



HEDS Alumni Survey 2021–2022 Summary Report Howard University

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Released 1/20/2023

This report compares the responses of alumni from your institution who took the HEDS Alumni Survey in 2021-2022 with the responses of alumni from other institutions who participated in this survey in the last four academic years. The report summarizes findings for cohorts of alumni who took the survey 1, 5, or 10 years after they graduated. We only include data from your institution for alumni who were in one of these three cohorts.

First, we show data comparing your institution to other institutions for each alumni cohort; then, if you have data from multiple cohorts, we compare your alumni cohorts to each other.

You can use the Table of Contents and accompanying section descriptions (see below) to navigate this report.

Click on the underlined worksheet names below to jump to the worksheet you would like to view:

[Results for 1-Year-Out Alumni \(1YR\)](#)

[Results for 5-Year-Out Alumni \(5YR\)](#)

[Results for 10-Year-Out Alumni \(10YR\)](#)

The first set of worksheets provide comparisons by cohort for post-college activities, academic experiences, and institutional impact. Each worksheet compares your institution's cohort to all other institutions' data for the corresponding cohort.

[Cohort Comparison](#)

Shows how different alumni cohorts from your institution compare to each other on post-college activities, academic experiences, and institutional impact.

[Technical Information](#)

Contains detailed information on sampling and the calculations used in this report.

[Data Sharing Practices](#)

Contains information about how you may share this report.

[Appendix](#)

Shows the job categories that alumni could select in response to the survey question about their current primary job.



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Results for 1-Year-Out Alumni (1YR)

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Post-College Activities

Chart 1: Primary activity of alumni after 1 year

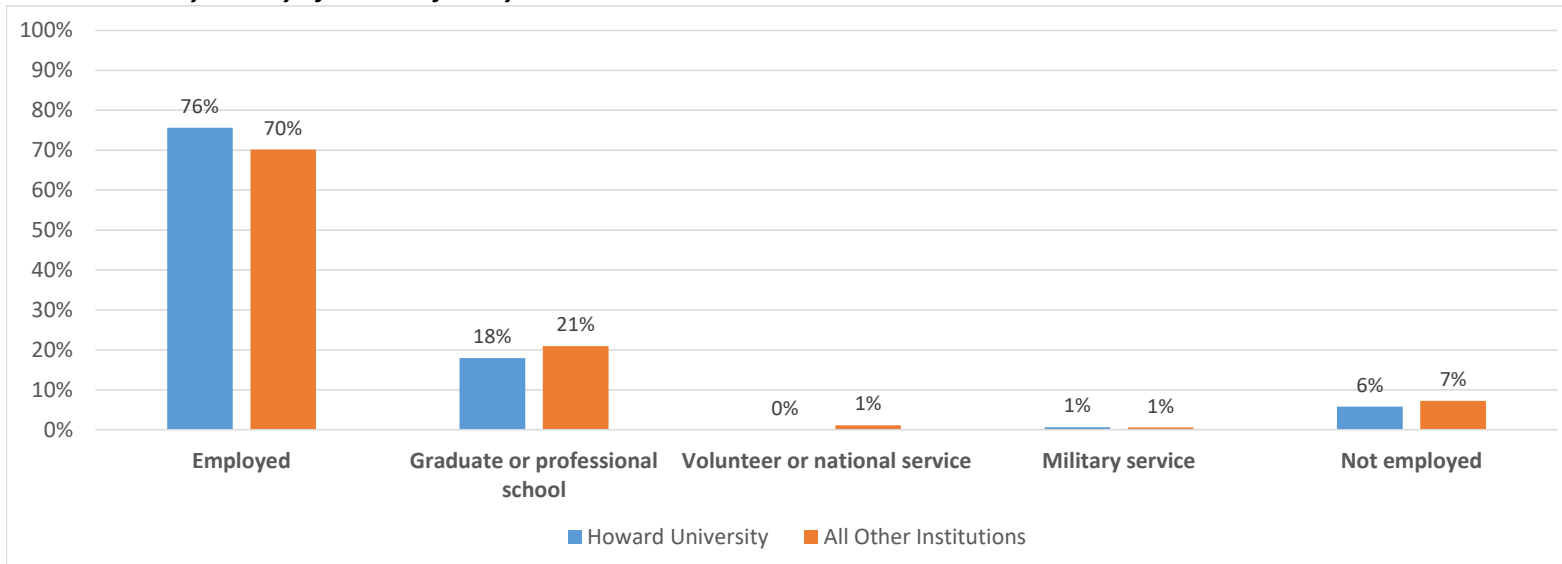
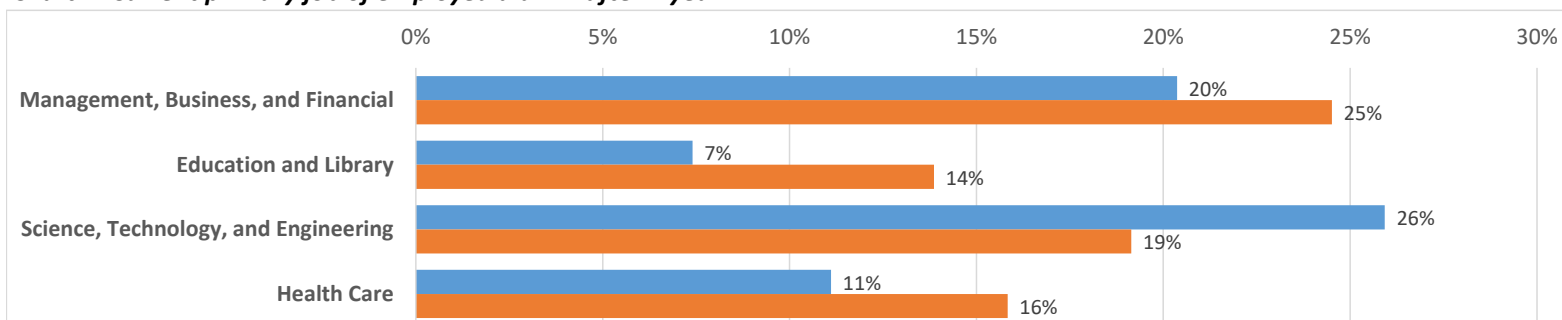
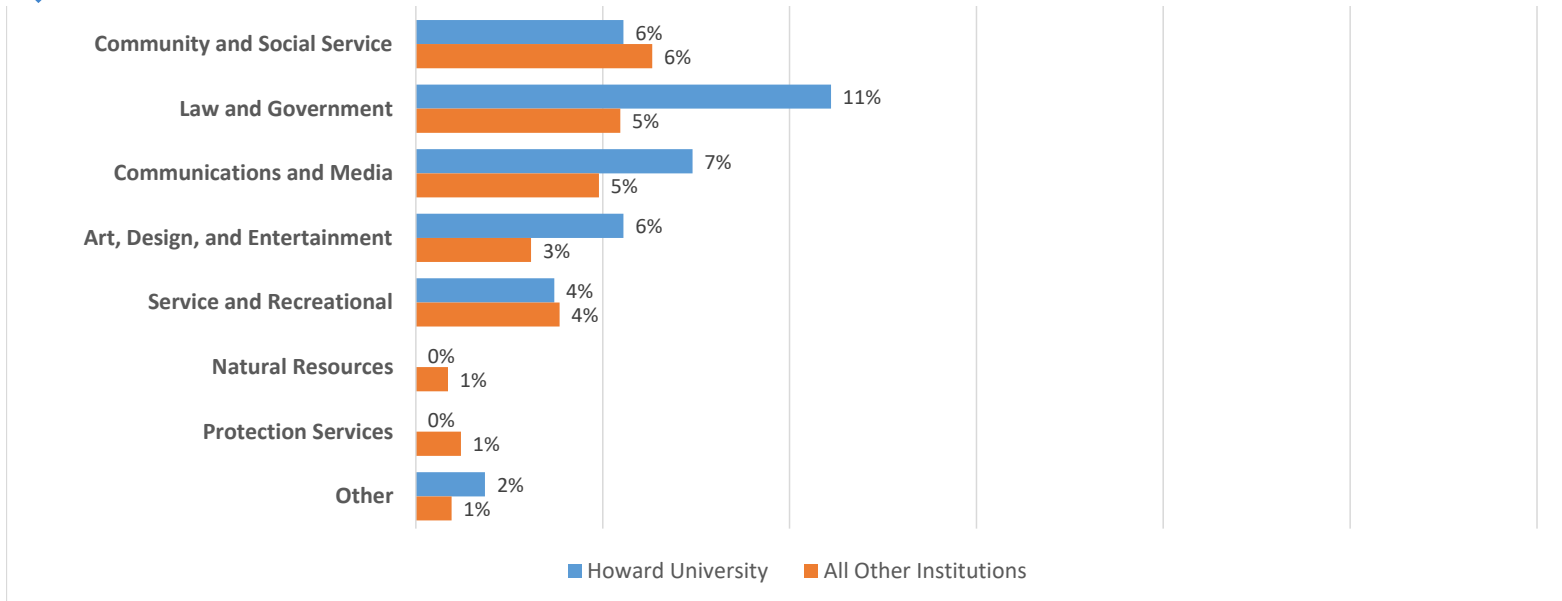


Chart 2: Current primary job of employed alumni after 1 year





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Chart 3: Percent of 1-year alumni who reported the following about their current jobs

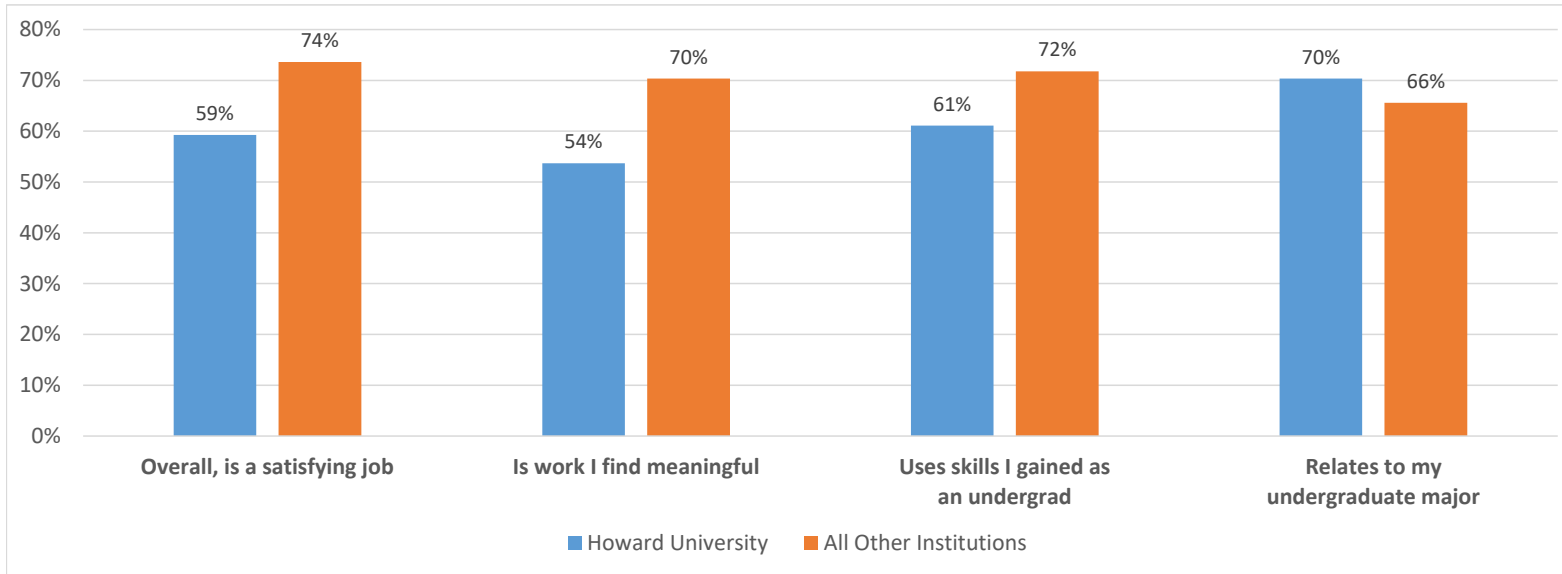
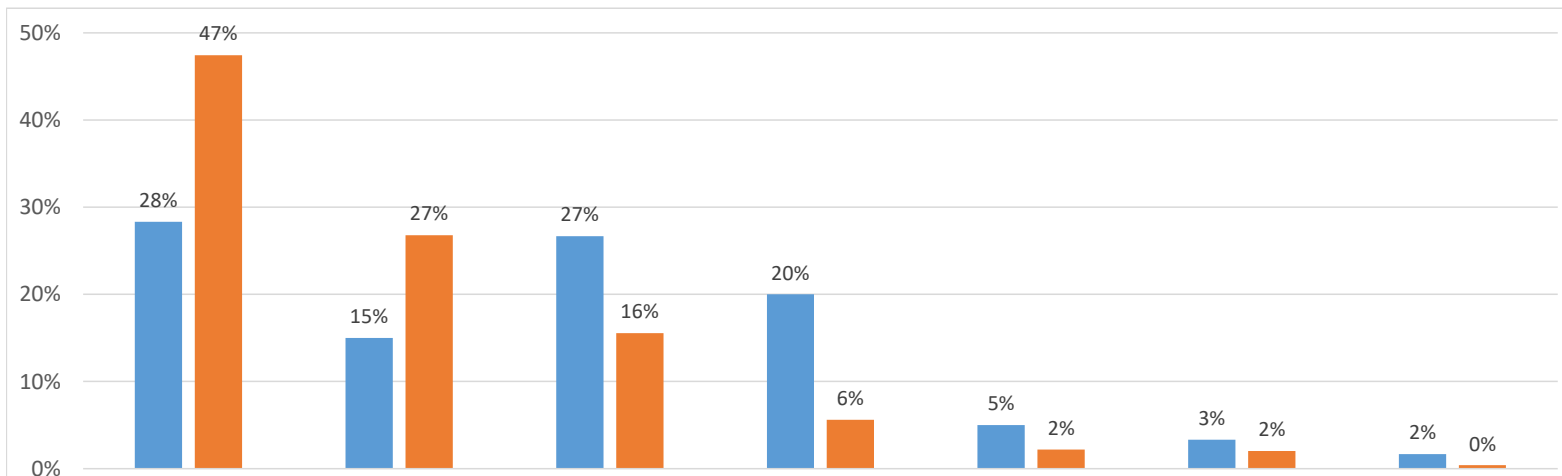
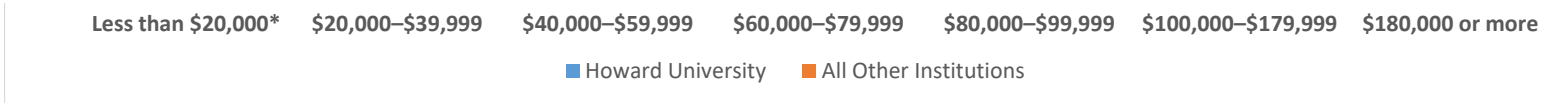


Chart 4: Annual pre-tax income of 1-year alumni





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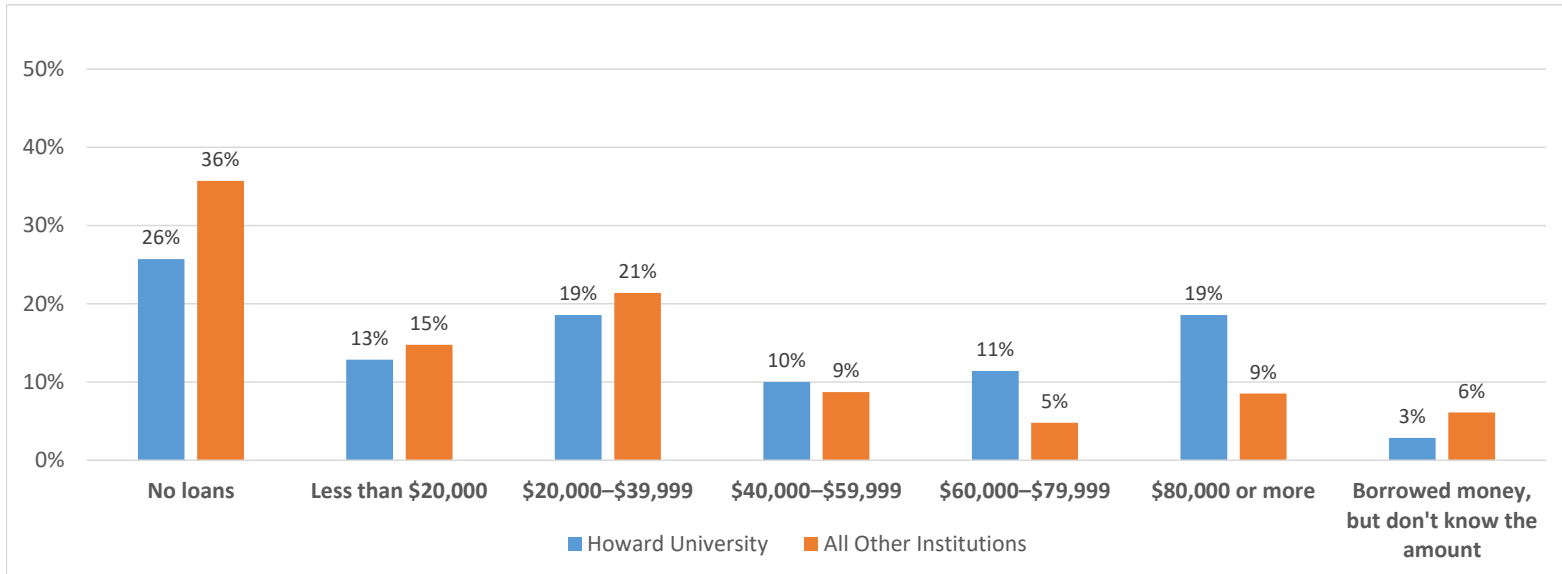


*Includes those who selected "No earned income."



