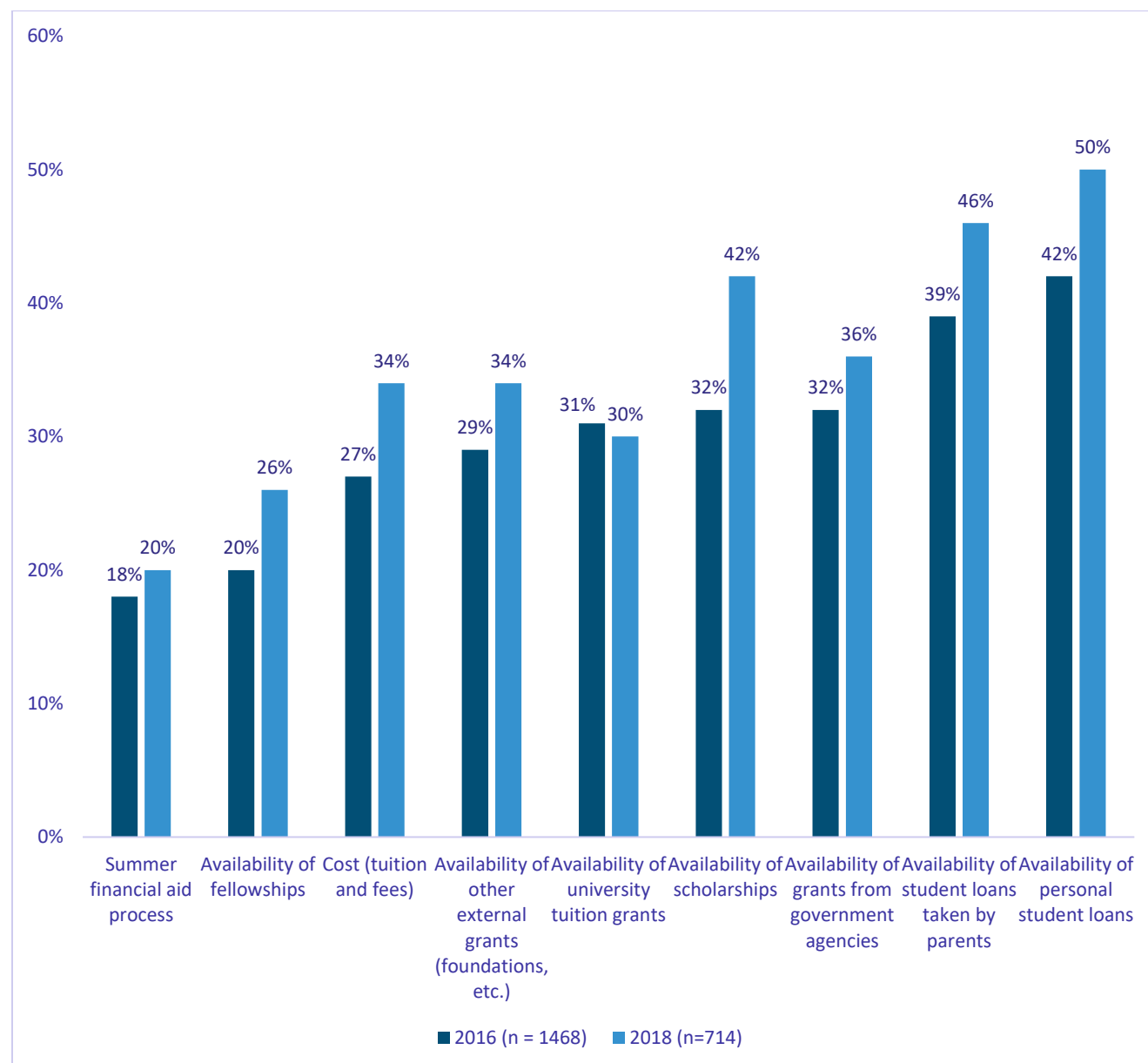
1. Percentages reflect a combination of “satisfied” and “very satisfied” for each category.
2. The following items were randomly assigned to a subset of respondents from the 2018 survey. Therefore, calculations reflect smaller samples: Recreation activities (n=179); Student organizations (179); Campus religious activities (n=179); Recreation facilities (n=178); Fraternities/sororities (n=178); Howard University Student Association (n=178); Intramural Athletic Programs (n=177); Opportunity for engagement with faculty beyond the classroom (n=177); Varsity Athletic Programs (n=180); Campus social activities (n=179).

Table 10. Percentage of Satisfaction with Career Services and Staff (2017)

	Year
Satisfaction with Career Services & Staff (<i>Satisfied - Very Satisfied</i>)	2017 (n=208)
	%
Helpfulness of staff	30
Information on internships, co-ops, and other career-related experiences	36
Access to employment opportunities (e.g., career fairs, interviews, job listings, etc.)	42
Assistance with resume preparation, interviewing skills, networking, salary negotiation, etc.	34
Help with self-assessment related to careers (e.g., Strong interest Inventory, MBTI, Focus 2	18
Availability of career resources online	36
Information on academic majors, minors, and certifications related to my career interests	28
Assistance with career options in the military	15
Assistance with career options in volunteer organizations (e.g., Peace Corps, Teach for America)	24
Assistance with preparing for graduate/professional school (e.g., medicine, law)	17
Information on "soft skills" (e.g., teamwork, interpersonal skills, time management, interacting with diverse people) needed for the work environment and how to acquire those skills	25
Information on labor market data and knowledge specifically related to career interests (e.g., median pay, entry-level education, occupation projected growth rate, etc.)	19
Career services overall	36

Financial Aid and Services

Figure 9. Percentage Satisfaction with Financial Services and Aid by year, 2016 & 2018



