



**HEDS Alumni Survey
2022–2023 Summary Report
Howard University**

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Released 03/25/2024

This report compares the responses of alumni from your institution who took the HEDS Alumni Survey in 2022-2023 with those of alumni from other institutions who've participated in the survey since fall 2020. Although alumni from any graduation year may take this survey, this report focuses solely on alumni who took the survey 1, 5, and/or 10 years after they graduated.

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:

<u>Results for 1-Year-Out Alumni (1YR)</u>
<u>Results for 5-Year-Out Alumni (5YR)</u>
<u>Results for 10-Year-Out Alumni (10YR)</u>
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.
<u>Cohort Comparison</u>
Information on how different alumni cohorts from your institution compare to each other on post-college activities, academic experiences, and institutional impact.
<u>Technical Information</u>
Information about the response rate for the survey, details about what data is presented in the graphs and tables, and how we calculated the indicators and other variables in this report.
<u>Participating Institutions</u>
A list of the institutions included in this report.
<u>Survey Instrument</u>
A representation of the 2022-2023 HEDS Alumni Survey that your alumni took.
<u>Data Sharing Practices</u>
Information about how you may share this report.

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Results for 1-Year-Out Alumni

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Post-College Activities

Chart 1: Primary activity of alumni after 1 year

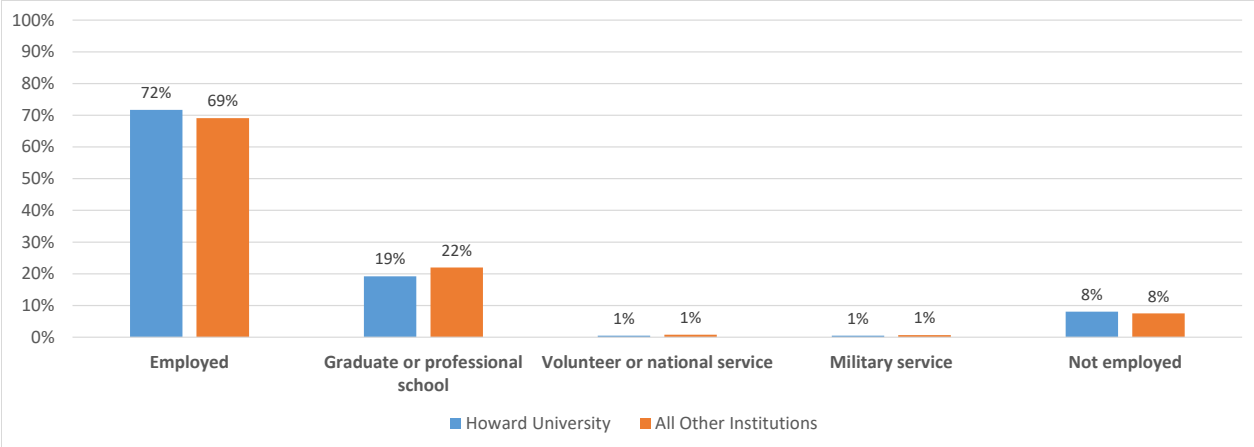
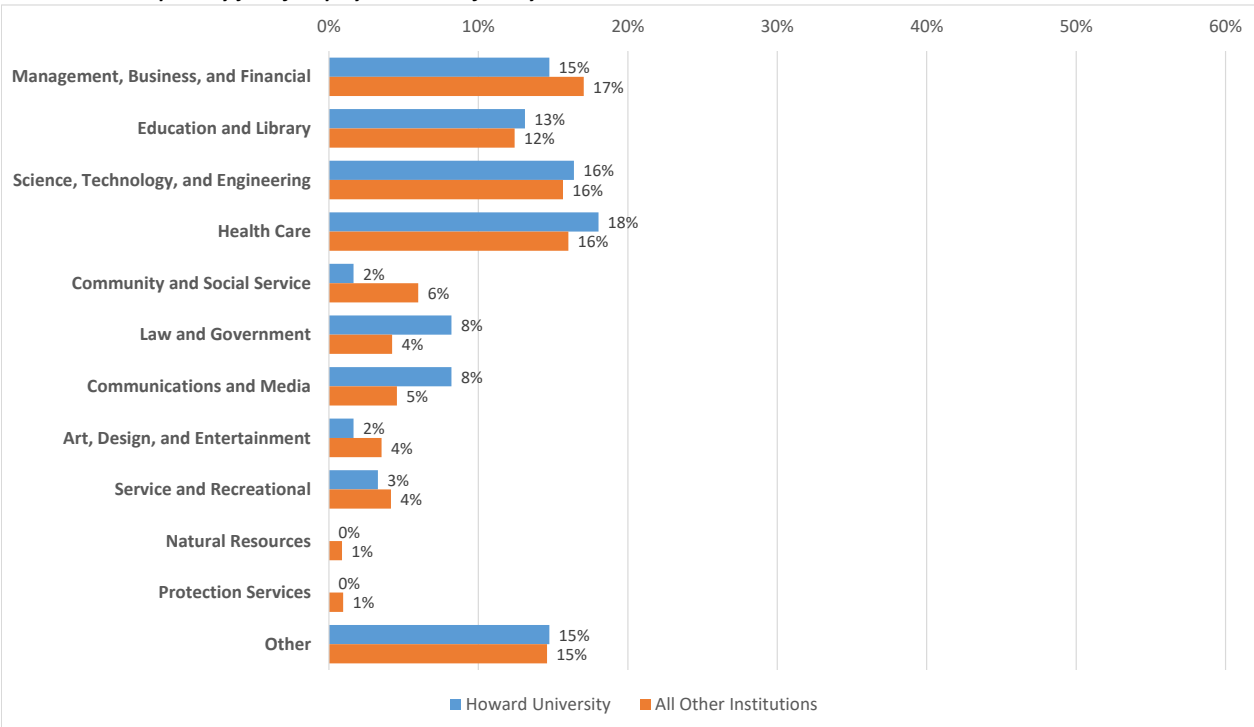