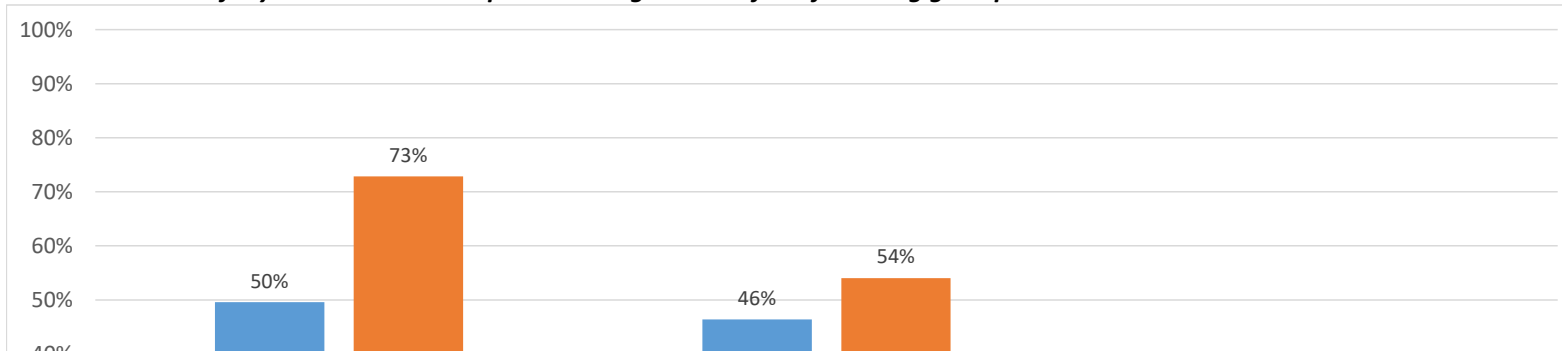
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Chart 5: Amount borrowed by 1-year alumni and/or their families to finance attending college



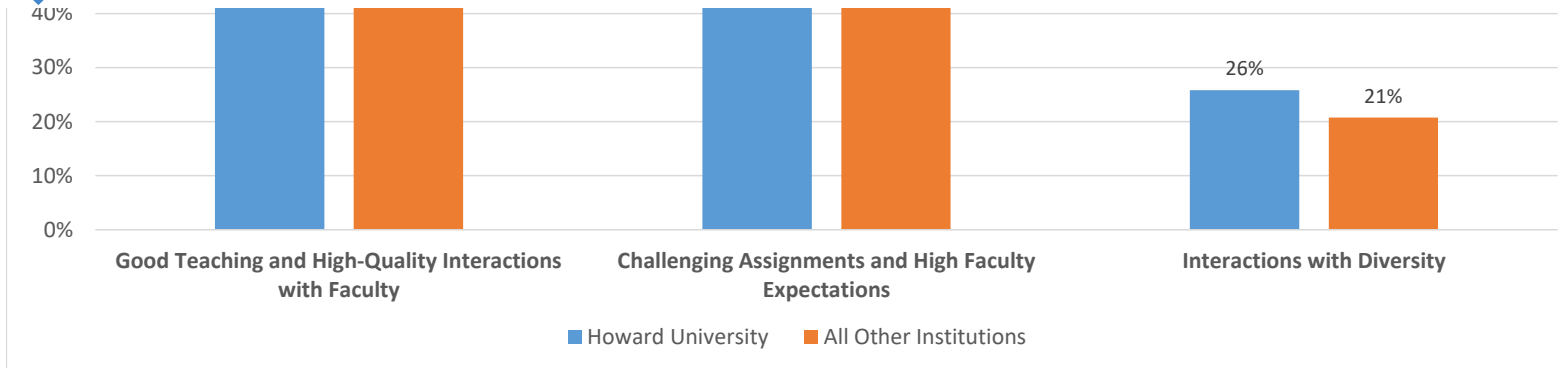
Academic Experience

Chart 6: Percent of 1-year alumni who experienced high levels of the following good practices at their alma mater





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Institutional Impact

Chart 7: Percent of 1-year alumni who reported high levels of growth on the following outcomes

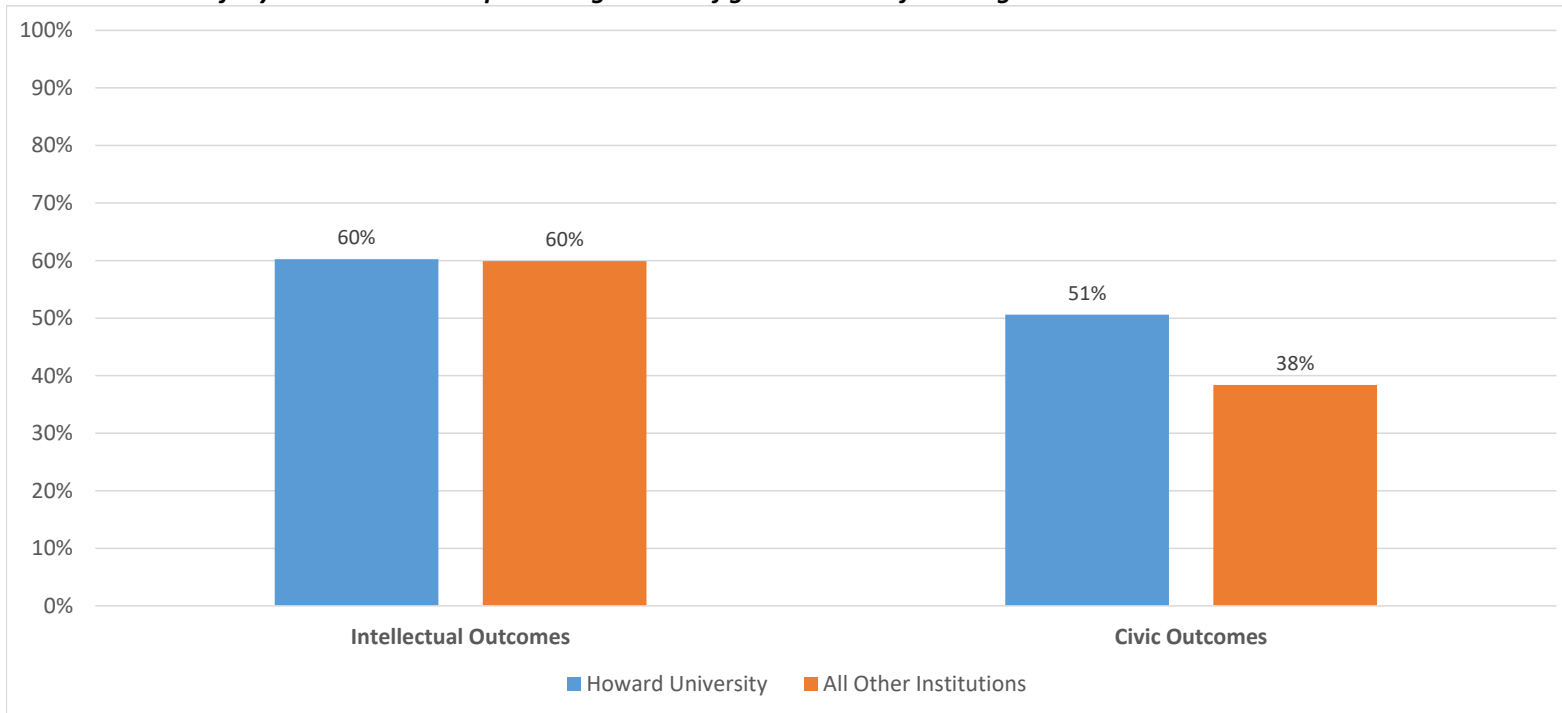


Table 1: Outcomes on which 1-year alumni reported their undergraduate education had the most impact

The 5 outcomes for which Howard University Alumni were most likely to report that their alma mater "very much" contributed to their growth and development. (Q8)

	Howard University	All Other Alumni
Critical thinking	56%	57%
Teamwork	53%	47%
Problem solving	51%	50%
Information literacy	48%	49%
Effective writing	48%	50%

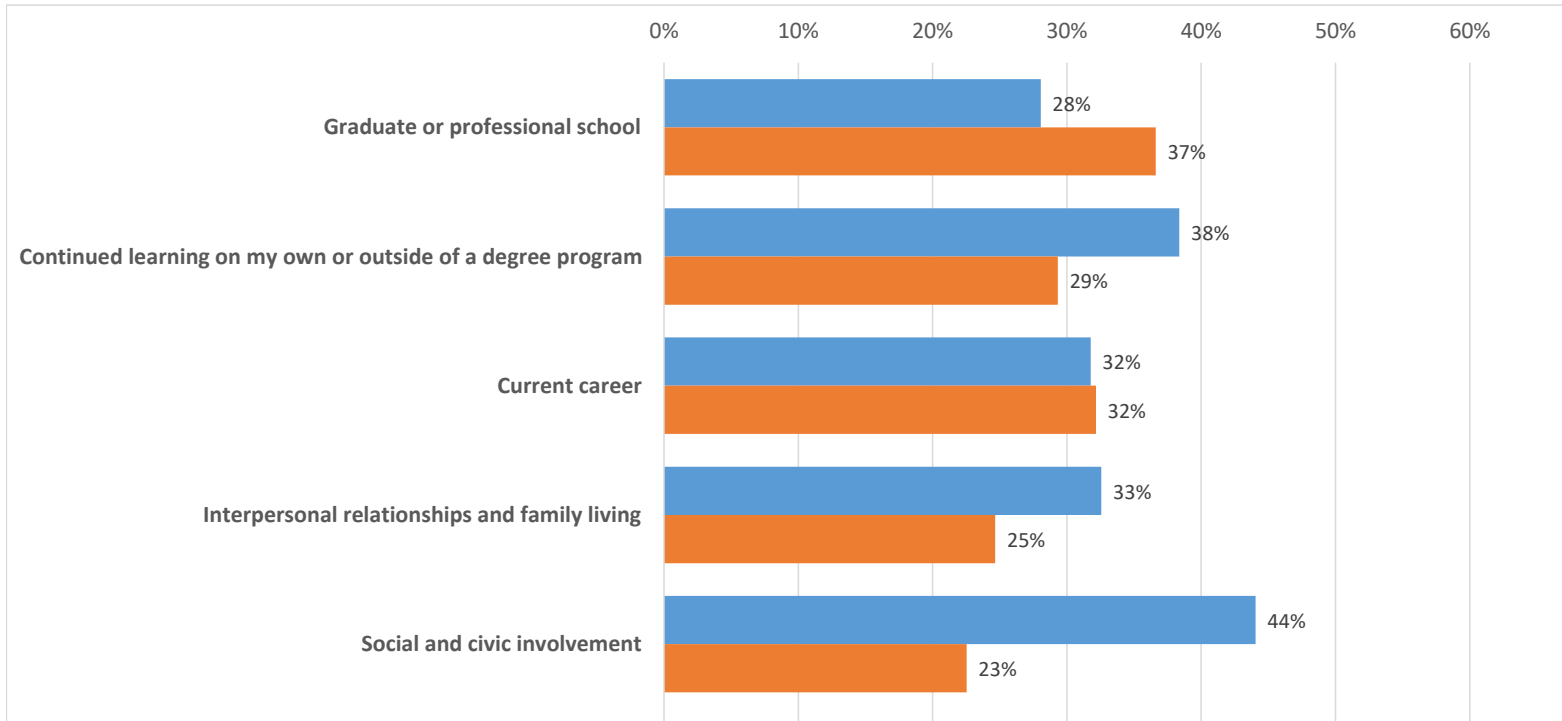


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Table 2: High-participation activities and their impact on alumni learning and personal development
Activities in which the most 1-year Howard University alumni participated

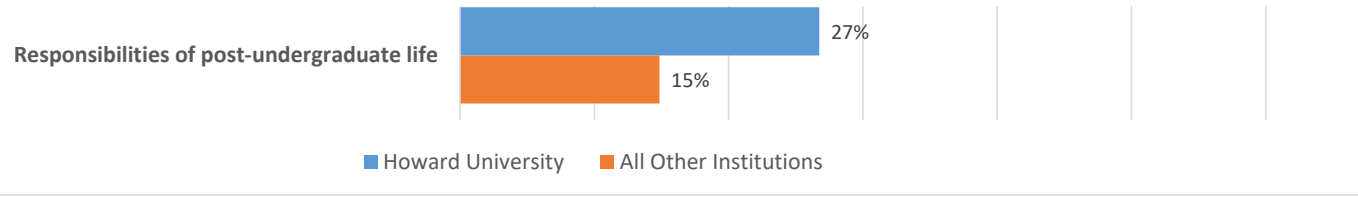
	Howard University (n=156)		All Other Alumni
	# of alumni participating in activity	% reporting high impact	% reporting high impact
Community Service	65	60%	49%
Internships (Paid or Unpaid)	59	75%	76%
Service organizations (On or Off Campus)	58	66%	47%
Off-Campus Employment	47	62%	60%
Multicultural Student Groups	44	41%	47%

Chart 8: Percent of 1-year alumni who reported that their undergraduate experience "very much" prepared them for the following activities





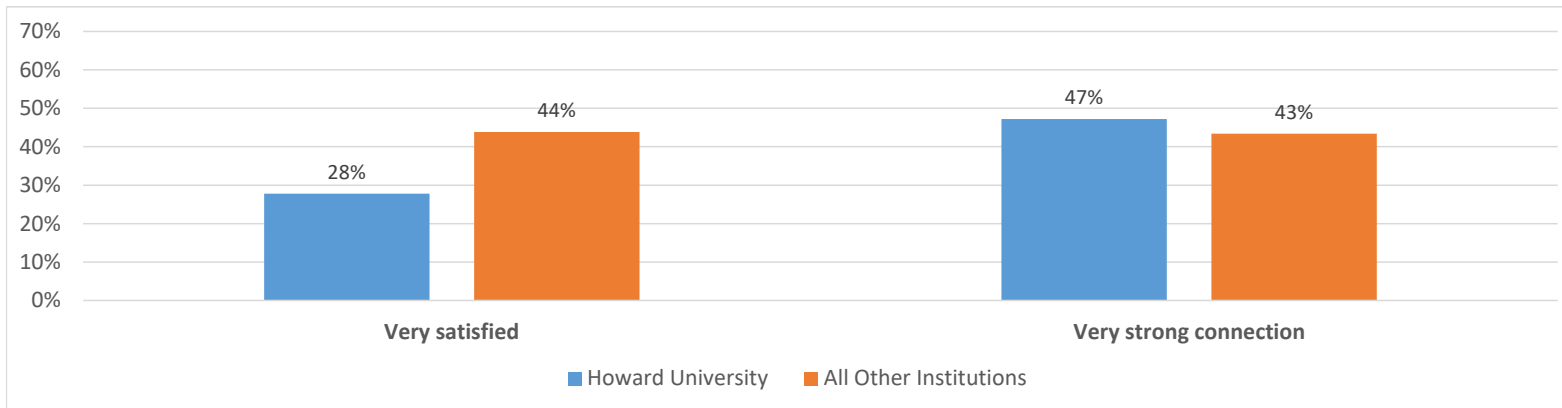
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Chart 9: Percent of 1-year alumni who reported that they were "Very satisfied" with or had a "Very strong connection" to their undergraduate institution





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Results for 5-Year-Out Alumni (5YR)

