

Graduating Student Exit Survey (GSES) AY 22-23

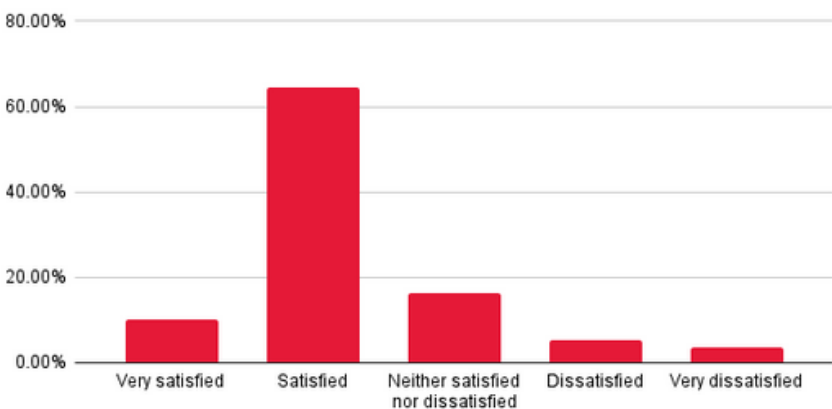
Executive Summary



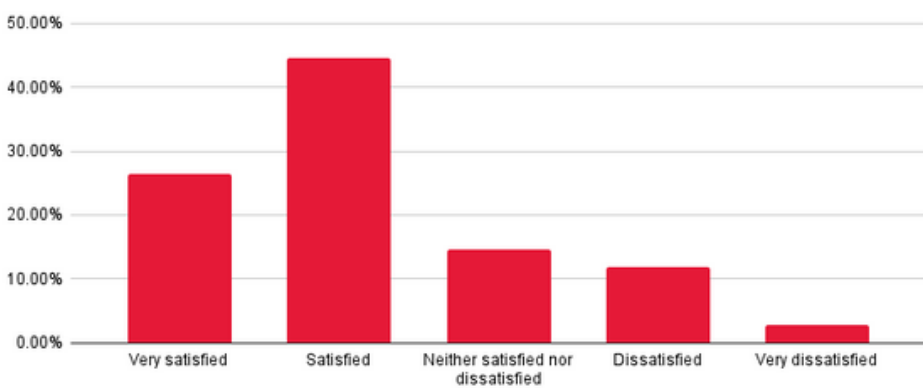
Results

Undergraduate Students: Regarding employment while attending Howard University. Of the 124 respondents, 49% of students worked part-time off campus, 20% never worked, 19% worked full-time off campus, 6% worked part-time on campus, while another 6% worked full time on campus. Regarding students' plans after graduation, of those who responded (N = 124) 30% were seeking employment, 29% planned to continue education but had not yet been accepted or enrolled, 23% were employed full time, and 18% were either enrolled in a program of continuing education, employed part-time, serving in the U.S. Military, or not seeking employment or continuing education. 60% of undergraduate respondents reported that their current position was related to their undergraduate major. 30% of our undergraduate respondents identified their industry as business, 20% as healthcare or medical field, and 15% as education. The annual salaries reported by 20 undergraduate respondents ranged from \$20,000 to \$150,000 with more than 50% earning a salary of \$65,000 or above. Below are graphs that represent graduates satisfaction with educational experiences and their major.