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

Figure 10. Percentage of Primary way of financing education by year, 2016 & 2018

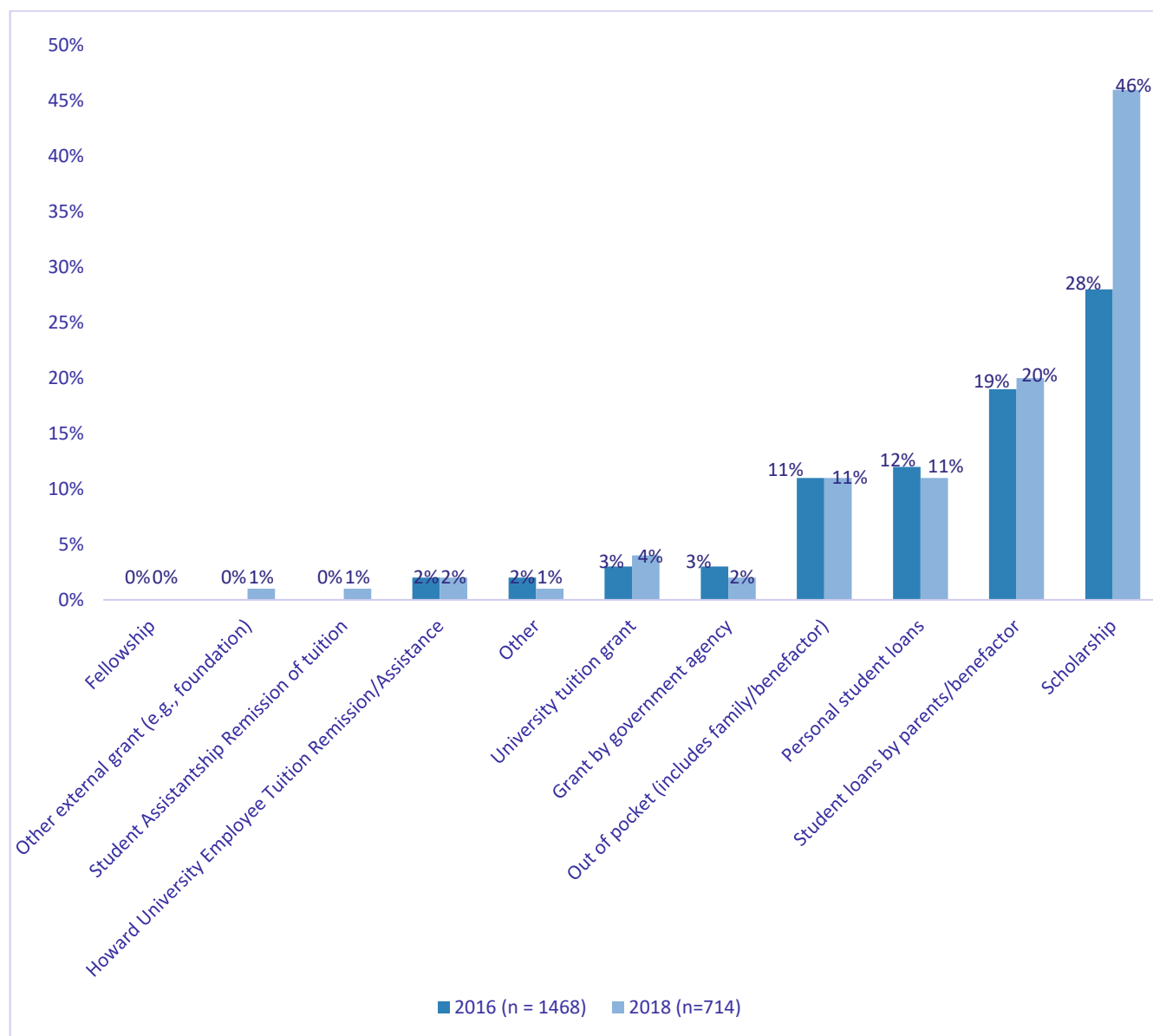
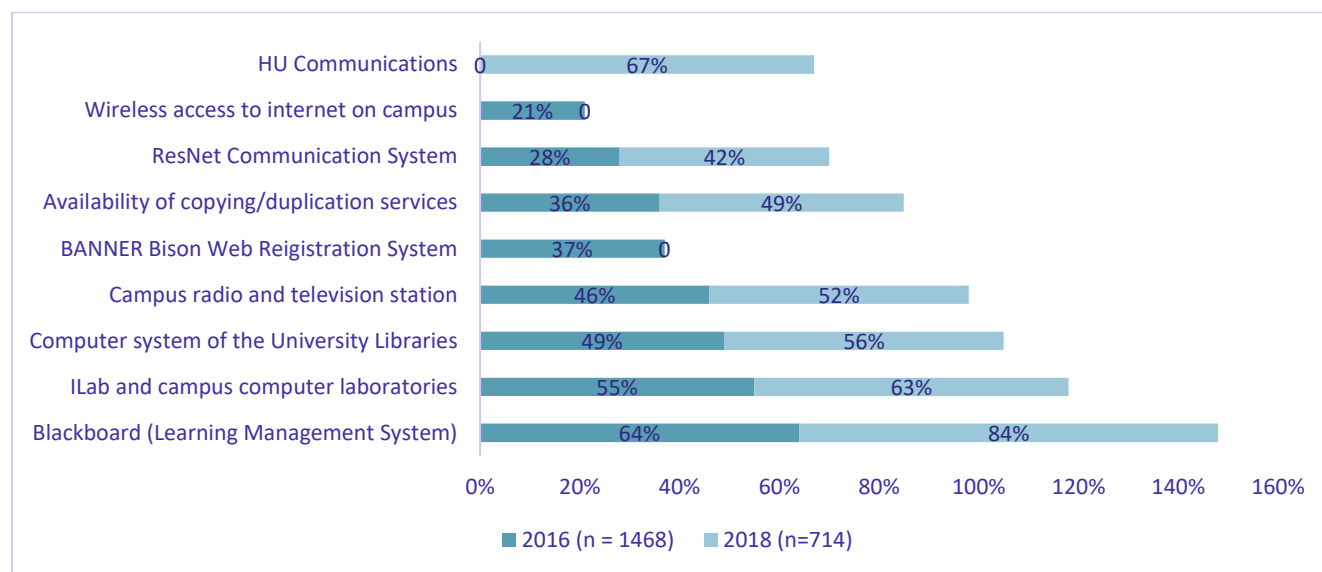


Table 11. Percentage of Financial Aid Information, Satisfaction and Service Staff Satisfaction (2017)

	Year
	2017 (n = 208)
	%
Did you receive financial aid (including scholarships, grants, loans, work-study employment) while at Howard? - YES	65
Were you satisfied with your Financial Aid Package? - YES (<i>Moderately Satisfied to Very Satisfied</i>)	50
Please rate the customer service skills of the following financial aid staff: (<i>Good to Excellent</i>)	
Reception staff	18
Phone staff	12
Advisor staff	18

Information Systems/Technology Services

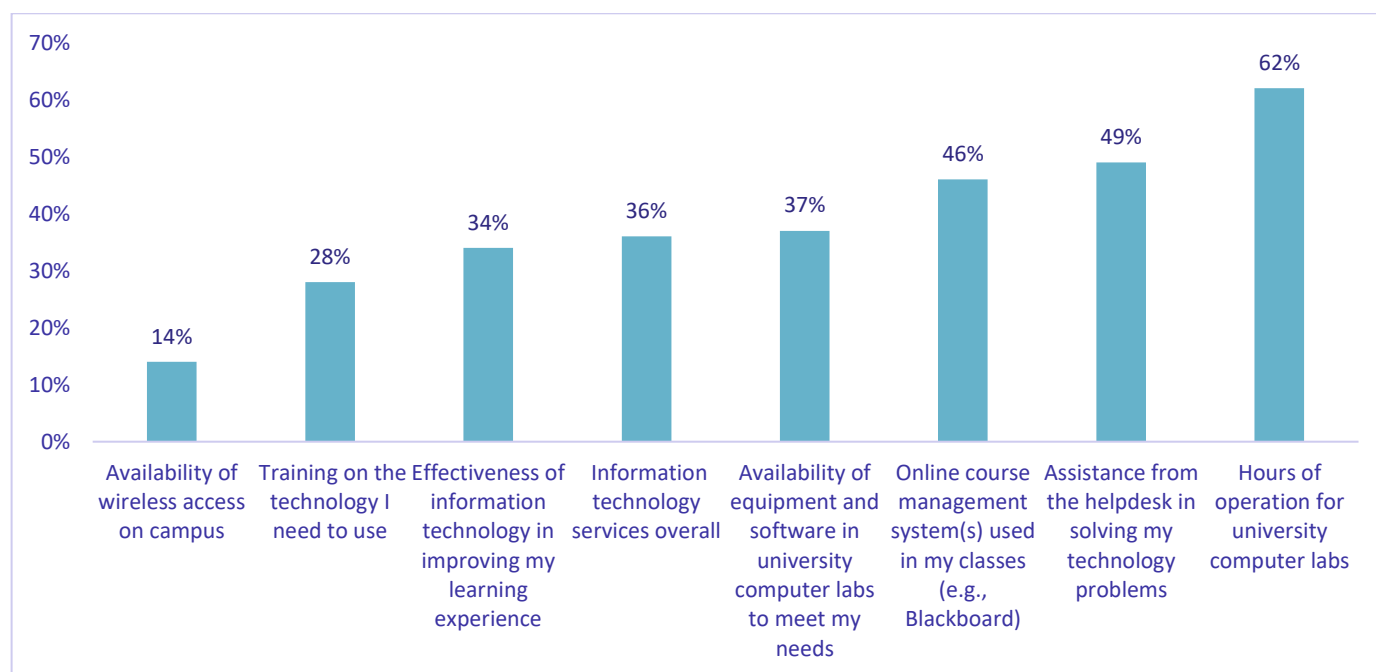
Figure 11. Percentage of Satisfaction with Information Systems by year, 2016 & 2018



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: ResNet Communication System (n=252); Campus radio and television station (n=225); Availability of copying/duplication services (n=237).