Post-College Activities

Chart 1: Primary activity of alumni after 5 years

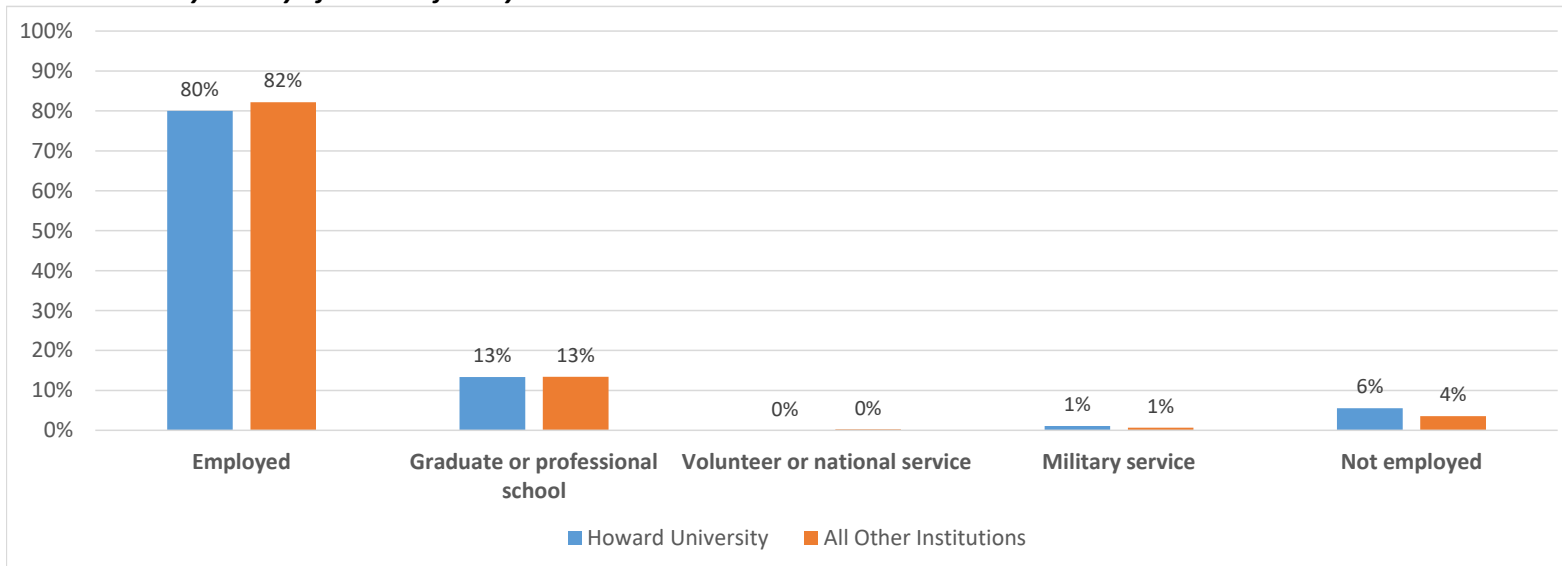
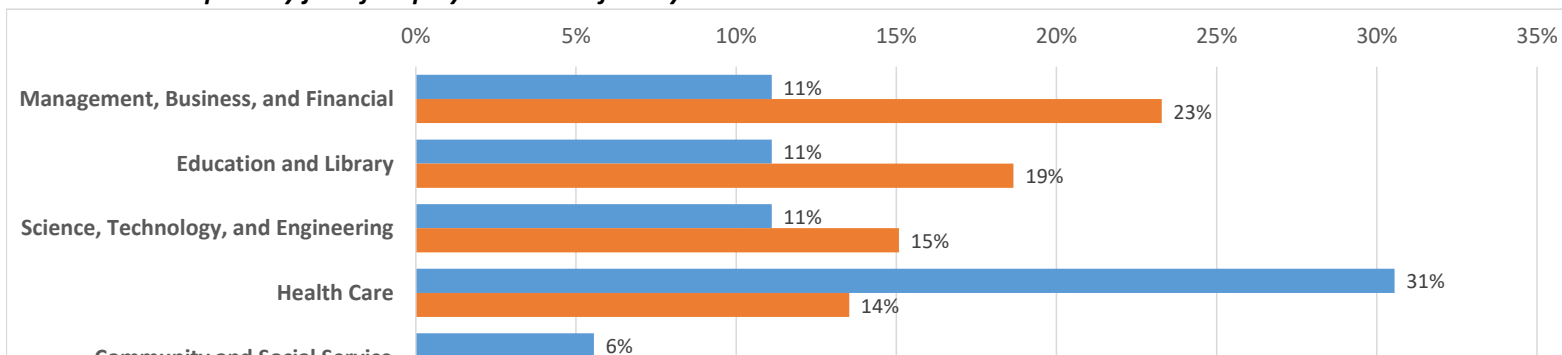


Chart 2: Current primary job of employed alumni after 5 years





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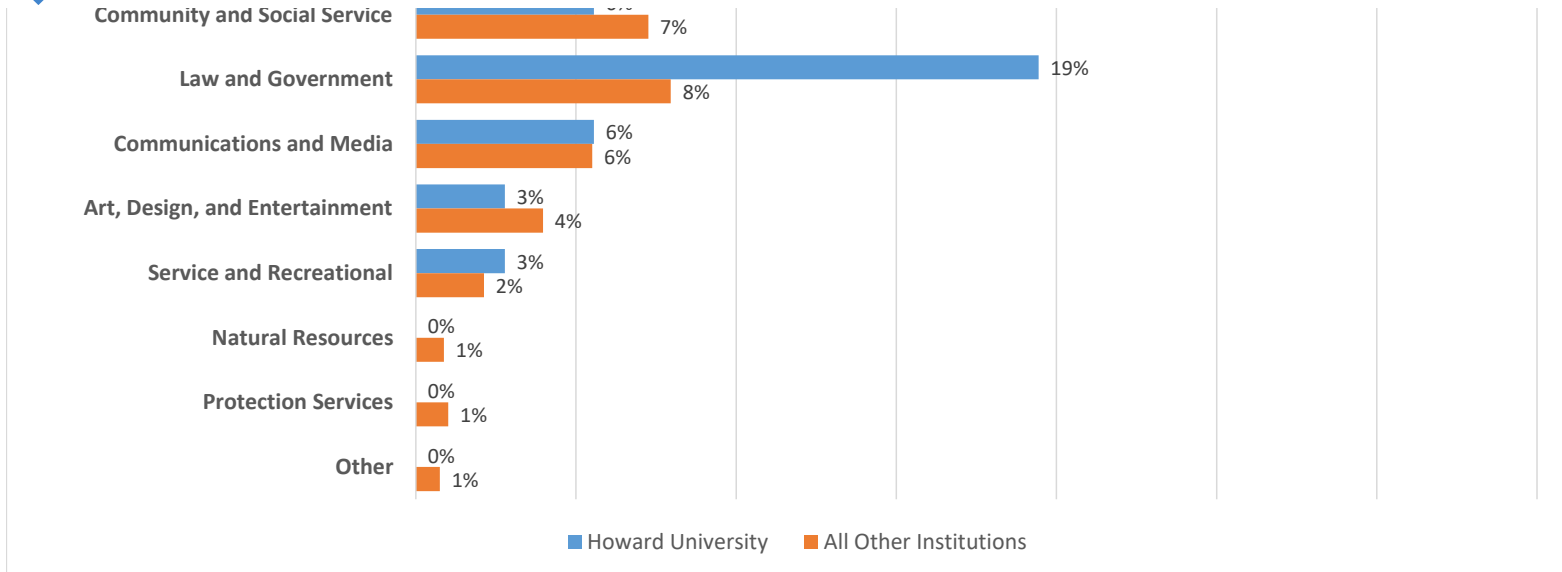


Chart 3: Percent of 5-year alumni who reported the following about their current jobs



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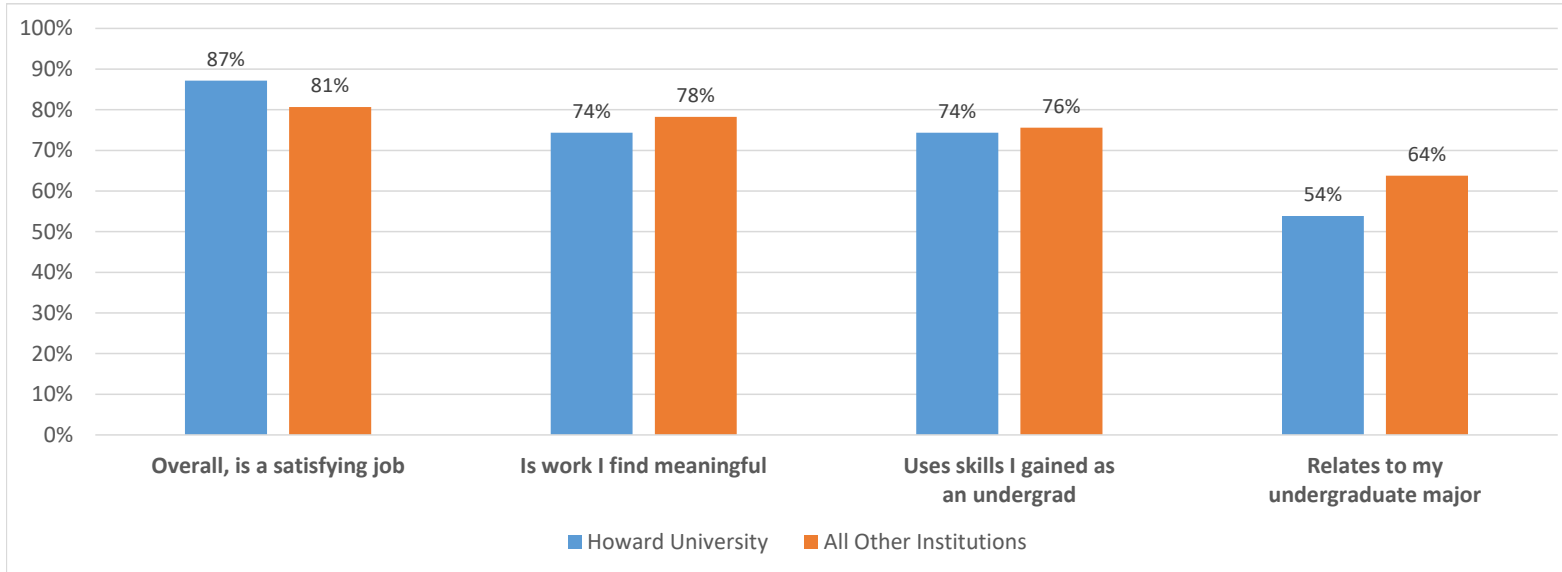
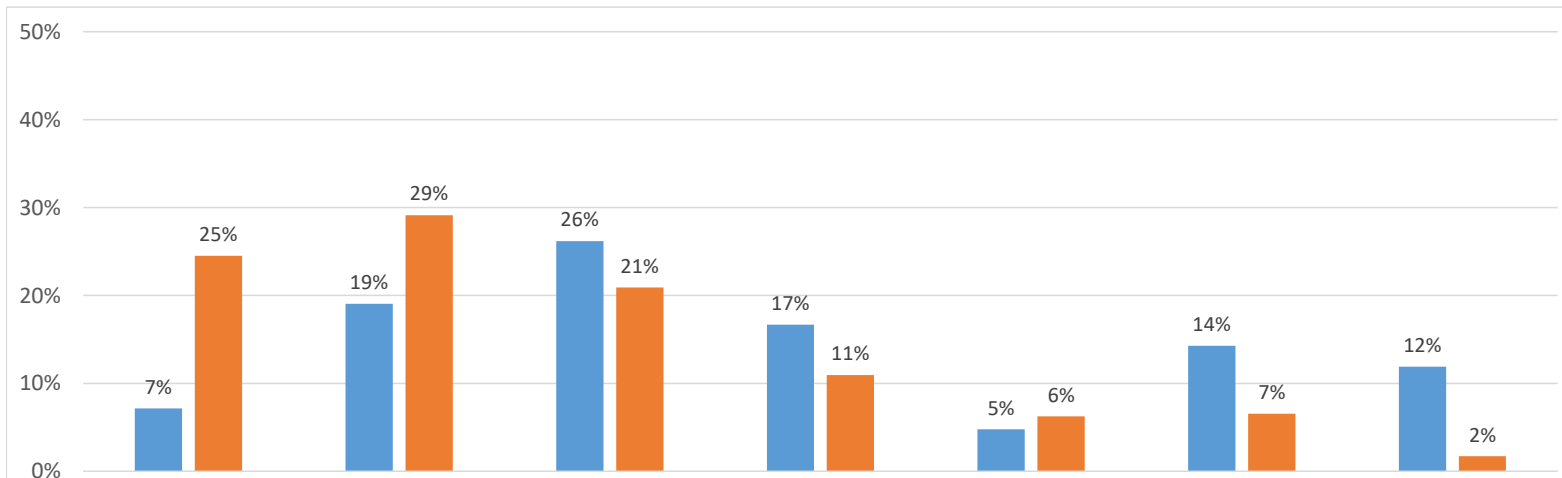
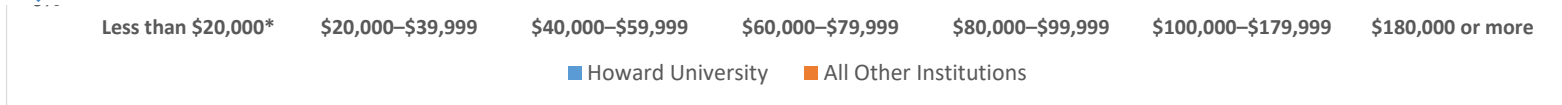


Chart 4: Annual pre-tax income of 5-year alumni





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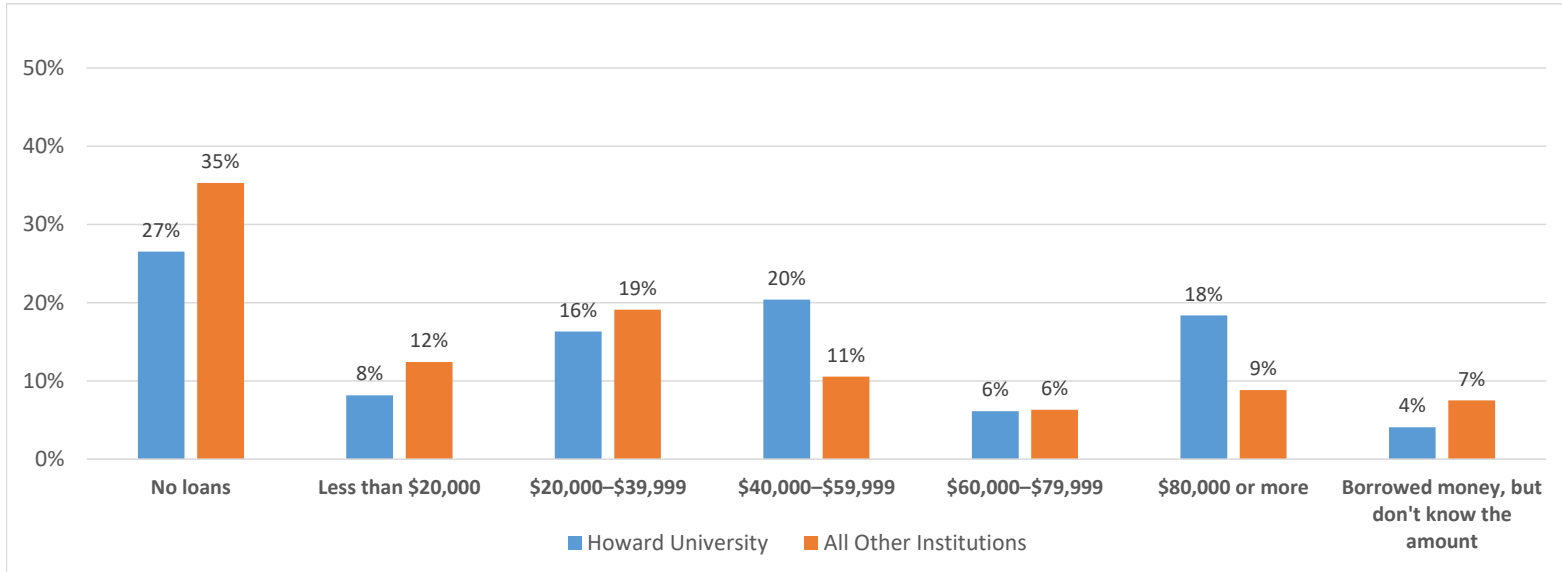


*Includes those who selected "No earned income."

Chart 5: Amount borrowed by 5-year alumni and/or their families to finance attending college

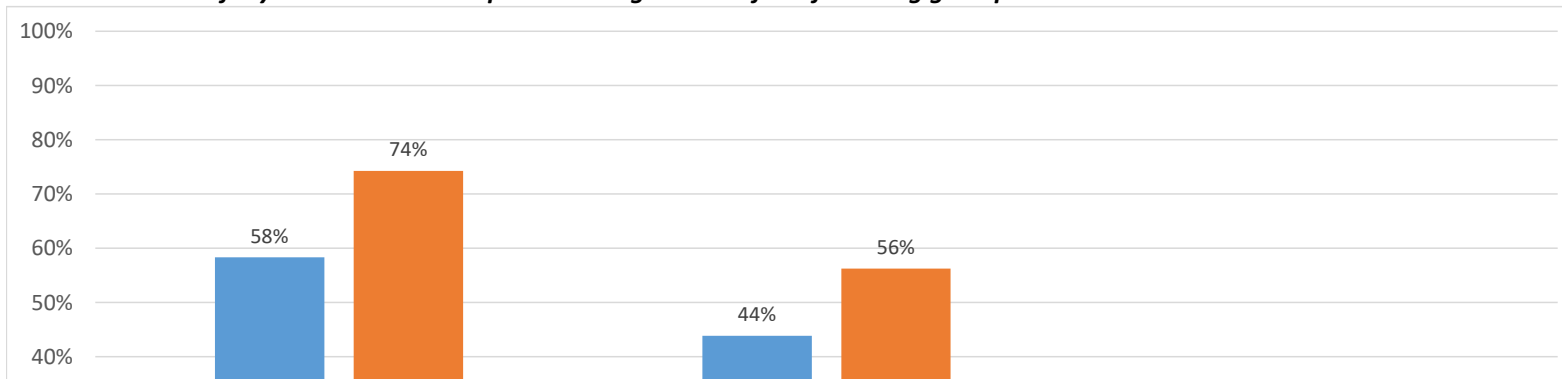


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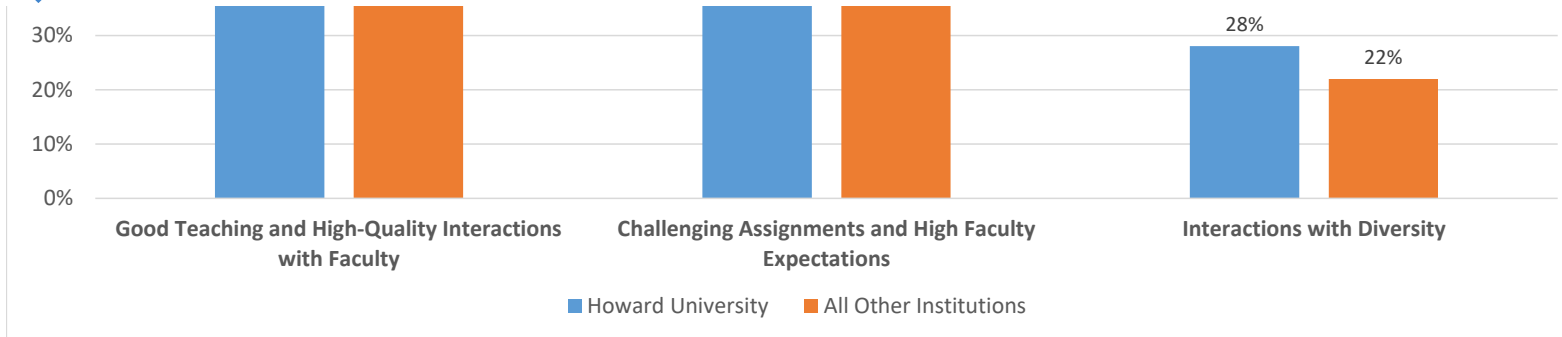
Academic Experience