Undergraduate Satisfaction With Educational Experience at Howard University

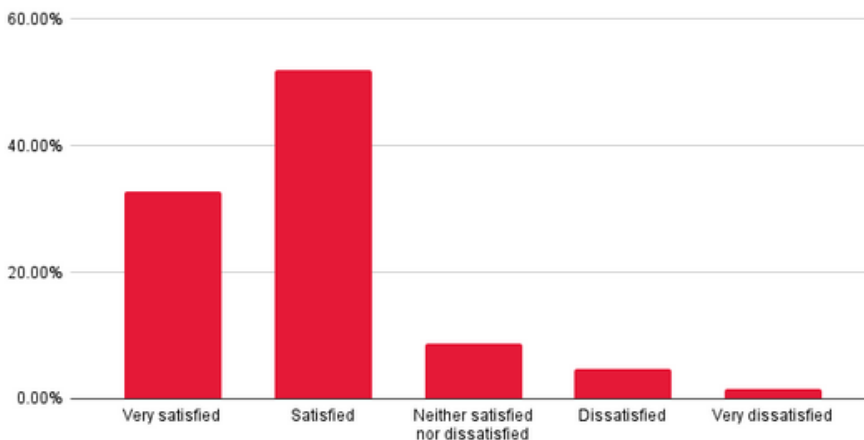


Undergraduate Satisfaction with Major at Howard University (courses, faculty, etc.)

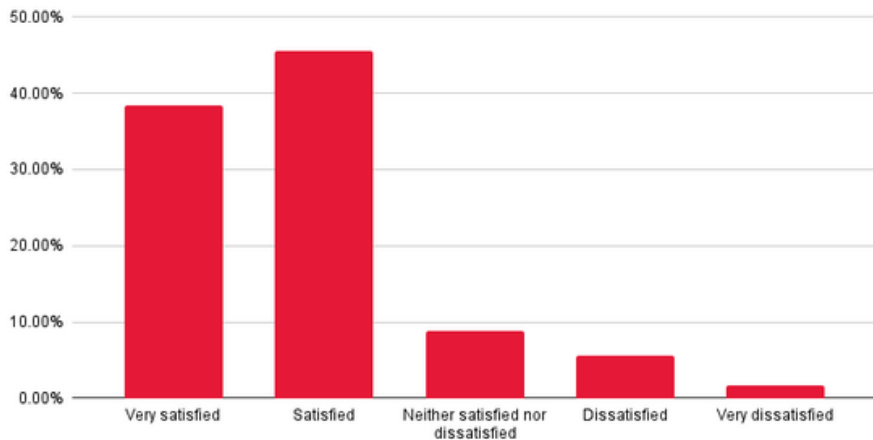


Graduate and Professional Students: Of the 134 graduate and professional student respondents, while enrolled, 33% of students worked full-time off campus, 32% worked part-time off campus, 15% never worked, and 20% worked on campus. Regarding students' plans after graduation, of those who responded, 61% were employed full-time, and 22% were seeking employment. 93% of graduate or professional respondents reported that their current position was directly or somewhat related to their graduate education. 32% of our graduate and professional students identified their employment industry as healthcare/ medical, 23% as education, and 11% as pharmacy. The annual salaries reported from 64 graduate and professional students ranged from \$20,000 to \$215,000 with more than 50% earning a salary of \$70,000 or above. Below are graphs that represent graduates satisfaction with educational experiences and their major.

Graduate/Professional Satisfaction With Educational Experience at Howard University



Graduate/ Professional Satisfaction with Major at Howard University (courses, faculty, etc.)



Recommendations

Strong collaboration across the institution is essential to ensure the success and accuracy of our graduate survey. We recommend integrating the survey as a mandatory part of graduation clearance process to achieve comprehensive student participation. This will promote data sharing across campus, reducing redundancy from various offices, colleges, and schools.

To enhance the richness and depth of the dataset, we propose making responses mandatory for sections aligned with institutional priorities and goals, such as employment data, continuing education plans, military service plans, and competency areas. Adjusting questions related to ability and competency to include general education outcomes will better align with institutional goals and capture students' holistic development. Encouraging an increased response rate is crucial, as data collected from various administrative units (auxiliary services, financial aid, student disability services, library services, etc.) will drive continuous improvement and strategic alignment within the institution.

To optimize survey efficiency and data collection university-wide, it is imperative that we gain support from other offices to exclusively promote the Graduate Survey of Exiting Students (GSES) and discontinue other surveys. By implementing these firm recommendations, Howard University can achieve higher response rates, better utilization of data, elevated data quality, foster evidence-based decision-making and create a student-centered environment through institutional assessment.