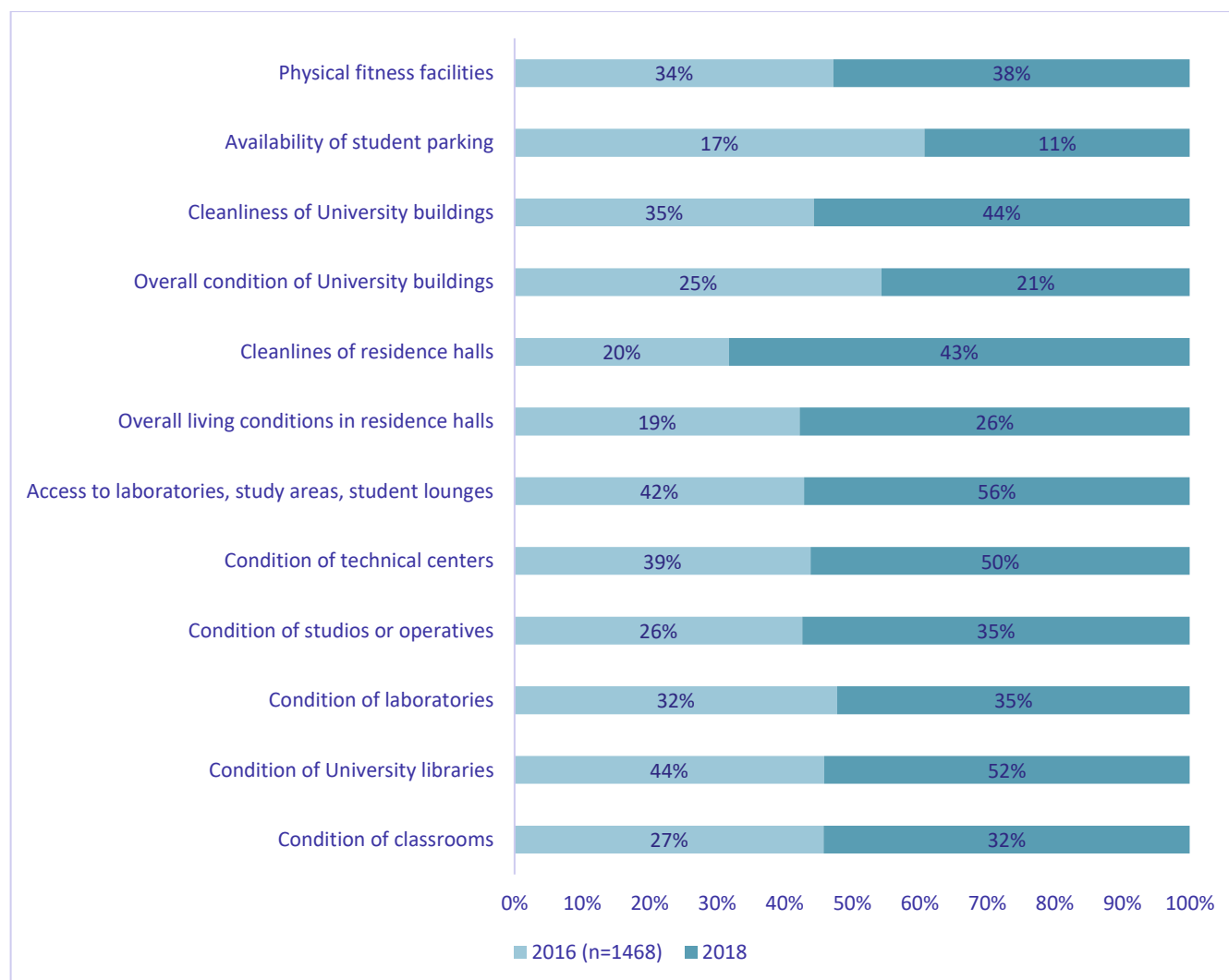
Figure 12. Percentage of Satisfaction with Technology Services (2017)



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

Physical Facilities

Figure 13. Percentage Satisfaction with Physical Facilities by year, 2016 & 2018

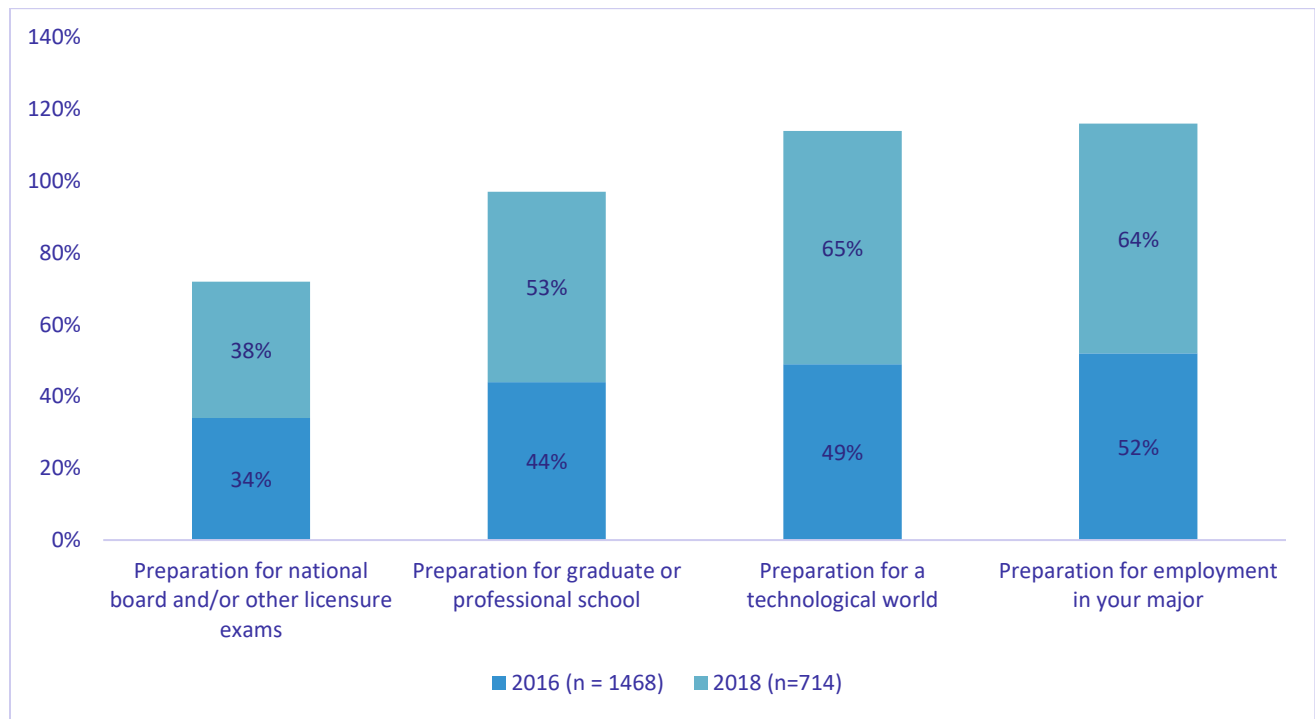


Note.

- Percentages reflect a combination of “satisfied” and “very satisfied” for each category.
- The following items were randomly assigned to a subset of respondents from the 2018 survey. Therefore, calculations reflect smaller samples: Condition of classrooms (n=179); Condition of technical centers (n=179); Overall condition of University buildings (n=179); Condition of University libraries (n=178); Access to laboratories, study areas, student lounges (n=178); Cleanliness of University buildings (n=178); Condition of laboratories (n=177); Overall living conditions in residence halls (n=177); Availability of student Parking (n=177); Condition of studios or operatives (n=180); Cleanliness of residence halls (n=180); Physical fitness facilities (n=180).

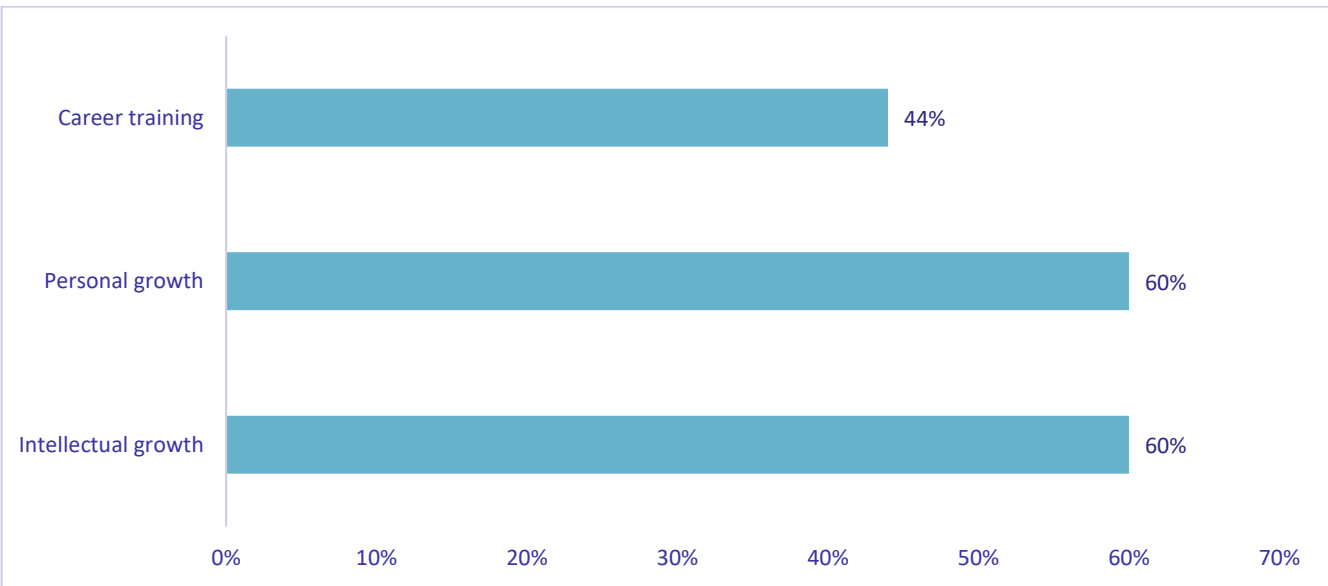
Preparation for Post-Graduation

Figure 14. Percentage of Satisfaction with University Preparation for Post Graduation by year, 2016 & 2018