Chart 6: Percent of 5-year alumni who experienced high levels of the following good practices at their alma mater



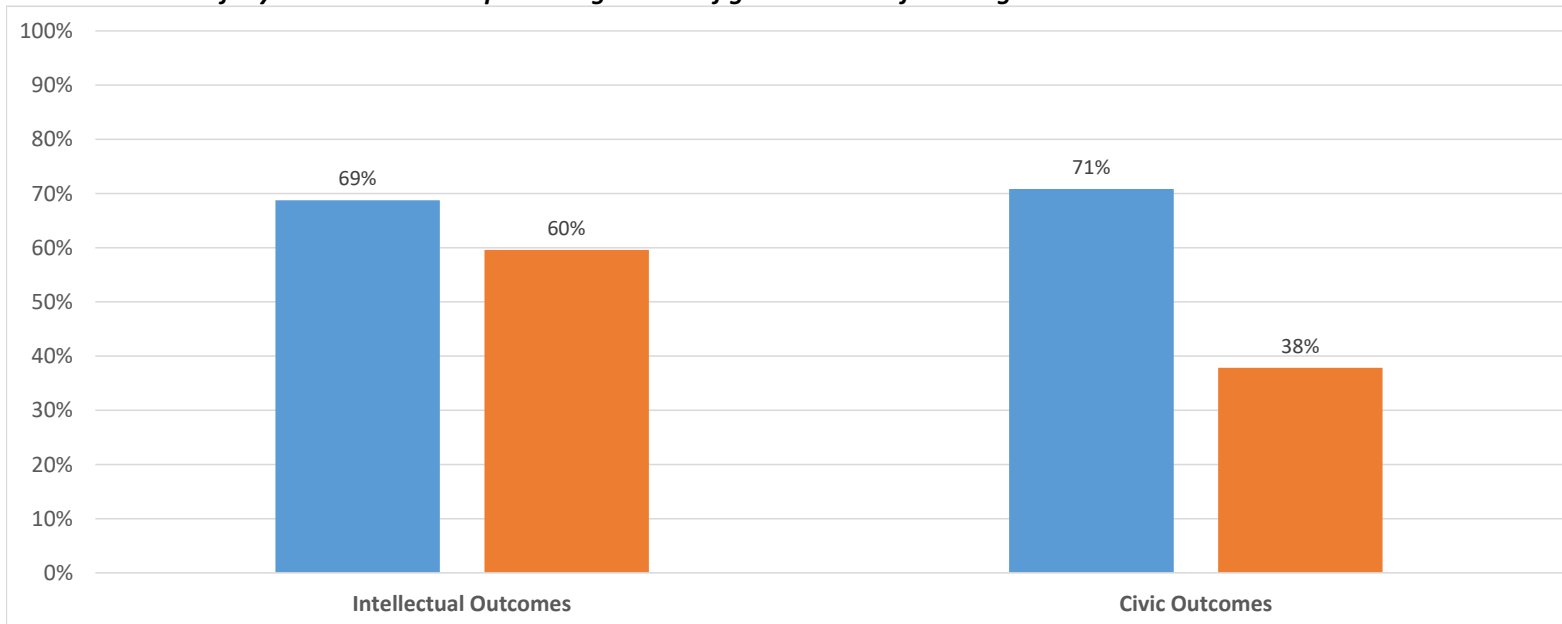


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Institutional Impact

Chart 7: Percent of 5-year alumni who reported high levels of growth on the following outcomes





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■ Howard University ■ All Other Institutions



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Table 1: Outcomes on which 5-year alumni reported their undergraduate education had the most impact

The 5 outcomes for which Howard University Alumni were most likely to report that their alma mater "very much" contributed to their growth and development. (Q8)

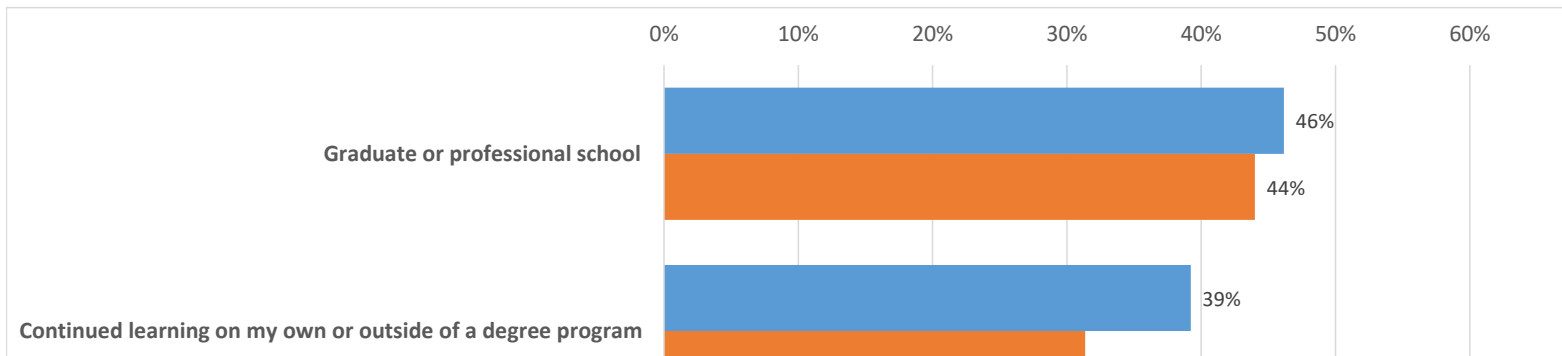
	Howard University	All Other Alumni
Intercultural knowledge and competence	65%	32%
Problem solving	63%	45%
Ethical reasoning	63%	37%
Information literacy	59%	49%
Effective speaking	59%	36%

Table 2: High-participation activities and their impact on alumni learning and personal development

Activities in which the most 5-year Howard University alumni participated

	Howard University (n=90)		All Other Alumni
	# of alumni participating in activity	% reporting high impact	% reporting high impact
Community Service	45	64%	48%
Service organizations (On or Off Campus)	42	67%	45%
Internships (Paid or Unpaid)	41	78%	71%
Multicultural Student Groups	34	53%	43%
Independent Study	33	45%	56%

Chart 8: Percent of 5-year alumni who reported that their undergraduate experience "very much" prepared them for the following activities





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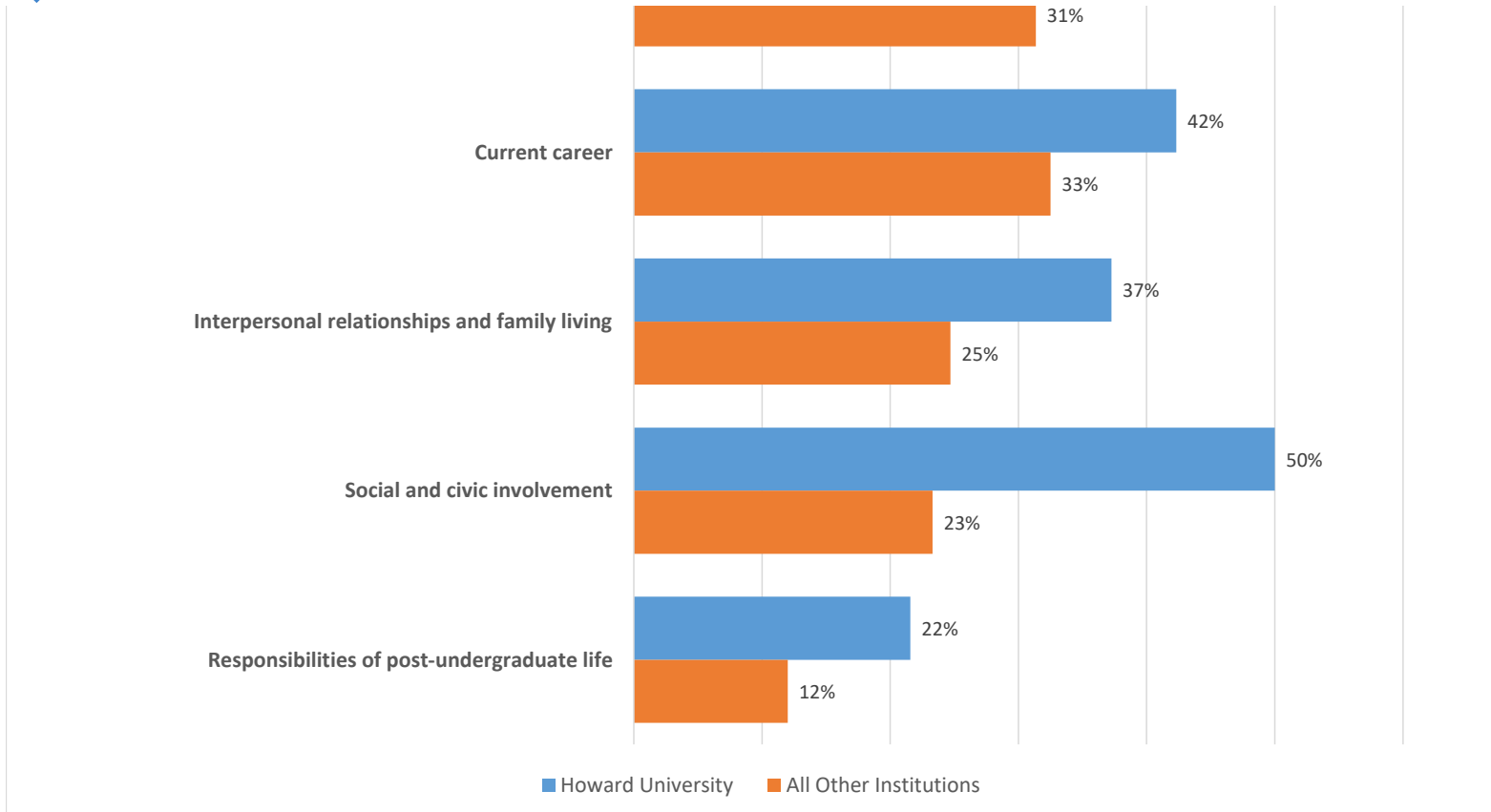
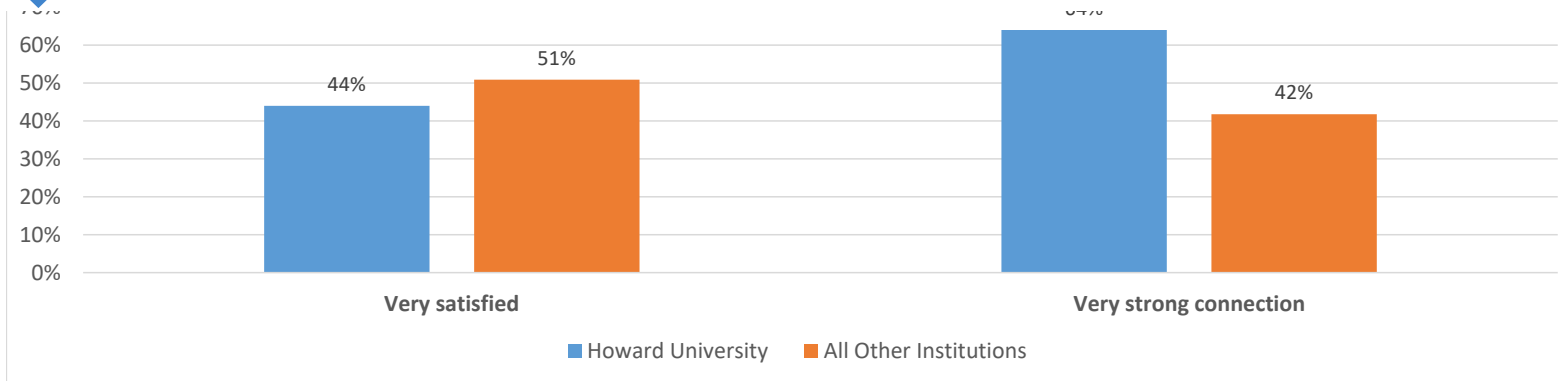


Chart 9: Percent of 5-year alumni who reported that they were "very satisfied" with or had a "very strong connection" to their undergraduate institution





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Results for 10-Year-Out Alumni (10YR)

Post-College Activities

Chart 1: Primary activity of alumni after 10 years

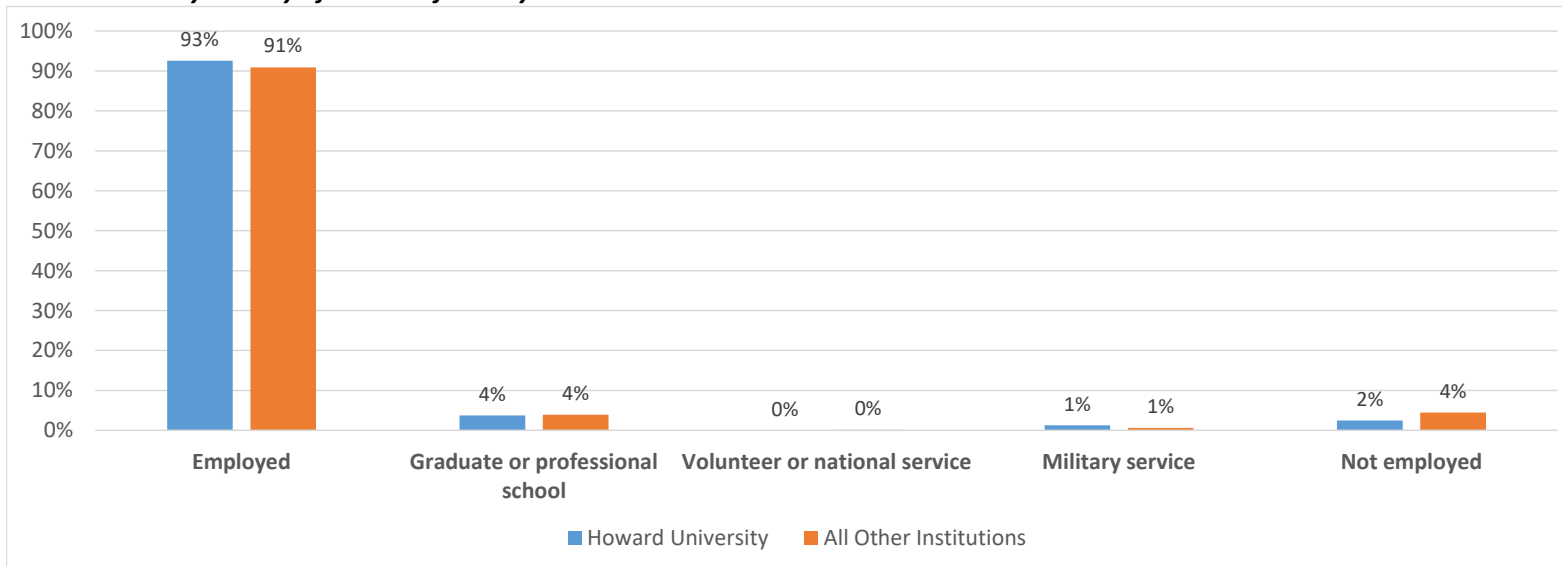
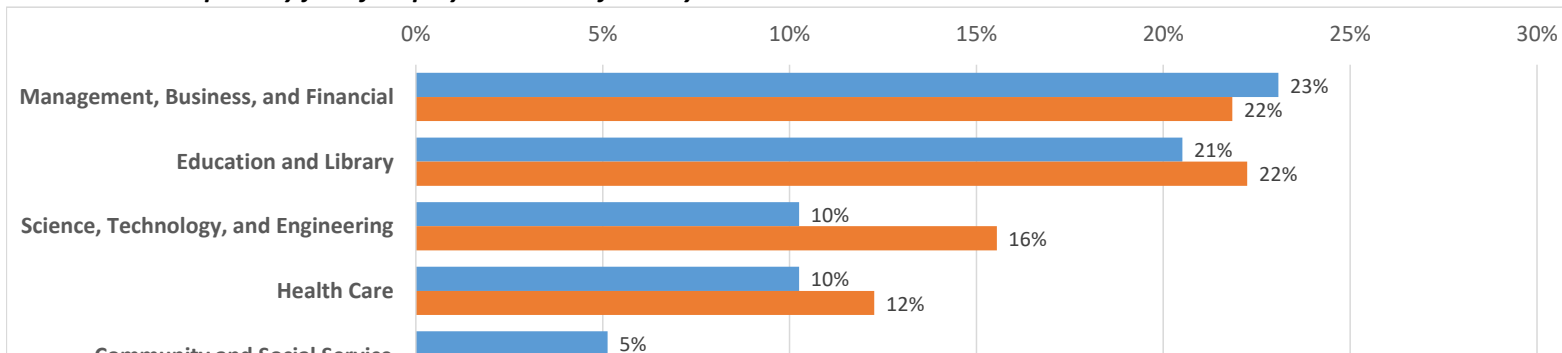
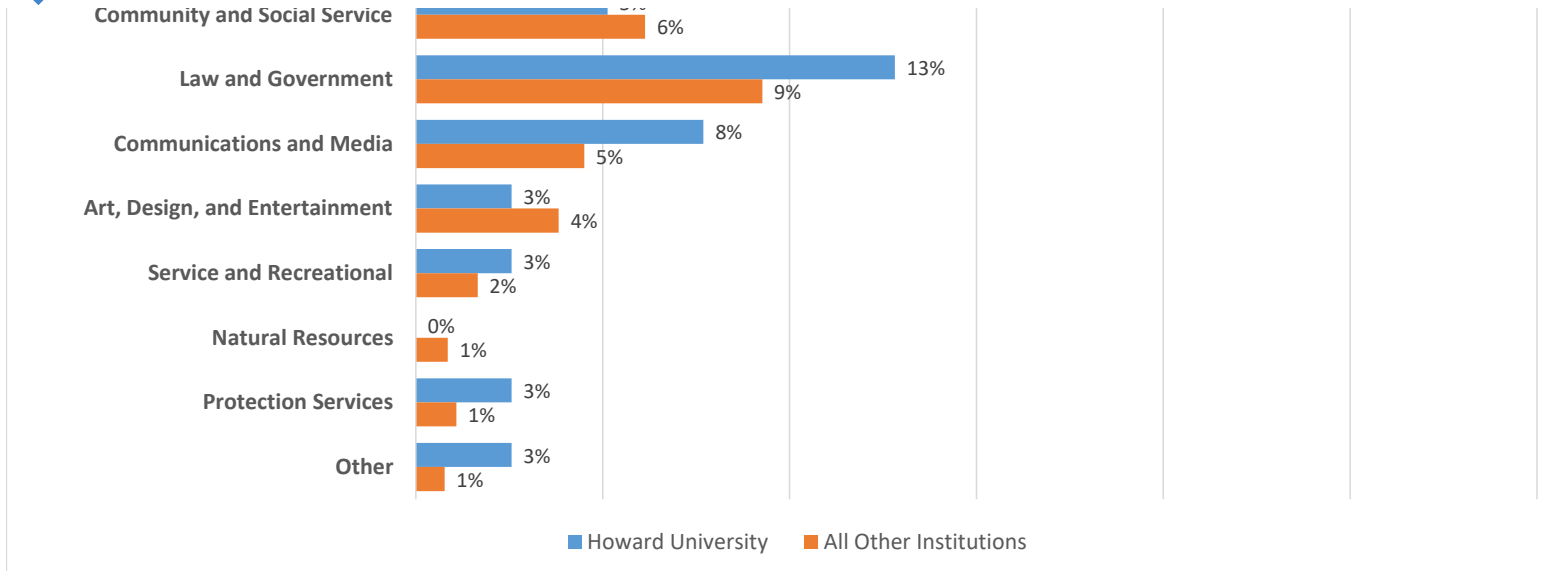