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

Figure 15. Ratings on Howard University meeting Post-Graduation Preparation needs (2017, n=208)



Note. Percentages reflect a combination of “good” and “excellent” for each category.

Range of University Experiences

Table 12. Percentage of Experiential learning activities while enrolled at Howard University by year, 2016 - 2018

Which experiential learning activities did you participate in during your time at Howard University?	Year		
	2016 (n = 1468)	2017 (n = 208)	2018 (n=714)
	%	%	%
Accelerated program	2	—	3
Work study	17	—	20
Distance learning	1	—	2
Study abroad	12	27	20
Double major	2	—	4
Domestic exchange	1	—	0
Honors program	12	—	15
Independent study/research	12	9	12
Teaching certificate (minor in education)	1	—	1
Service learning	5	—	5
Unpaid Internship	—	45	28
Paid internship	—	43	38
Internship (unspecified)	47	—	—
Externship	—	6	2
Co-op	—	2	1
Summer job	—	27	19
Case study competition	—	7	4
Nursing practica or clinicals	—	3	2
Practicum	14	17	12
Creative projects (writing, exhibits, plays, productions, etc.)	16	—	19
Cross registration	1	—	1
Interdisciplinary courses	5	—	7
Community Service	48	59	—
Other	13	4	3

Note: "Experiential Learning" is the language used in the 2017 survey. The question used for the same items on on the 2016 and 2018 surveys is "Which extracurricular program activities did you participate in at Howard University?"

Table 13. Percentage of Undergraduate Research Activities while enrolled at Howard University by year, 2016 - 2018

Which undergraduate research activities did you participate in?	Year		
	2016 (n = 1468)	2017 (n = 208)	2018 (n=714)
	%	%	%
Thesis development	7	—	15
Research assistantship	10	—	9
Research with Howard faculty	—	28	27
Research with non-Howard faculty	—	10	12
Project work with doctoral student (s)	5	—	6
Capstone research project	3	—	12
Attending professional conferences	11	—	27
Presenting findings in a conference or meeting	10	—	16
Publishing research	4	—	6
Shadowing professional researcher	6	—	7
Other (including participating in university- and government-sponsored research programs)	4	—	2

Figure 16. Percentage of Campus Organization Affiliations by year, 2016 & 2018

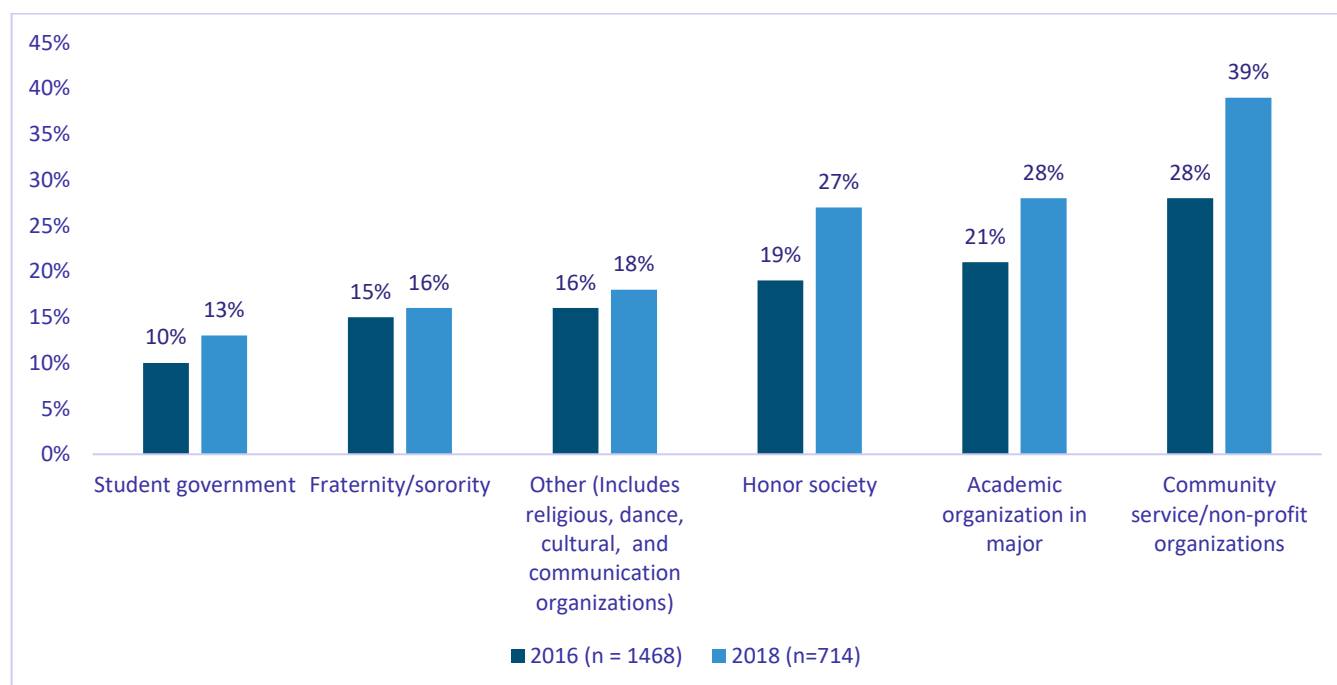
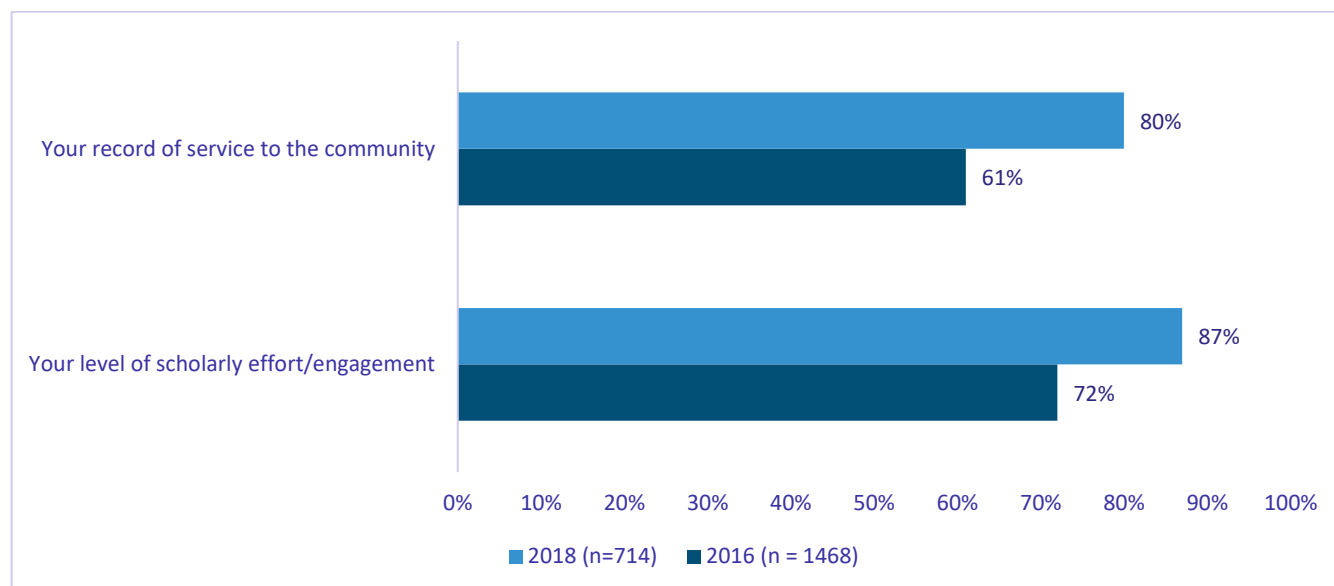