Chart 2: Current primary job of employed alumni after 10 years





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Chart 3: Percent of 10-year alumni who reported the following about their current jobs

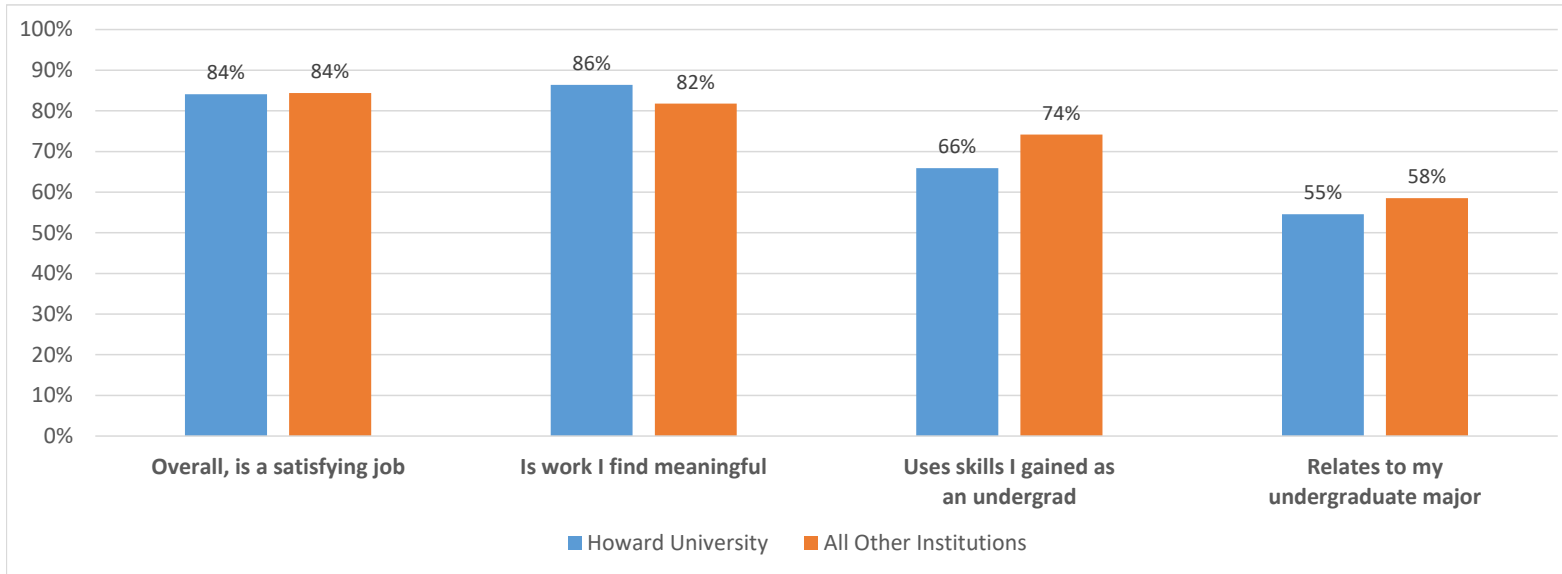
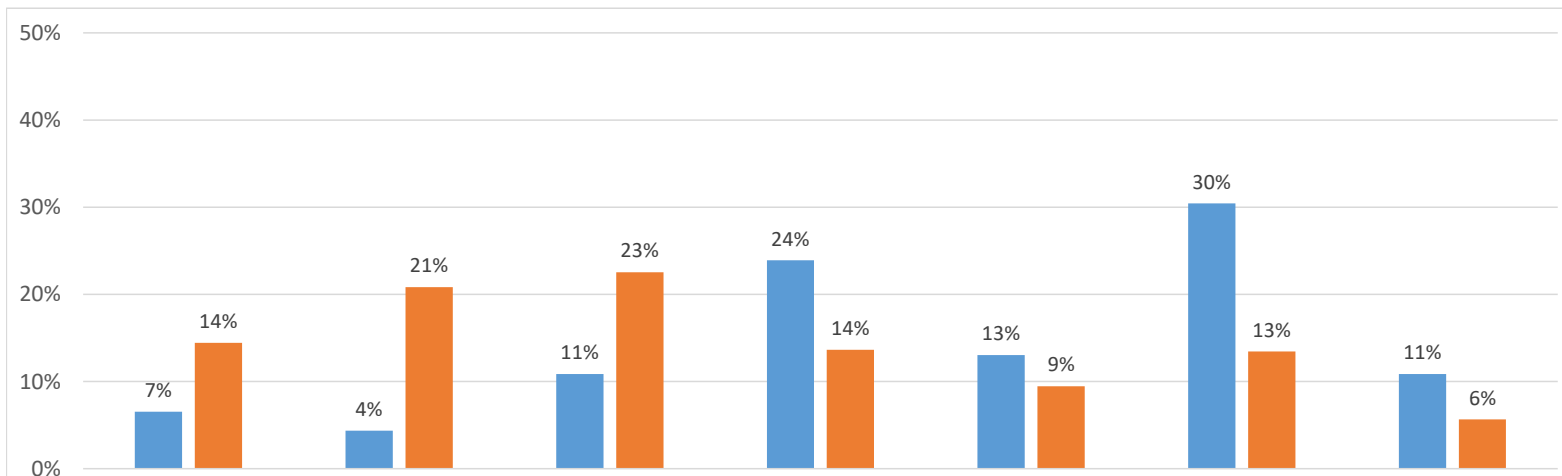
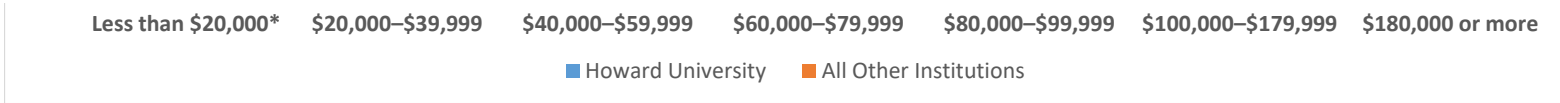


Chart 4: Annual pre-tax income of 10-year alumni





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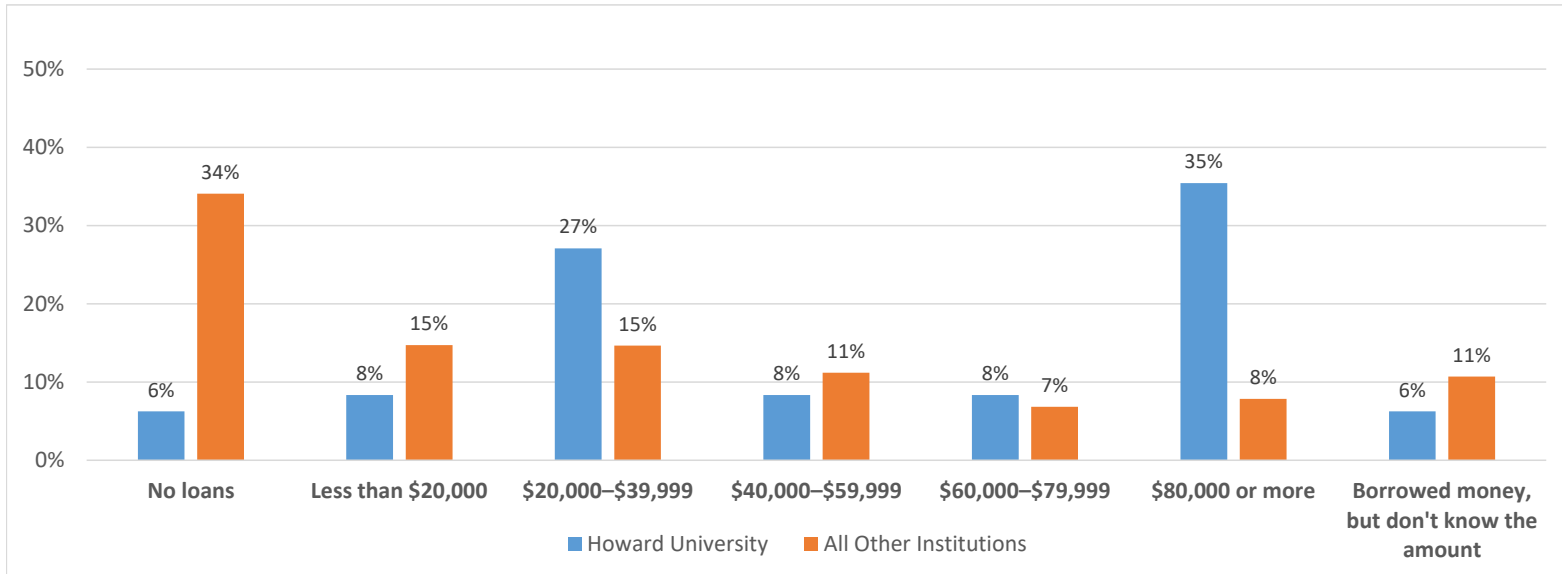


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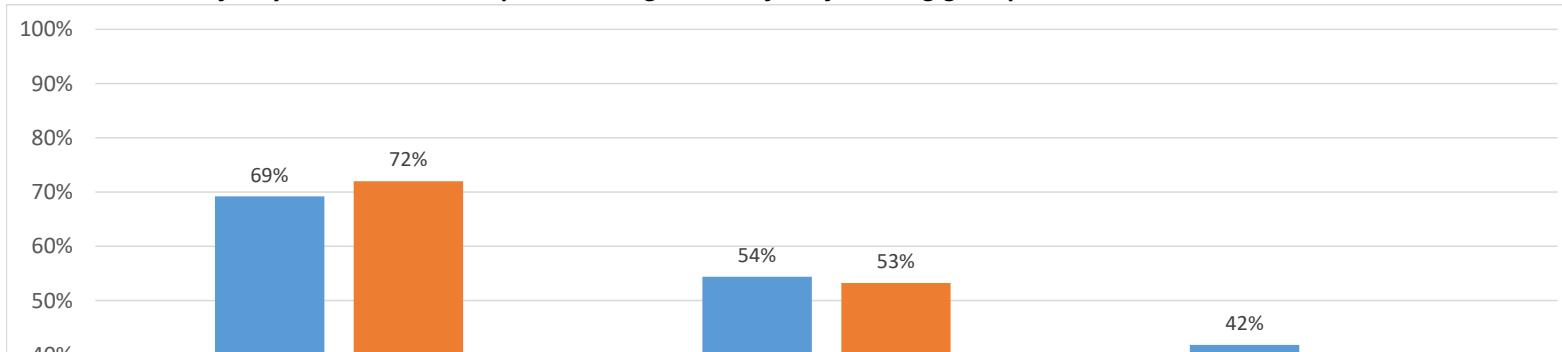
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Chart 5: Amount borrowed by 10-year alumni and/or their families to finance attending college



Academic Experience

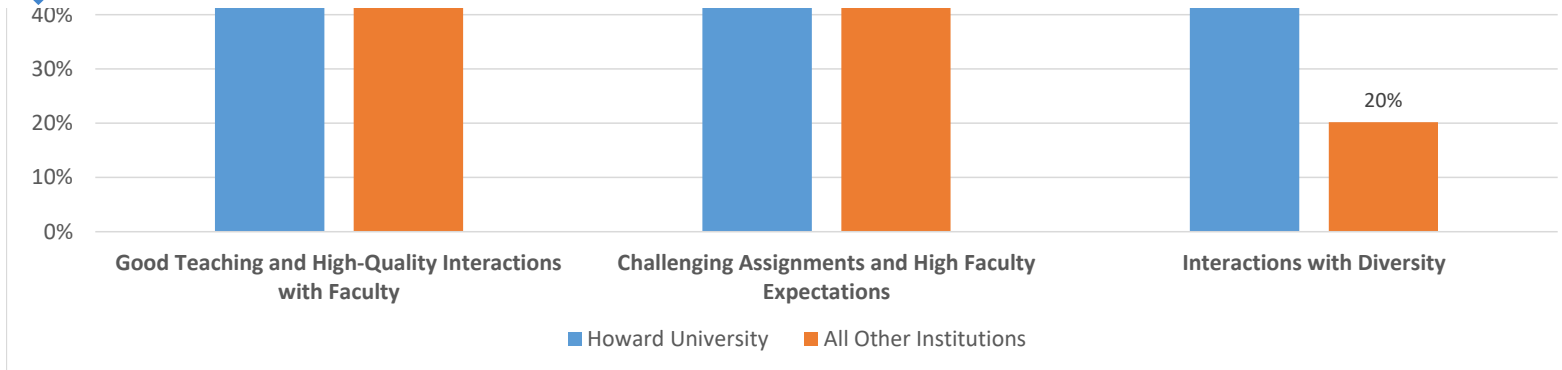
Chart 6: Percent of 10-year alumni who experienced high levels of the following good practices at their alma mater





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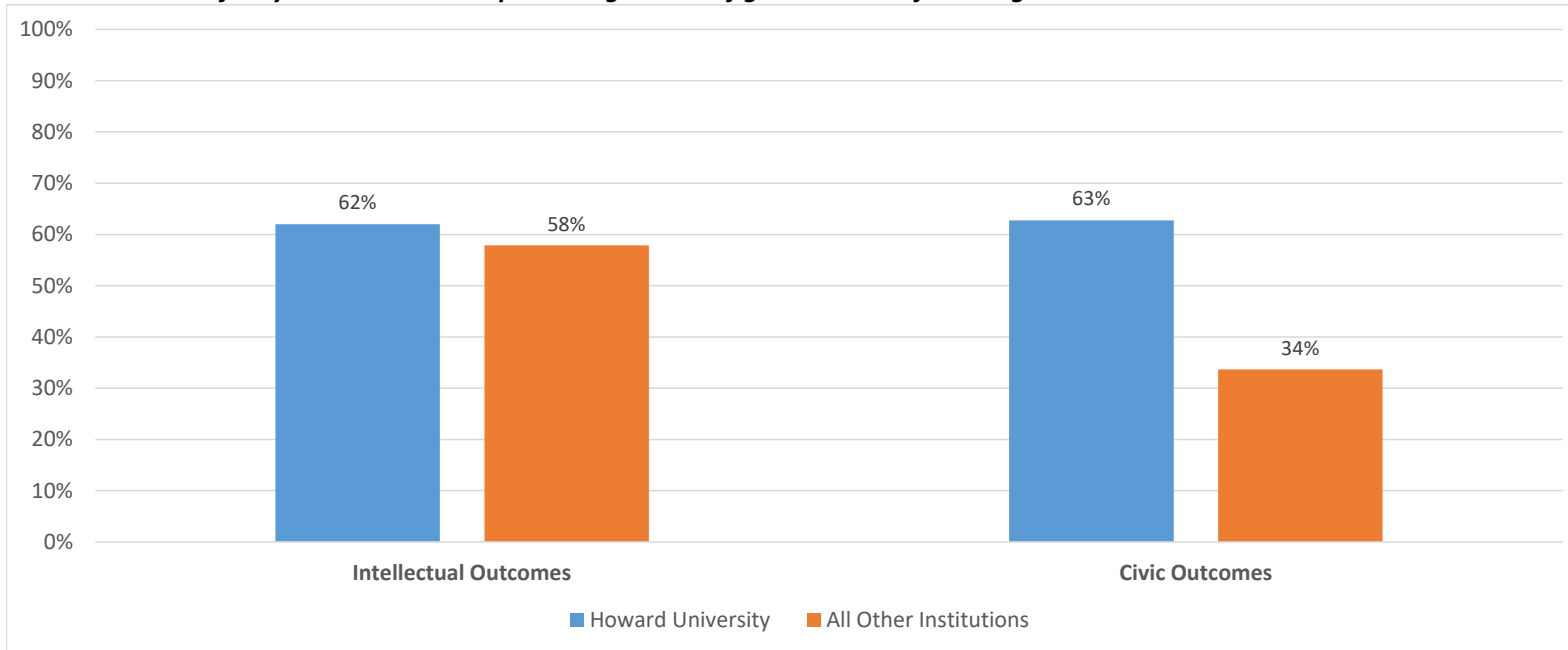


Table 1: Outcomes on which 10-year alumni reported their undergraduate education had the most impact

The 5 outcomes for which Howard University Alumni were most likely to report that their alma mater "very much" contributed to their growth and development. (Q8)

	Howard University	All Other Alumni
Effective speaking	65%	32%
Problem solving	58%	41%
Civic engagement	58%	24%
Intercultural knowledge and competence	58%	28%
Ethical reasoning	57%	34%

Table 2: High-participation activities and their impact on alumni learning and personal development

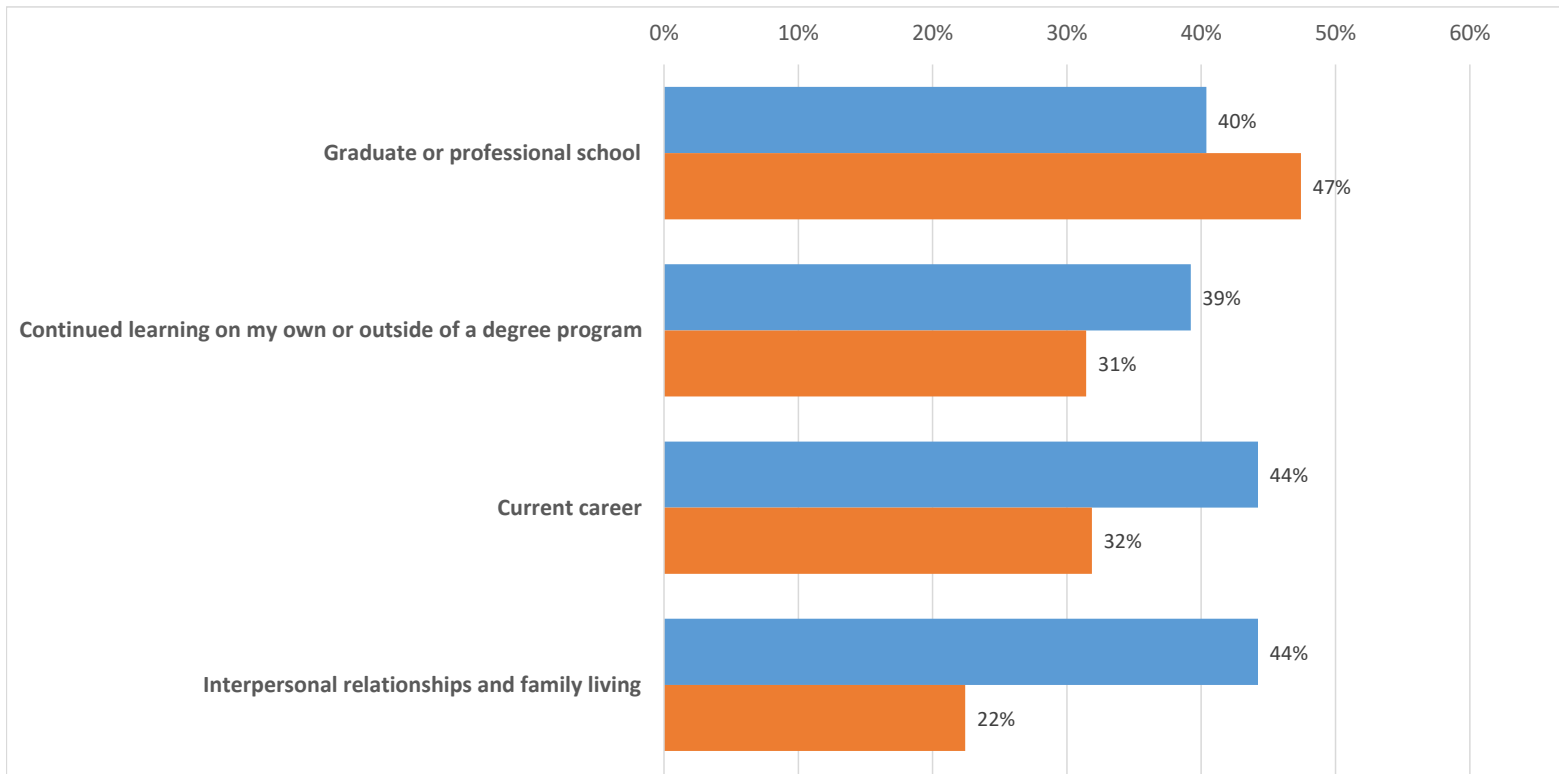


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Activities in which the most 10-year Howard University alumni participated

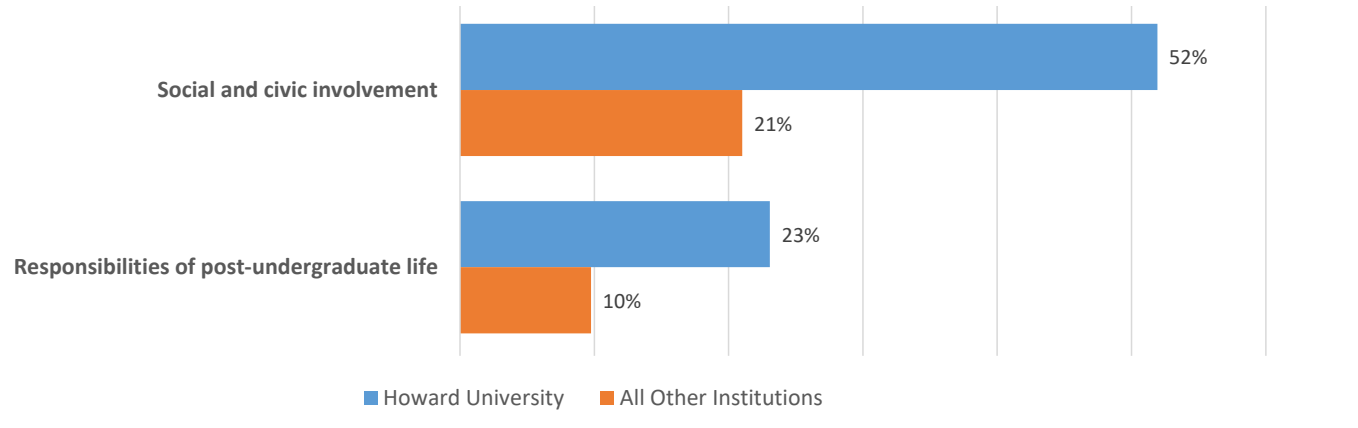
	Howard University (n=81)		All Other Alumni
	# of alumni participating in activity	% reporting high impact	% reporting high impact
Community Service	46	72%	43%
Internships (Paid or Unpaid)	41	80%	67%
Service organizations (On or Off Campus)	41	68%	40%
Off-Campus Employment	37	68%	49%
Student Publications	33	58%	29%

Chart 8: Percent of 10-year alumni who reported that their undergraduate experience "very much" prepared them for the following activities





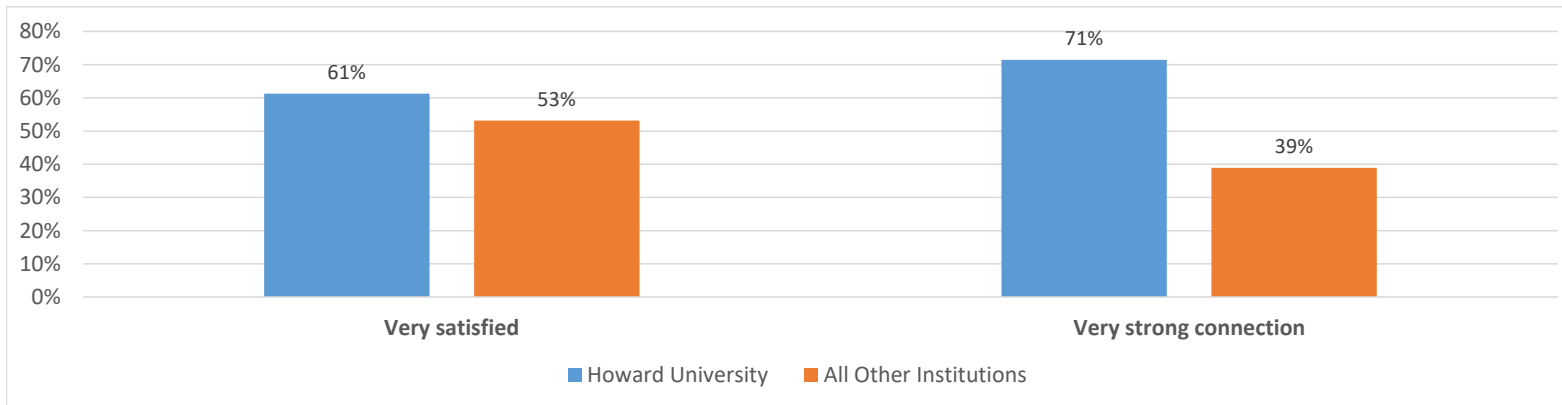
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Chart 9: Percent of 10-year alumni who reported that they were "very satisfied" with or had a "very strong connection" to their undergraduate institution





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Howard University Results, by Cohort: 1-Year-Out (1YR), 5-Year-Out (5YR), and 10-Year-Out (10YR)

Post-College Activities

Chart 1: Primary activity of alumni

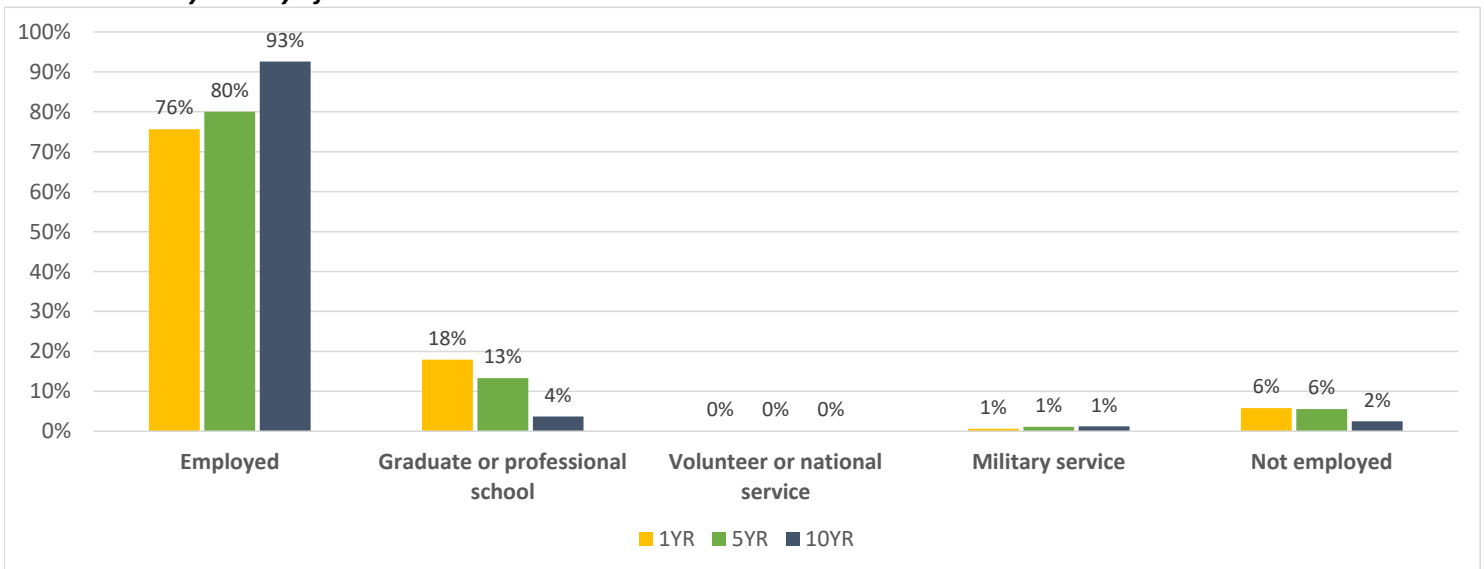
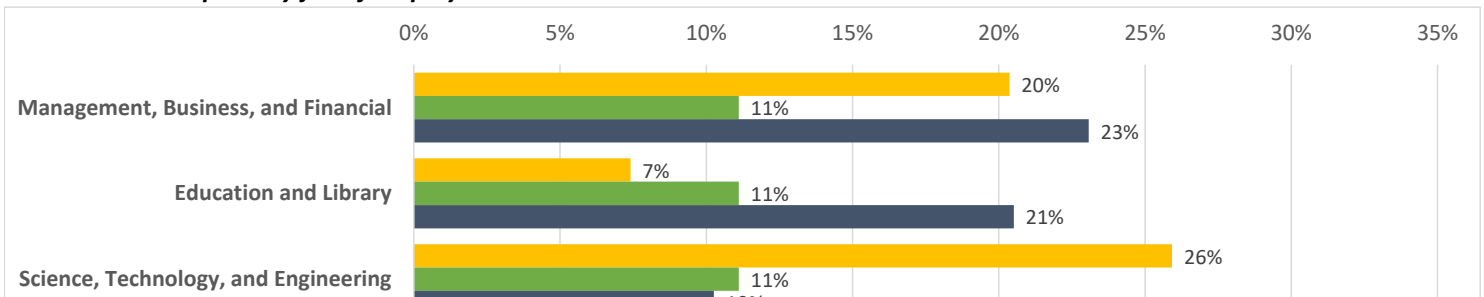
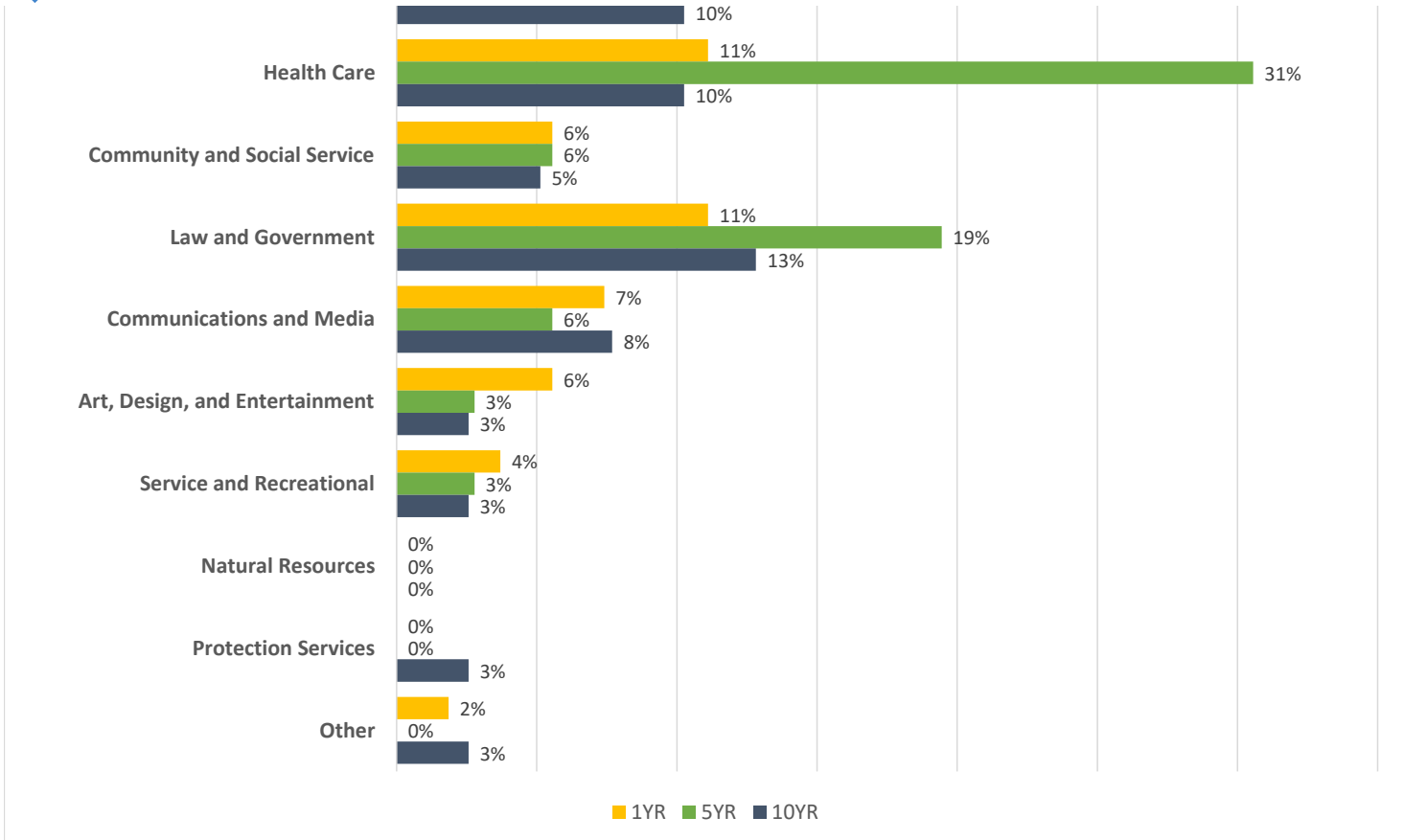


Chart 2: Current primary job of employed alumni





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Chart 3: Percent of alumni who reported the following about their current jobs