Figure 17. Percentage of Satisfaction of Personal Engagement by year, 2016 & 2018



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

Figure 18. Percentage of Participation in Alternative Spring Break Program by Academic Classification by year, 2016 & 2018

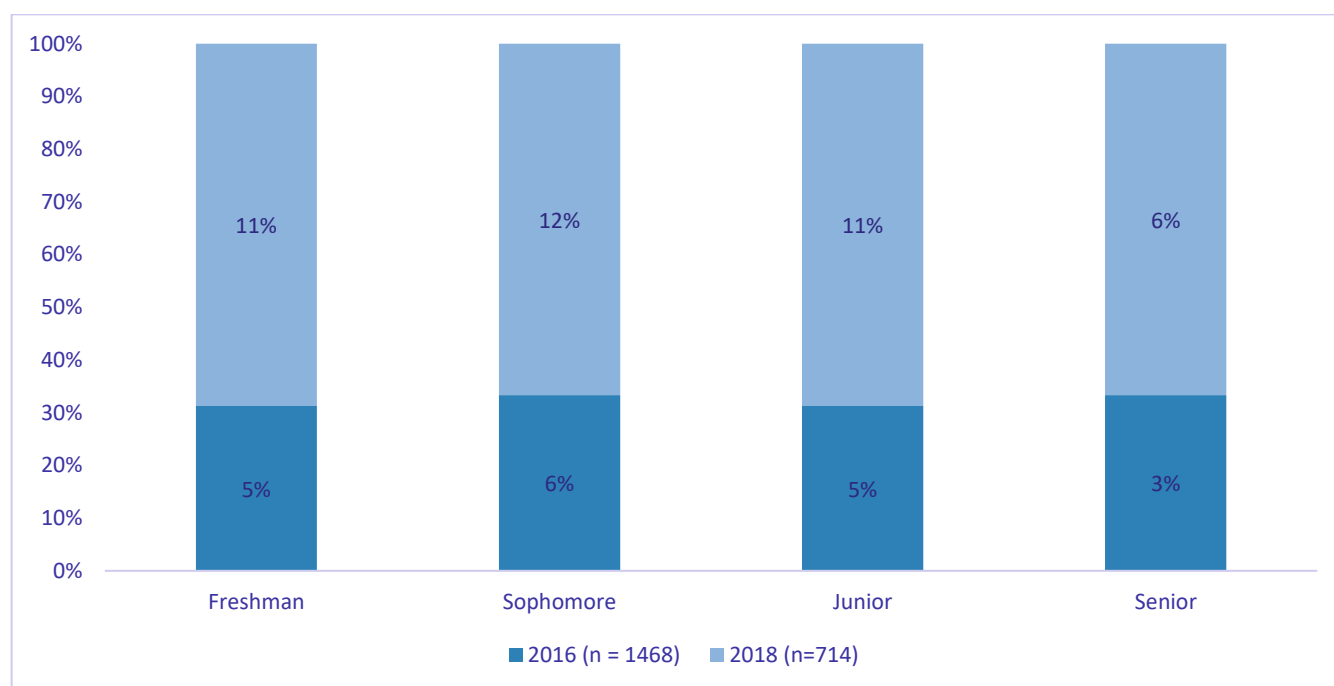


Table 14. Engagement in Faculty-student mentoring experiences (2017, n=208)

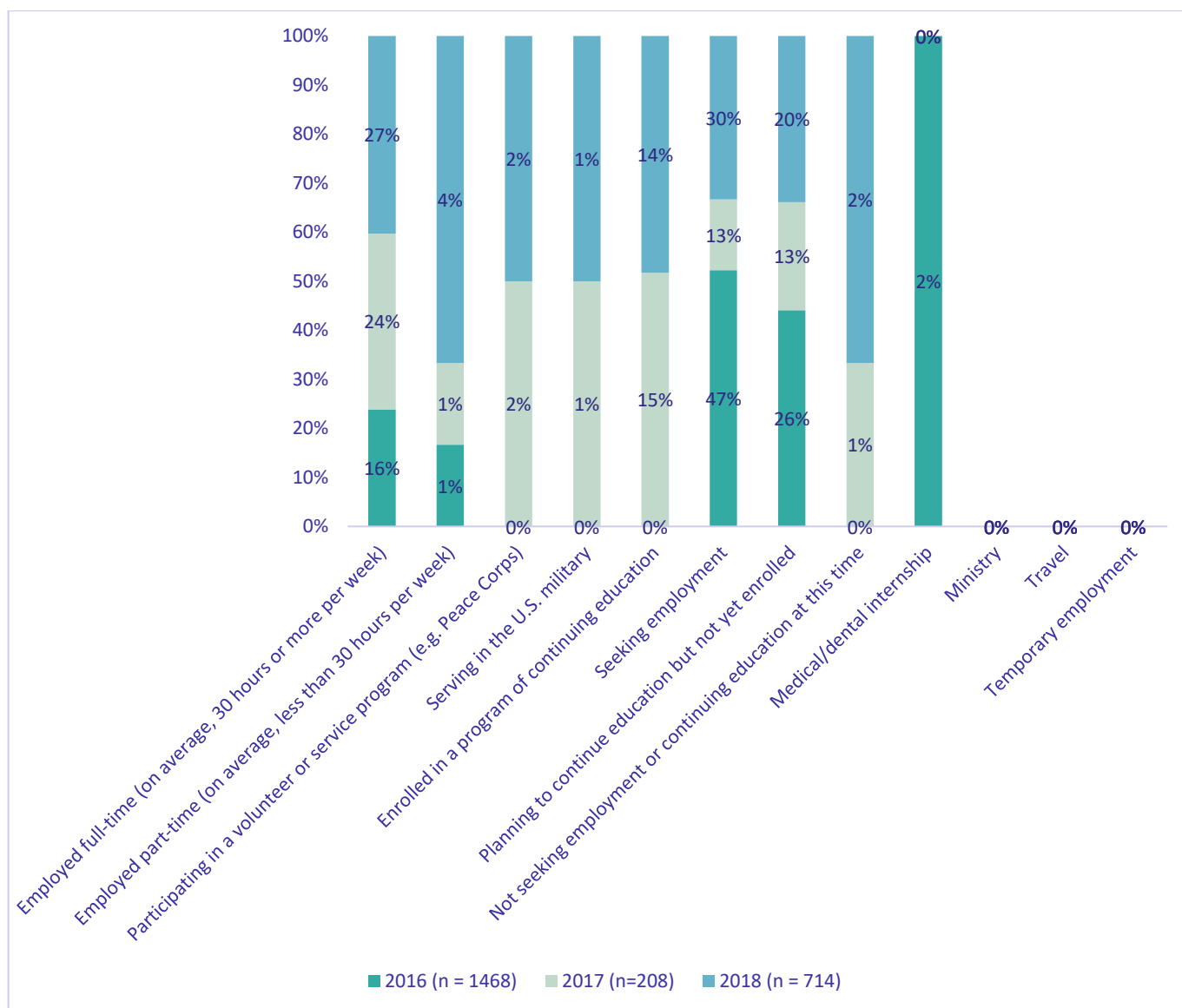
	Year
Have you engaged in the following faculty-student mentoring experiences within the past 2 years? - Yes	2017 (n = 208)
	%
Worked on an independent project with a faculty member	24
Worked on a research/scholarly/creative project with a faculty member outside of course program requirements	29
Worked on an extension or public service project with a faculty member outside of course or program requirements	15
Assisted in teaching a class or lab under the guidance of a faculty member	12
Regularly met with a faculty member who provided academic guidance (e.g., assistance with coursework, course selection, etc.)	60
Regularly met with a faculty member who provided guidance on non-academic issues/responsibilities (e.g., work, family, physical well being, etc.)	51
Regularly met with a faculty member who provided professional guidance and/or support (e.g., career goals, employment opportunities, letters of recommendation, etc.)	40
Worked with a faculty member on campus activities (e.g., committees, student life activities, etc.)	32