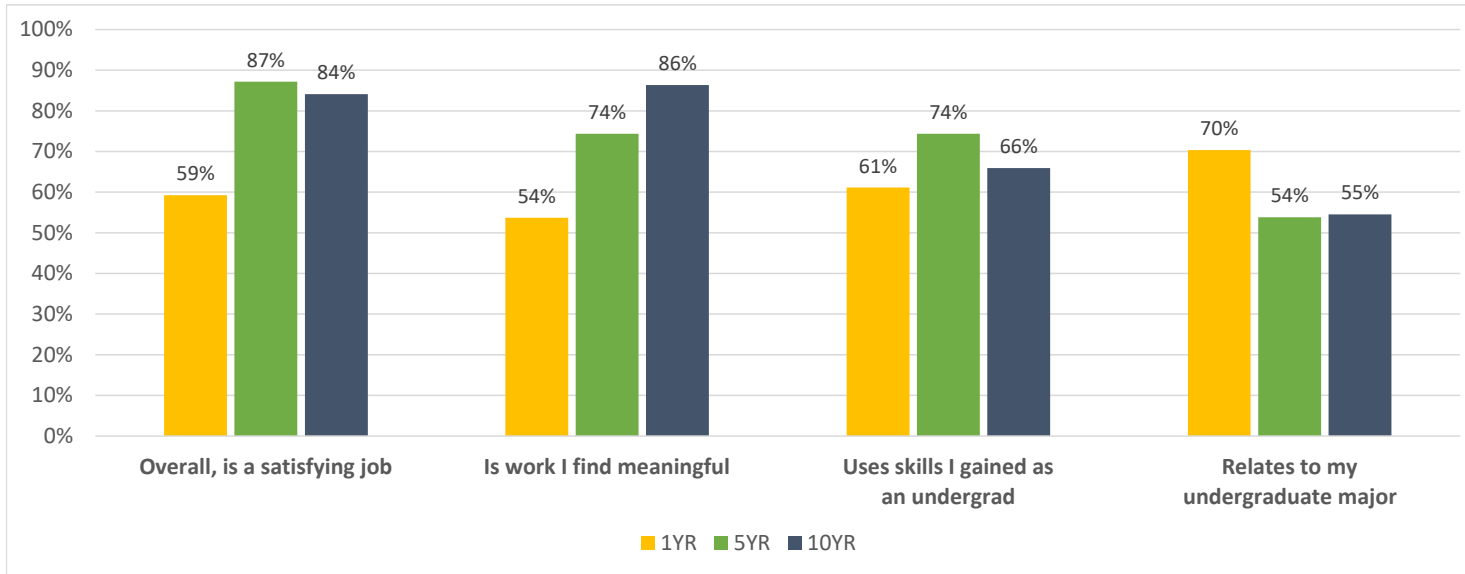
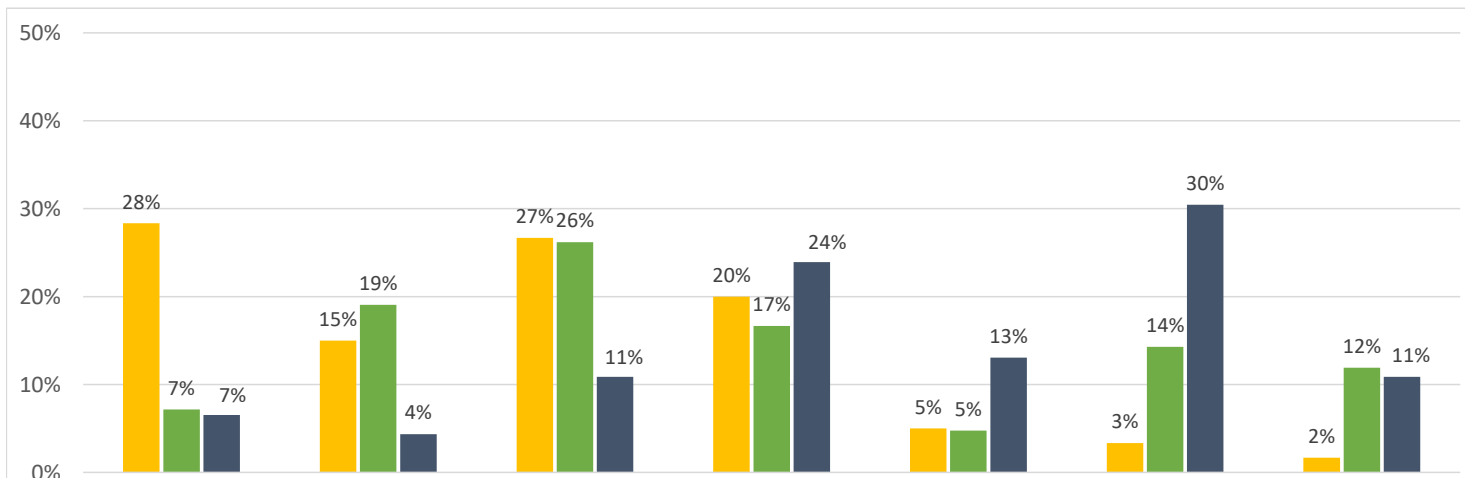
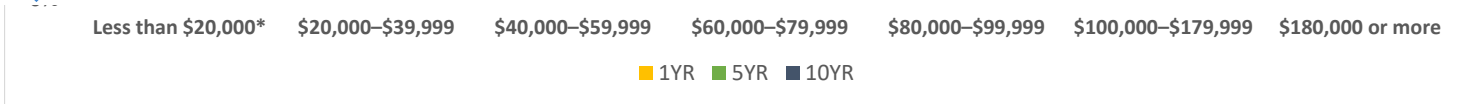


Chart 4: Annual pre-tax income of alumni





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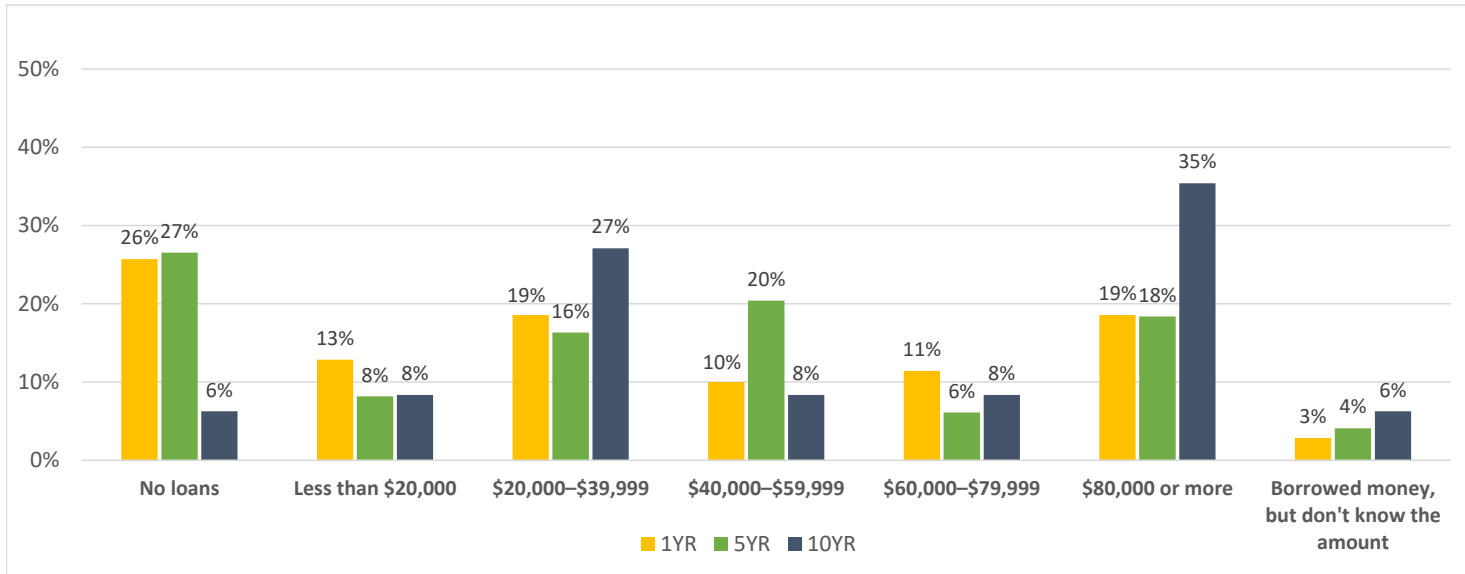


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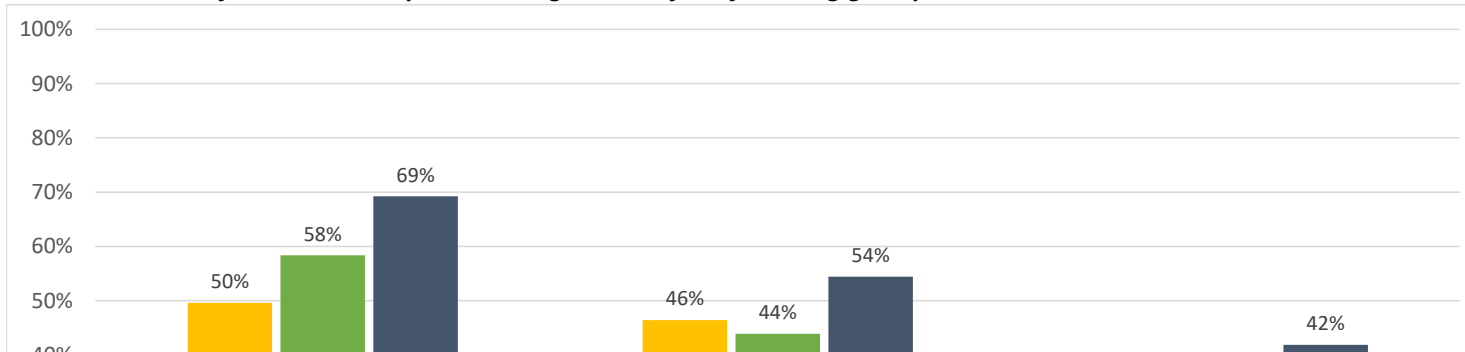
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Chart 5: Amount borrowed by alumni and/or their families to finance attending college



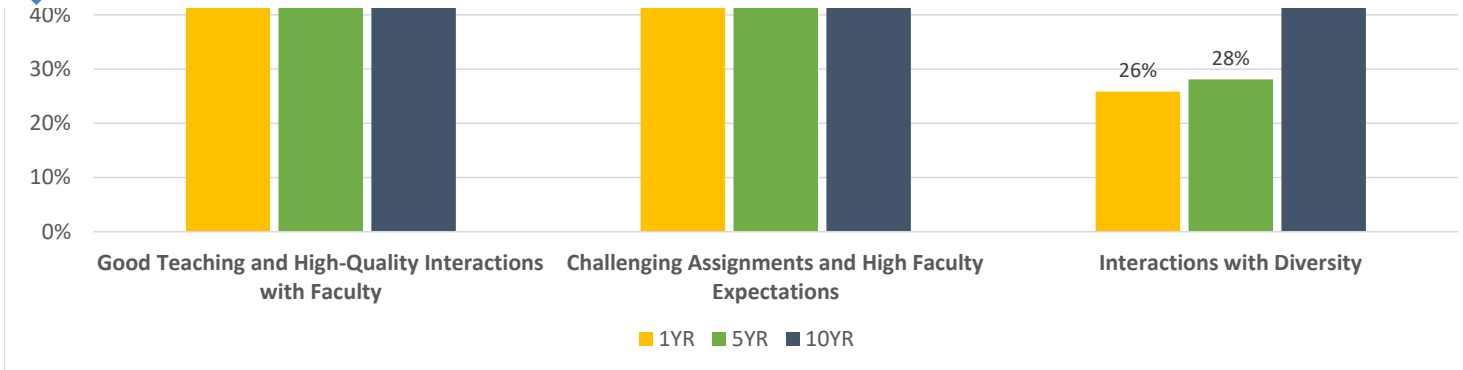
Academic Experience

Chart 6: Percent of alumni who experienced high levels of the following good practices at their alma mater



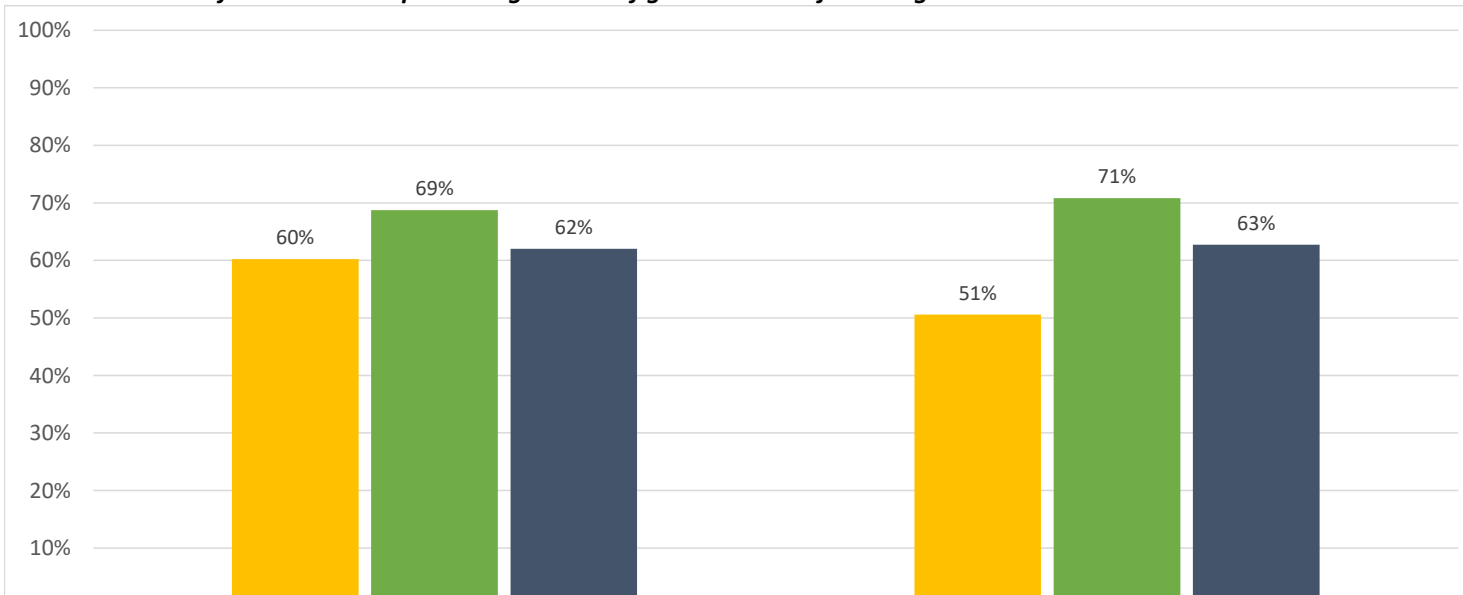


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Institutional Impact

Chart 7: Percent of alumni who reported high levels of growth on the following outcomes





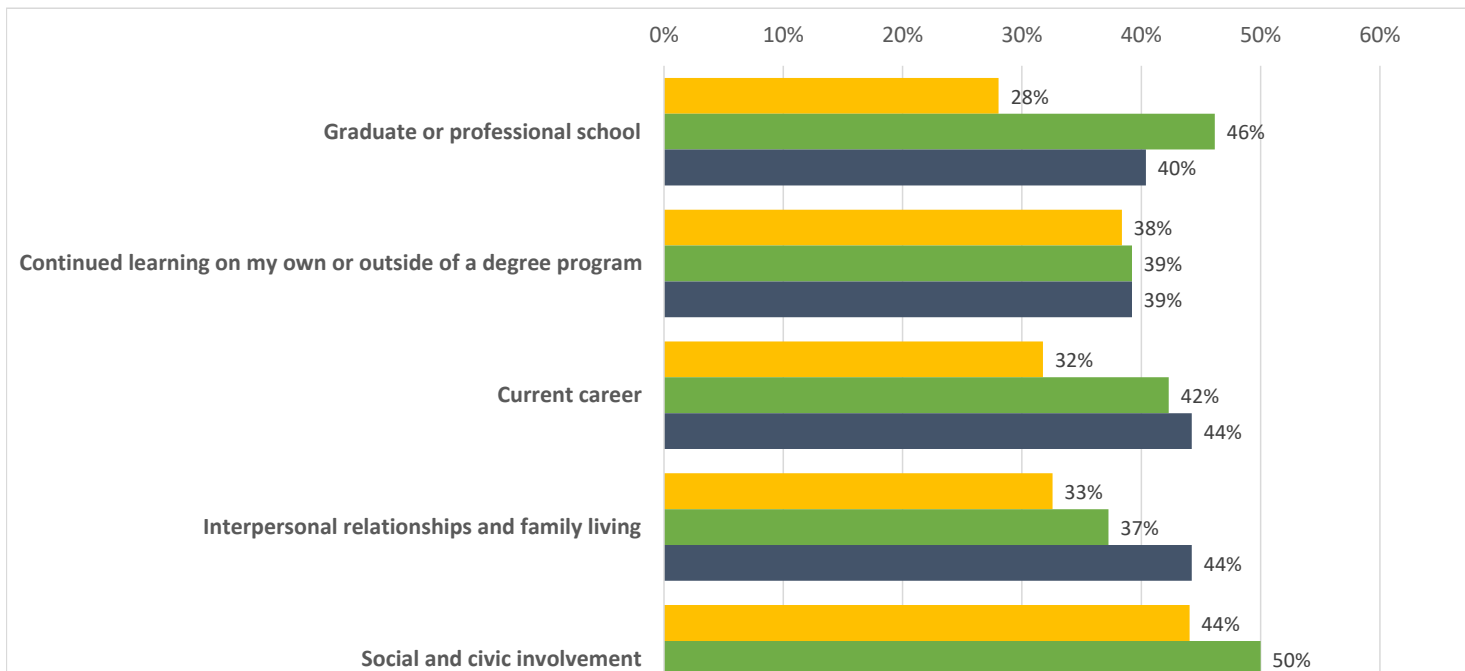
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Table 1: The 3 outcomes for which Howard University Alumni were most likely to report that their alma mater "very much" contributed to their growth and development for each cohort.