Table 15. Contribution of faculty-student mentoring experience to students' growth (2017)

How much has the following faculty-student mentoring experiences contributed to your growth?	Year				
	2017 (n = 208)				
	%	%	%	%	%
Contribution to Growth (If Had experience)	A Great Deal	Some	All	A Little	Not at all
Worked on an independent study project with a faculty member	18	10	2	4	48
Worked on a research/scholarly/creative project with a faculty member outside of course program requirements	19	13	2	5	43
Worked on an extension or public service project with a faculty member outside of course or program requirements	13	8	2	4	56
Assisted in teaching a class or lab under the guidance of a faculty member	10	7	2	4	59
Regularly met with a faculty member who provided academic guidance (e.g., assistance with coursework, course selection, etc.)	39	17	3	6	18
Regularly met with a faculty member who provided professional guidance and/or support (e.g., career goals, etc.)	40	13	2	4	24
Regularly met with a faculty member who provided guidance on non-academic issues/responsibilities (e.g., work, family, etc.)	30	10	3	4	35
Worked with a faculty member on campus activities (e.g., student organizations, etc.)	23	12	3	4	41

Post-Graduation Plans

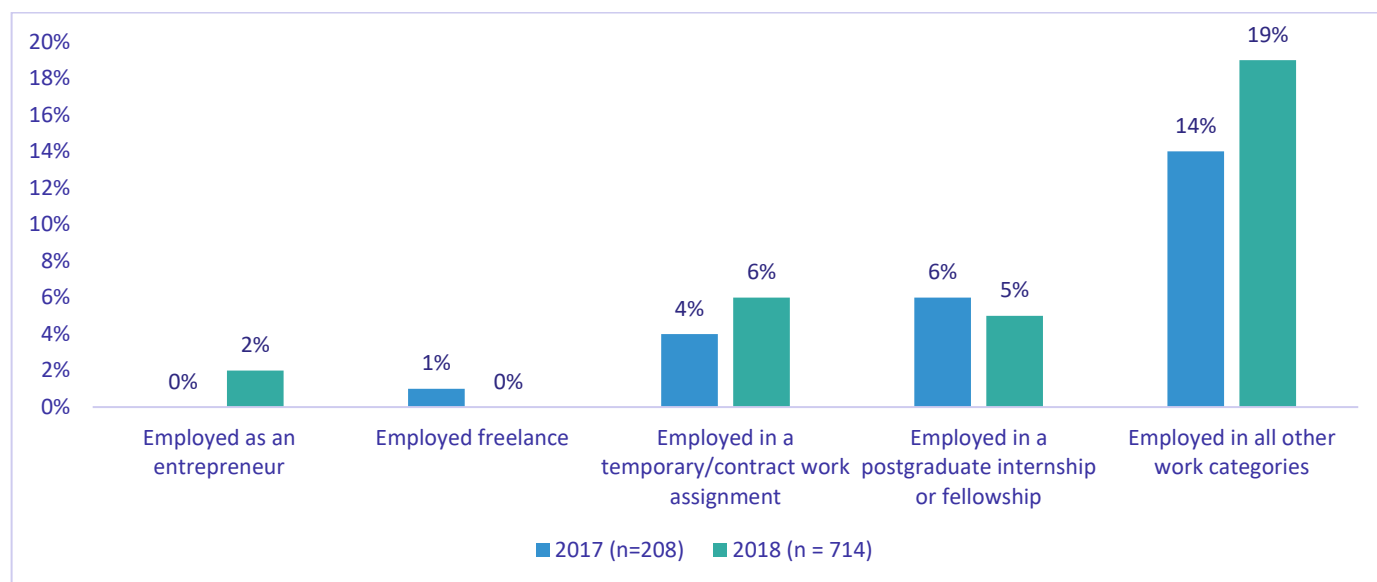
Figure 19. Percentage of Self-Reported Primary Status after Graduation by year, 2016 -2018



Note.

1. For this table, data from the 2016 survey from "Pursue Work" is included in the "Seeking employment" category; "Further Education" in the "Planning to continue education but not yet enrolled" category; "Community service/social work" in the "Participating in a volunteer or service program (e.g. Peace Corps)" category.
2. The number of respondents for the following categories with 0% from the 2016 survey are as follows: Participating in a volunteer or service program (n=1); Serving in the U.S. military (n=3); Ministry (n=2); Travel (n=3); Temporary employment (n=1). All other 0% categories reflect missing data.

Figure 20. Percentage of Self-Reported Employment Description by year, 2017 and 2018



Note.

1. 2016 data are unavailable.

2. Number of respondents for 2017 “Employed as an entrepreneur” category = 1. For the 2018 “Employed freelance” category, n=3.

Figure 21. Percentage of Self-Reported Discipline-Related Employment and Employment while at Howard by year, 2017 and 2018

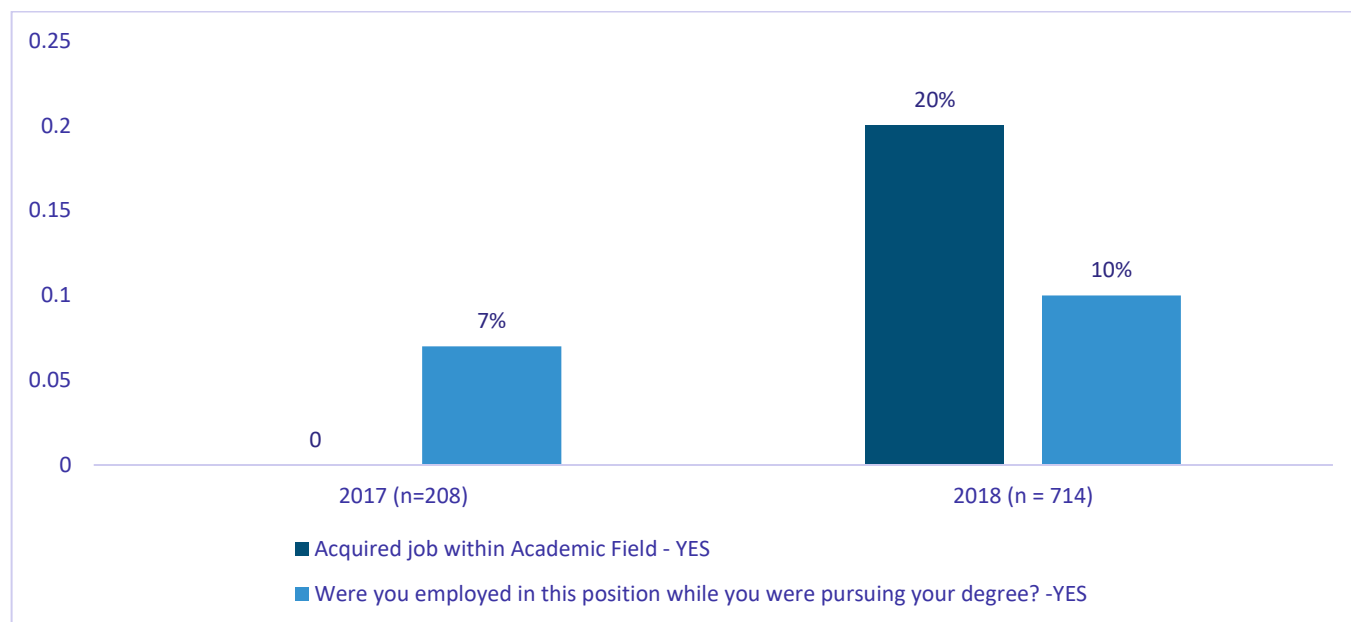
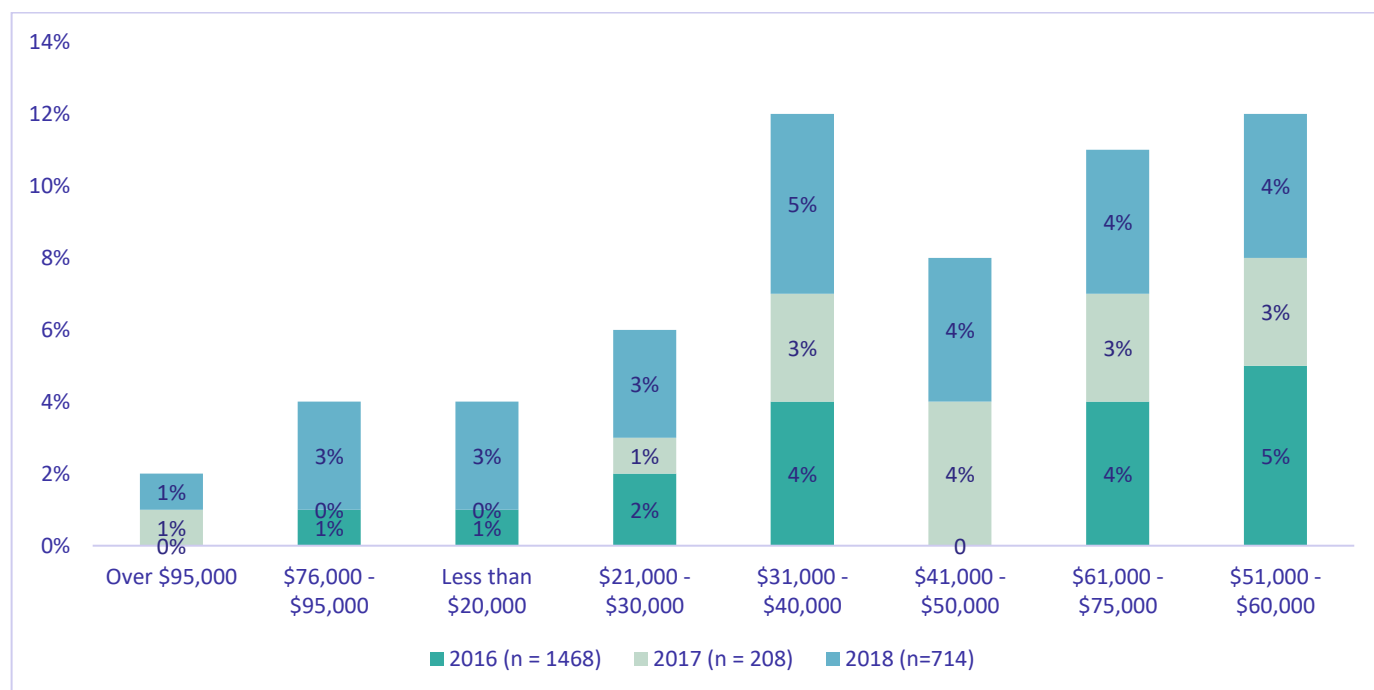