	1YR	5YR	10YR
Top outcomes of undergraduate education	Critical thinking	Intercultural knowledge and competence	Effective speaking
	Teamwork Problem solving		Problem solving Civic engagement

Chart 8: Percent of alumni who reported that their undergraduate experience "very much" prepared them for the following activities





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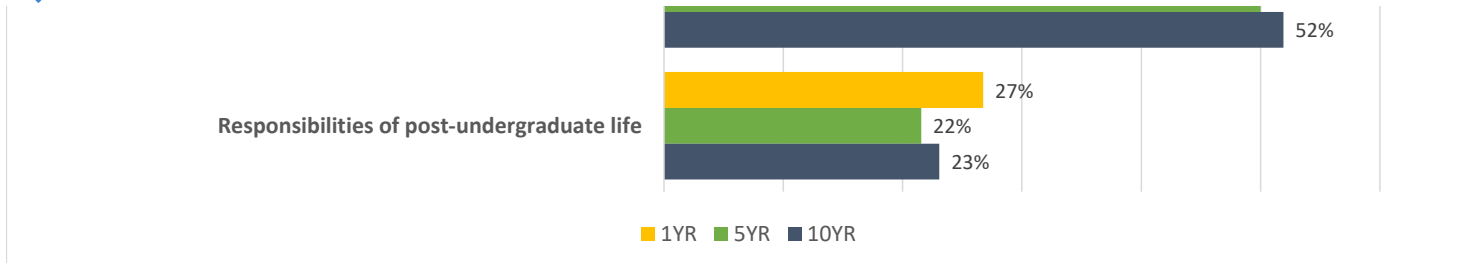
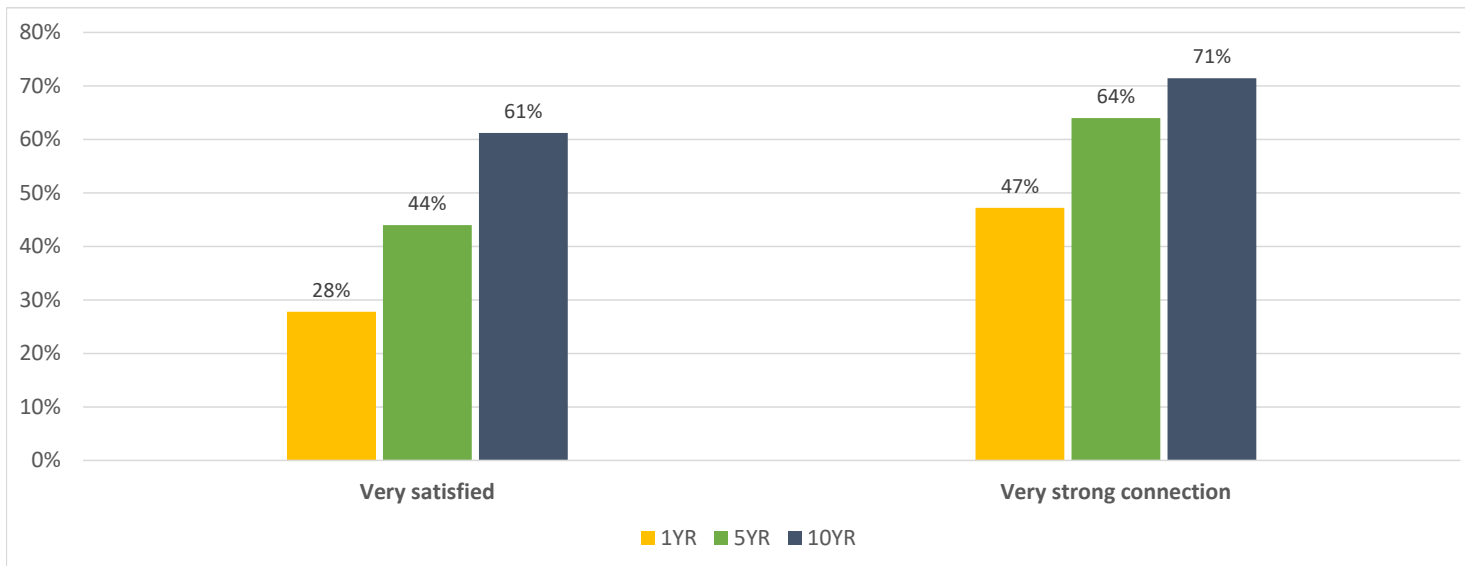


Chart 9: Percent of alumni who reported that they were "very satisfied" with or had a "very strong connection" to their undergraduate institution





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Technical Information

This file summarizes data for alumni cohorts from 62 institutions that administered the HEDS Alumni Survey in the 2018–2019, 2019–2020, 2020–2021, and/or 2021-2022 academic years. The average response rate was 22%.

Participating Institutions and Number of Responses					
	Administration Year	# of Respondents - 1-Year Cohort ¹	# of Respondents - 5-Year Cohort ¹	# of Respondents - 10-Year Cohort ¹	Response Rate ²
Agnes Scott College	2019–2020	66	121	60	38%
Albertus Magnus College	2018–2019		55	17	8%
Alma College	2019–2020	58	62	43	25%
Arkansas State University	2018–2019	206			10%
Arkansas State University	2019–2020	385			18%
Augustana College	2020-2021	305	96	101	22%
Baldwin Wallace University	2018–2019		56	63	11%
Baldwin Wallace University	2021-2022		26	43	5%
Beloit College	2018–2019	109	109	106	17%
Benedictine College	2018–2019		87	39	27%
Biola University	2021-2022	90	76	51	11%
Bucknell University	2018–2019	341	288	287	18%
Cazenovia College	2021-2022	15	72	44	12%
Concordia University Texas	2021-2022		29	29	19%
Dickinson College	2018–2019	189	165	158	33%
Dickinson College	2020-2021	210	217	185	41%
Dickinson College	2021-2022	131	122	113	24%
Doane University	2021-2022	41	33	33	10%
Dominican University of California	2020-2021	76	26	16	
Dominican University of California	2021-2022	49	26		14%
Earlham College	2019–2020		19	21	8%*
George Fox University	2019–2020	200	113	93	23%
Gettysburg College	2021-2022		217		36%
Goshen College	2019–2020		34	75	43%
Goshen College	2021-2022		27	50	27%
Grinnell College	2018–2019		70	101	30%
Hampden-Sydney College	2018–2019	40	29	14	9%



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Hanover College	2018–2019	63	67	49	29%
Hanover College	2019–2020	70	53	51	30%
Hanover College	2020-2021	59	41	50	23%
Hanover College	2021-2022	40	43	44	20%
Harvey Mudd College	2018–2019	78	70	54	40%
Harvey Mudd College	2019–2020	69	39	22	26%
Harvey Mudd College	2020-2021	69	50	46	33%
Harvey Mudd College	2021-2022	51	43	46	28%
Haverford College	2018–2019	135	106	104	39%
Haverford College	2021-2022		88	61	26%
Hood College	2018–2019		45	47	16%
Hood College	2019–2020		34	25	9%
Hood College	2020-2021	34	42	31	13%
Hood College	2021-2022	51	40	47	16%
Howard University	2021-2022	156	90	81	5%
Illinois Wesleyan University	2020-2021		133	71	19%
Kenyon College	2018–2019		143	109	36%
Kenyon College	2020-2021				20%
Kenyon College	2021-2022	0	165	182	22%
Knox College	2020-2021	153	107	156	25%
Lewis & Clark College	2021-2022	32	26	16	
Macalester College	2019–2020		218		51%
Manhattan College	2018–2019		8	12	3%*
Occidental College	2021-2022	80	88	56	19%
Olivet College	2018–2019		13	35	19%
Ouachita Baptist University	2021-2022	121	35	15	18%
Point Park University	2021-2022	164	91	92	18%
Principia College	2018–2019		102	102	39%
Principia College	2019–2020	80			40%
Principia College	2020-2021	93	105	81	47%
Quinnipiac University	2018–2019	428	269		25%
Quinnipiac University	2020-2021	626	502	303	18%
Reed College	2018–2019		139	157	22%
Reed College	2020-2021		202	187	29%
Saint Anselm College	2020-2021		101	88	32%
Saint Martin's University	2018–2019	69	48	16	6%
Salve Regina University	2021-2022	110	61	75	21%
Scripps College	2018–2019	47	39	39	19%



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Scripps College	2019–2020	69	77	53	29%
Scripps College	2020-2021	51	51	42	23%
Scripps College	2021-2022	42	54	26	16%
Soka University of America	2021-2022	36	66	104	52%
Southwestern University	2021-2022		43	43	14%
St. Catherine University	2021-2022	149	88		19%
St. Edwards University	2020-2021	162	82	82	18%
St. Norbert College	2018–2019		123	75	27%
St. Norbert College	2019–2020			80	23%
St. Norbert College	2020-2021		92	116	28%
St. Norbert College	2021-2022		130	54	17%
St. Olaf College	2020-2021		282		21%
Susquehanna University	2018–2019		79		25%
Susquehanna University	2019–2020		74		21%
Susquehanna University	2020-2021		87		26%
The American University of Paris	2018–2019		13	1	2%
The American University of Paris	2019–2020		14	14	14%
The American University of Paris	2020-2021		16	3	
The American University of Paris	2021-2022	14	8	2	6%
The College of New Jersey	2018–2019	338	276	89	6%
Trinity University	2018–2019		50	85	12%
University of California - Irvine	2020-2021	819	265	249	9%
University of Saint Katherine	2020-2021	38	6		52%
Wake Forest University	2018–2019		207		26%
Wake Forest University	2021-2022		127		14%
Washburn University	2018–2019	134	87	68	17%
Washburn University	2021-2022	143	117	89	9%
Whittier College	2019–2020		37	32	11%
Whittier College	2020-2021		54	51	18%
Whittier College	2021-2022		42	52	12%
William Woods University	2019–2020	48	50	37	31%
Wofford College	2018–2019	170	119	84	12%
Xavier University	2018–2019		91	90	16%*



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¹Respondents include alumni who answered at least one question. The 1-year cohort includes alumni who graduated in 2017 or 2018 for the 2018–2019 administration, in 2018 or 2019 for the 2019–2020 administration, in 2019 or 2020 for the 2020–2021 administration, and in 2020 or 2021 for the 2021–2022 administration. The 5-year cohort includes alumni who graduated in 2013 or 2014 for the 2018–2019 administration, in 2014 or 2015 for the 2019–2020 administration, in 2015 or 2016 for the 2020–2021 administration, and in 2016 or 2017 for the 2021–2022 administration. The 10-year cohort includes alumni who graduated in 2008 or 2009 for the 2018–2019 administration, in 2009 or 2010 for the 2019–2020 administration, in 2010 or 2011 for the 2020–2021 administration, and in 2011 or 2012 for the 2021–2022 administration.

²We calculated the response rate by dividing an institution's number of responses, including those alumni who did not fall into one of the cohorts included in the report, by the number of emails successfully delivered through Qualtrics.

*Institution used authentication method, and response rates for these institutions do not factor in bounced email addresses.

Information about graphs and tables in this report

“Primary activity of alumni” graph

The data presented in this graph comes from responses to Q1, “Please indicate which of the following describes your current PRIMARY activity.” We collapsed the nine responses from the original variable into the five categories seen in the graph. The “Employed” category has the “Employed, full-time,” “Employed, part-time,” and the “Employed, multiple jobs” responses. The “Graduate or professional school” category has the “Graduate or professional school, full-time” and the “Graduate or professional school, part-time” responses. The “Not employed” category has the “Not employed, but seeking employment, admission to graduate school, or other opportunity” and the “Not employed, and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)” responses. The “Volunteer or national service” and the “Military service” categories do not combine responses.

“Current primary job of employed alumni” graph

The data presented in this graph comes from responses to Q22, “What is your CURRENT primary job?” We collapsed the response options from the original variable into the 12 broad categories seen in the graph. See the “Appendix” tab to view the 12 broad categories in bold followed by their response options.

“Percent of alumni who reported the following about their current jobs” graph

The data presented in this graph comes from responses to Q23, “Please indicate whether each of the following descriptions applies to your current job (Check all that apply).” We calculated the percentages by dividing the number of alumni who selected each response option by the total number of alumni who answered the question and selected anything except for “I am not currently employed.”



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“Annual pre-tax income of alumni” graph

The data presented in this graph comes from responses to Q34, “Which of the following most accurately describes your current personal annual income before taxes? Please report your personal income, not your total household income.” We collapsed 14 of the response options from the original variable into the seven categories seen in the graph. We excluded those who selected, “I prefer not to respond” from our calculations. The “Less than \$20,000” category includes the “No earned income” and the “Less than \$20,000” response options. The “\$100,000–\$179,999” category includes the “\$100,000–\$119,999,” “\$120,000–\$139,999,” “\$140,000–\$159,999,” and the “\$160,000–\$179,999” response options. The “\$180,000 or more” category includes the “\$180,000–\$199,999,” “\$200,000–\$219,999,” “\$220,000–\$240,000,” and the “More than \$240,000” response options. The rest of the categories do not combine response options.

“Amount borrowed by alumni and/or their families to finance attending college” graph

The data presented in this graph comes from responses to Q26, “At the time you graduated, what was the total amount that you and/or your family borrowed to finance your undergraduate education at this institution?” We collapsed the 15 response options from the original variable into the seven categories seen in the graph. The “Less than \$20,000” category includes the “Less than \$5,000,” “\$5,000–\$9,999,” “\$10,000–\$14,999,” and the “\$15,000–\$19,999” response options. The “\$20,000–\$39,999” category includes the “\$20,000–\$29,999” and the “\$30,000–\$39,999” response options. The “\$40,000–\$59,999” category includes the “\$40,000–\$49,999” and the “\$50,000–\$59,999” response options. The “\$60,000–\$79,999” category includes the “\$60,000–\$69,999” and the “\$70,000–\$79,999” response options. The “\$80,000 or more” category includes the “\$80,000–\$89,999,” “\$90,000–\$99,999,” and the “\$100,000 or more” response options. The rest of the categories do not combine response options.

“Percent of alumni who experienced high levels of the following good practices” graph

This file contains information on five dimensions of undergraduate experience. The three included indicators and their reliabilities are:

- Good Teaching and High-Quality Interactions with Faculty – 9 statements, Cronbach's $\alpha = 0.92$
- Challenging Assignments and High Faculty Expectations – 14 questions, Cronbach's $\alpha = 0.90$
- Interactions with Diversity – 6 questions, Cronbach's $\alpha = 0.87$

These three dimensions are based on indicators that the Center of Inquiry developed and validated in the Wabash National Study. Please note that only those seniors who answered every question in the indicator receive a score.

To calculate each score, we recoded the response options for each scale into a 100-point scale. For the Good Teaching indicator: 0=Strongly disagree, 25=Disagree, 50=Neither agree nor disagree, 75=Agree, and 100=Strongly agree. For the Challenging Assignments and Diversity indicators: 0=Never, 25=Rarely, 50=Sometimes, 75=Often, and 100=Very often. We averaged the recoded response options for each item in an indicator to calculate the indicator score. We consider indicator scores of 70 and above to be high levels of these good practices.

“Percent of alumni who reported high levels of growth on the following outcomes” graph

This file contains information on five dimensions of undergraduate experience. The two included outcomes and their reliabilities are:

- Growth on Intellectual Outcomes – 10 questions, Cronbach's $\alpha = 0.89$
- Growth on Civic Outcomes – 4 questions, Cronbach's $\alpha = 0.82$



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These two dimensions are based on indicators that the Center of Inquiry developed and validated in the Wabash National Study. Please note that only those seniors who answered every question in the indicator receive a score.

To calculate each score, we recoded the response options for each scale into a 100-point scale. For the Growth on the Intellectual Outcomes and Civic Outcomes indicators: 0=Very little, 33.33=Some, 66.67=Quite a bit, and 100=Very much. We averaged the recoded response options for each item in an indicator to calculate the indicator score. We consider indicator scores of 70 and above to be high levels of these good practices.

“High-participation activities and their impact on alumni learning and personal development” table

The data in this table are from Q12, “To what extent did your experience with each of the following [activities] as an undergraduate at this institution contribute to your learning and personal development?” We ranked the 17 activities listed in this question (excluding "Other") from highest to lowest based on the number of your alumni who a) indicated that they participated in that activity in Q11, and b) chose to evaluate the impact of that activity in Q12. The table lists the five activities that your alumni participated in most often and the proportion of your alumni who reported that those activities were "high impact" - i.e., contributed "Very much" or "Quite a bit" to their learning and personal development. For comparison purposes, we also show the percent of alumni at all other institutions who reported that those activities were high impact.



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“Percent of alumni who reported that their undergraduate experience ‘very much’ prepared them for the following activities” graph

The data presented in this graph comes from responses to Q9, “Overall, to what extent did your undergraduate experience at this institution prepare you for the following activities?”

“Percent of alumni who reported that they were ‘very satisfied’ with or had a ‘very strong connection’ to their undergraduate institution” graph

The data presented in this graph comes from responses to Q13, “How connected do you feel to this institution?” and Q14, “Overall, how satisfied have you been with your undergraduate education at this institution?”

Cohort Comparison worksheet - “Top outcomes” table

The outcomes presented in this table show the top three items from the corresponding tables on the alumni cohort worksheets.