Figure 22. Percentage of Self-Reported Annual Base Salary by year, 2016 – 2018



Note.

1. 2016 survey included the following categories: \$30,000 - \$40,000, \$46,000 - \$60,000, which were respectively included in the \$31,000 - \$40,000 and \$51,000 - \$60,000 categories in this table. There was no \$41,000 - \$50,000 category in the 2016 survey.
2. The number of respondents for the following 0% categories are as follows: 2016; Over \$95,000 (n=6); 2017; Less than \$20,000 (n=1); \$76,000-\$95,000 (n=1).

Table 16. Percentage of Self-Reported Employment Sector and Industry by year, 2016 – 2018

	Year		
	2016 (n = 1468)	2017 (n = 208)	2018 (n=714)
	%	%	%
Employment Sector			
For-profit	—	18	20
Not-for-profit	—	5	6
Government	—	3	6
Employment Industry			
Accounting	—	1	1
Agriculture	1	—	0
Architecture/Design/Urban Planning	1	—	0
Business, Management & Administration	4	—	—
Communications/Marketing/Advertising/PR	—	—	2
Construction	—	—	0
Chemical (Pharmaceutical) Manufacturing	—	0	0
Computer & Electronics Manufacturing	—	—	0
Consulting	—	2	2
Consumer Products/Retail	4	1	2
Education	4	2	5
Engineering	—	1	1
Entertainment/Film/Television	7	1	1
Financial Services	2	2	2
Fine or Performing Arts	—	—	1
Government (including local, state, federal, and military service)	4	1	1
Healthcare/Medical/Pharmaceutical	6	5	4
Hospitality & Tourism	1	—	—
Law/Legal Services	3	1	1
Professional Sports	—	0	0
Publishing/Media/Journalism	—	1	1
Science, Technology Engineering & Mathematics	3	—	—
Social Services	1	—	1
Technology	1	1	2
Think Tank	—	—	0
Transportation, Distribution & Logistics	0	—	—
Other	6	3	4

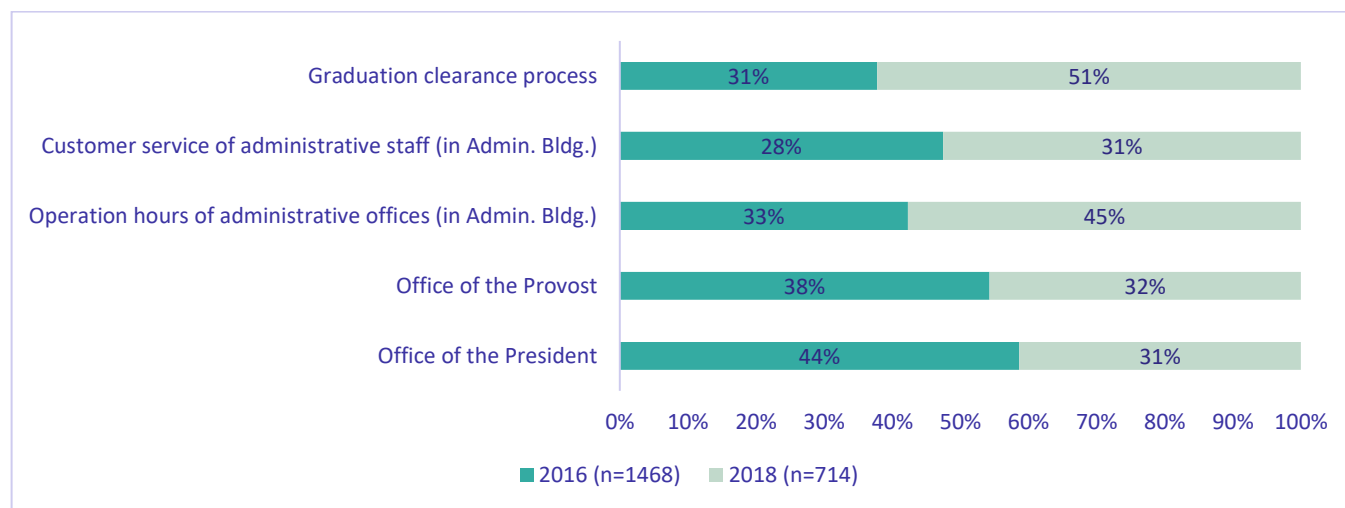
Note.

1. 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.
2. "Healthcare" and "Healthcare/Medical/Pharmaceutical" categories from the 2017 survey were combined and included in the "Healthcare/Medical/Pharmaceutical" category in the table.
3. The number of respondents for the following 0% categories are as follows: 2016; Transportation, Distribution & Logistics (n=2); 2017; Chemical (Pharmaceutical) Manufacturing (n=1); Professional Sports (n=); 2018; Agriculture (n=2); Architecture/Design/Urban Planning (n=); Construction (n=1); Chemical (Pharmaceutical) Manufacturing (n=1); Computer and Electronics Manufacturing (n=1); Professional Sports (n=3); Think Tank (n=1).

UNIVERSITY COMMUNITY EXPERIENCE DATA

Administrative Offices, Services, and Processes

Figure 23. Percentage of Satisfaction with Administration Offices, Service, and Processes by year, 2016 & 2018

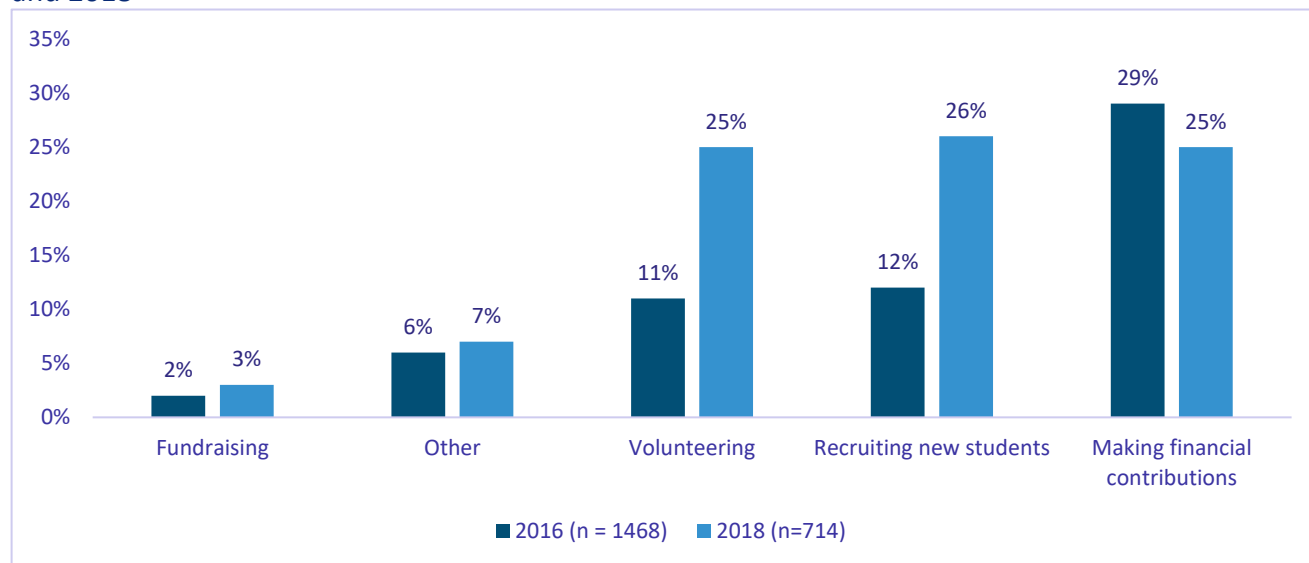


Note.

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=239); Office of the Provost (n=239); Operation hours of administrative offices (n=236).

Alumni Relations

Figure 24. Percentage of Self-Reported Preference for giving back to Howard as Alumni by year, 2016 and 2018



Recommending Howard University

Figure 25. Percentage of Choice of Recommending Howard University to a Prospective Student by year, 2016 and 2018

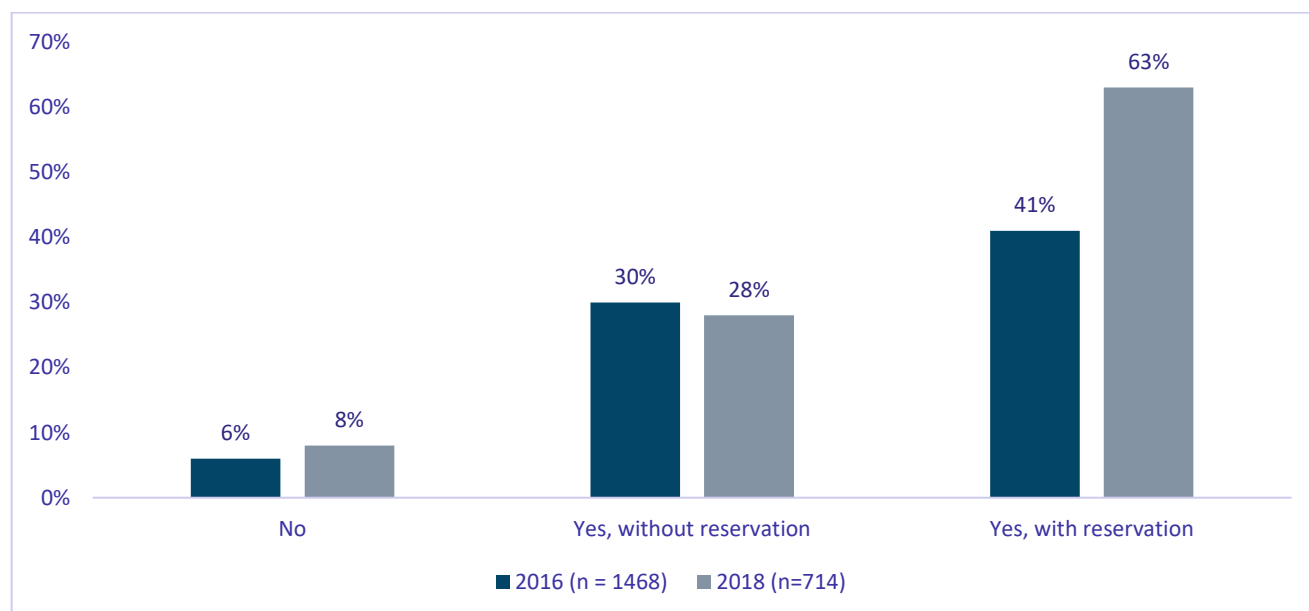


Table 17. Examples of students' "Yes, with reservation" Recommendation of Howard University Comments including Top 5 Words, 2016

No.	Word	Frequency	Example
1	Student/ Students	453	<i>"Although Howard is a great university, it still lacks fundamental resources required for student success."</i>
2	Experience	141	<i>"Although Howard University is a tremendous institution and I wouldn't trade my experience for the world, it takes a special kind of person to matriculate here at Howard. You must be culturally conscious, adaptive, sure of yourself, and relentless - and if you do not already possess these qualities, you must be ready and willing to adopt them. Howard undoubtedly produces extraordinary leaders and change-agents, but only if you have what it takes."</i>
3	School	128	<i>"Because as a school that's supposed to be for me and students like me as far as my adversity and ethnic background, I did not receive the support that I paid to have through tuition and fees throughout my college career."</i>
4	Need/Needs	125	<i>"Howard has a lot of things to together with the administration and financially. We pay SO much money to attend this university yet I don't see my money being put to use. Why do we still have chalk boards in classrooms? Why do the communications professors plug up laptops to TV's? Howard continually lives off[f] this old legacy but we don't try to build a new and better brand. Of course there are things about the university that should stay historic but most of the buildings on campus need major renovations. The Towers are in horrible condition and no one should even live in those rodent infested, moldy buildings! It's literally a health risk just living there. I love my university and will be a proud alumni but I will be realistic with anyone who ask me about the downfalls of my university because they are definitely some major issues that have to be fixed."</i>
5	Administration	124	<i>"Howard University provides one of the most enriching and rigorous educational experience a student of color could ever have. However. despite the wealth of knowledge we gain, the struggles that students must go through regarding scheduling classes, educational advisement, financial aid, health services, and essentially anything else administrative almost outweighs the positive educational experience. I advise students to come to Howard only if they are willing to go through the fire with administrative services. Students must not rely on anyone BUT themselves to make sure that they are on the right track to graduate starting freshmen year. Administration's infamous reputation for losing papers, neglecting to return phone calls and emails, missing scheduled meetings, and overall disregard for our time is a fight that incoming students must be willing to face."</i>

Table 18. Examples of students' "Yes, with reservation" Recommendation of Howard University Comments including Top 5 Words, 2018

No.	Word	Frequency	Example
1	Student/ Students	240	<i>"Access to certain resources is limited within the university. This limits the educational environment of its students. Also, certain events and negative publicity are distracting to the overall Howard Experience which could affect the studies of the students."</i>
2	Need/needs	87	<i>"Howard has some issues that need to be resolved before I would recommend it to someone without reservation such as deteriorating buildings and dorms, lack of updated technology and programs, lack of healthy food options, lack of care from administration, etc."</i>
3	Experience	82	<i>"As much as I enjoyed my Howard experience, it was not without it stresses, which I don't think were necessary and could have been avoided if better systems had been in place at the university. Things like registration for classes and housing, and applying to graduate were more complicated and problematic than they should have been."</i>
4	Great	79	<i>"I love my HBCU! I've had some great experiences here and made some fantastic friends, but there are some things that need improvement. For that reason, I would recommend Howard but I would caution whoever came here that Howard is currently a work in progress."</i>
5	Administration	72	<i>"Howard University has truly had a major impact on my life. I can not imagine the person who I would be if I had chosen to pursue my academic career at any other university. With that begin said, Howard University is a constant uphill battle. You must fight to get here and stay here. There are many problems between the administration and the student body that creates rifts between the two entities that are meant to function together. Therefore, I would recommend Howard to student who are strong and focused on their goals in life."</i>

Figure 29. 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 30. Word Cloud Summary of students' Final Comments/Suggestions for Improvement to Howard University, 2017



Figure 31. Word Cloud Summary of students' Final Comments/Suggestions for Improvement to Howard University, 2018