Chart 2: Current primary job of employed alumni after 1 year



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

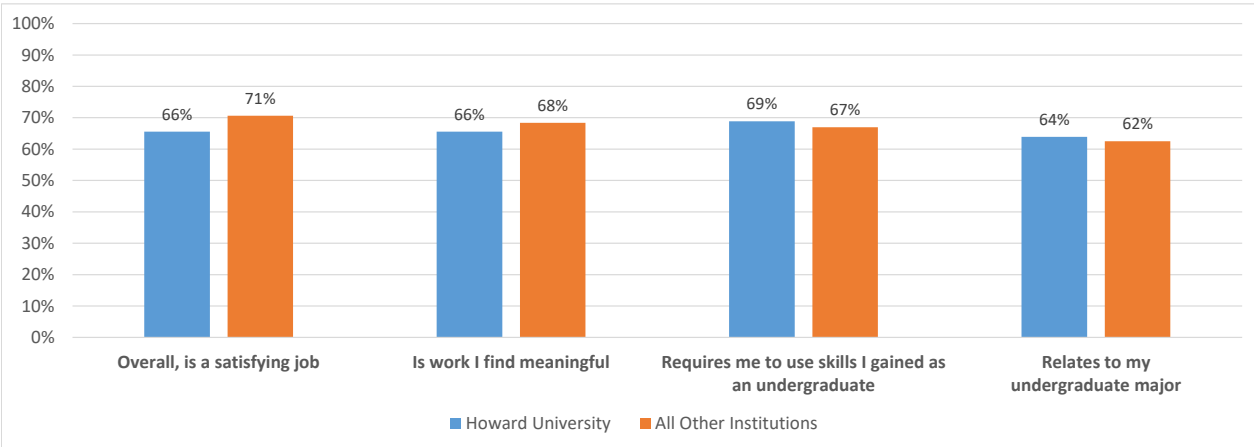
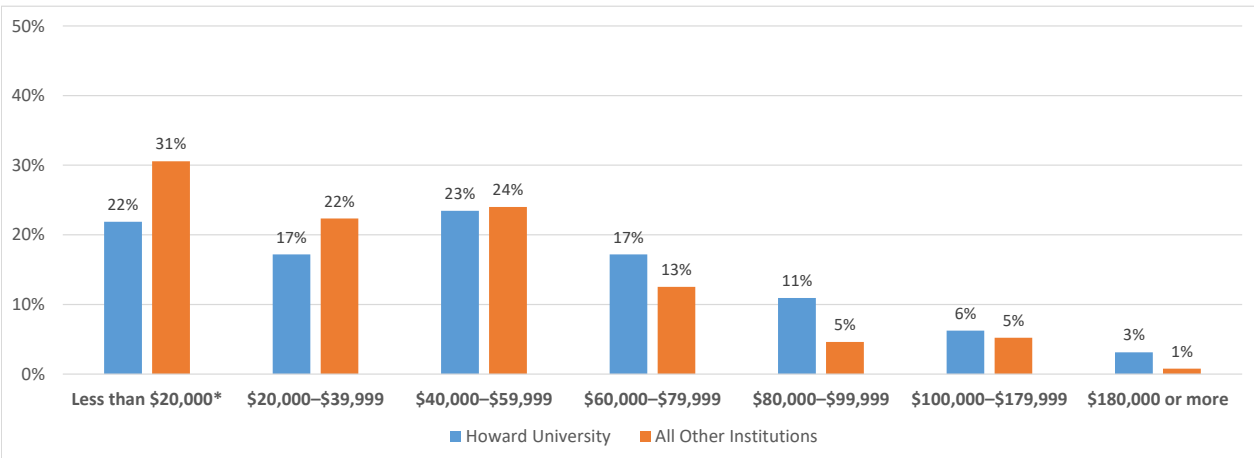


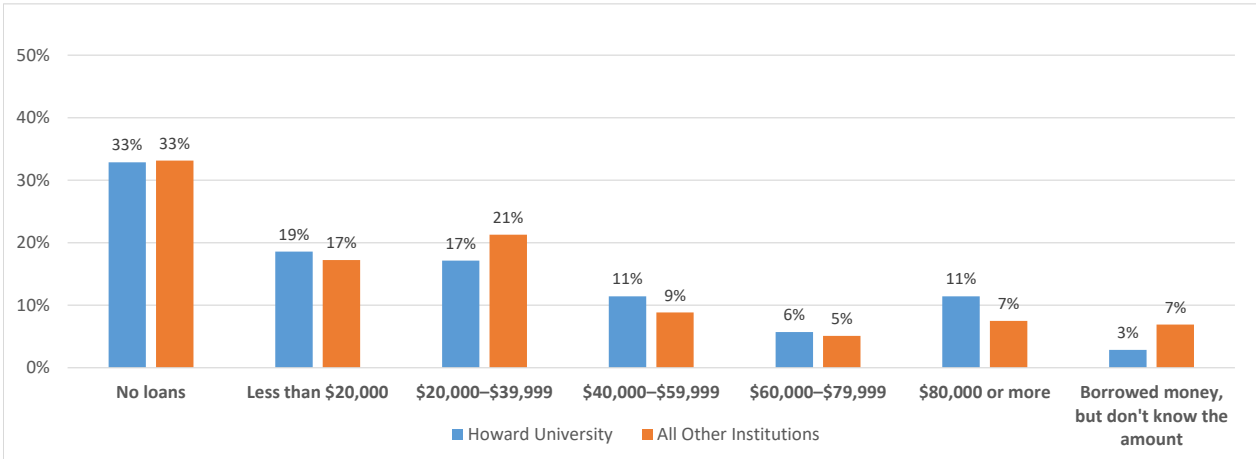
Chart 4: Annual pre-tax income of 1-year alumni



*Includes those who selected "No earned income."

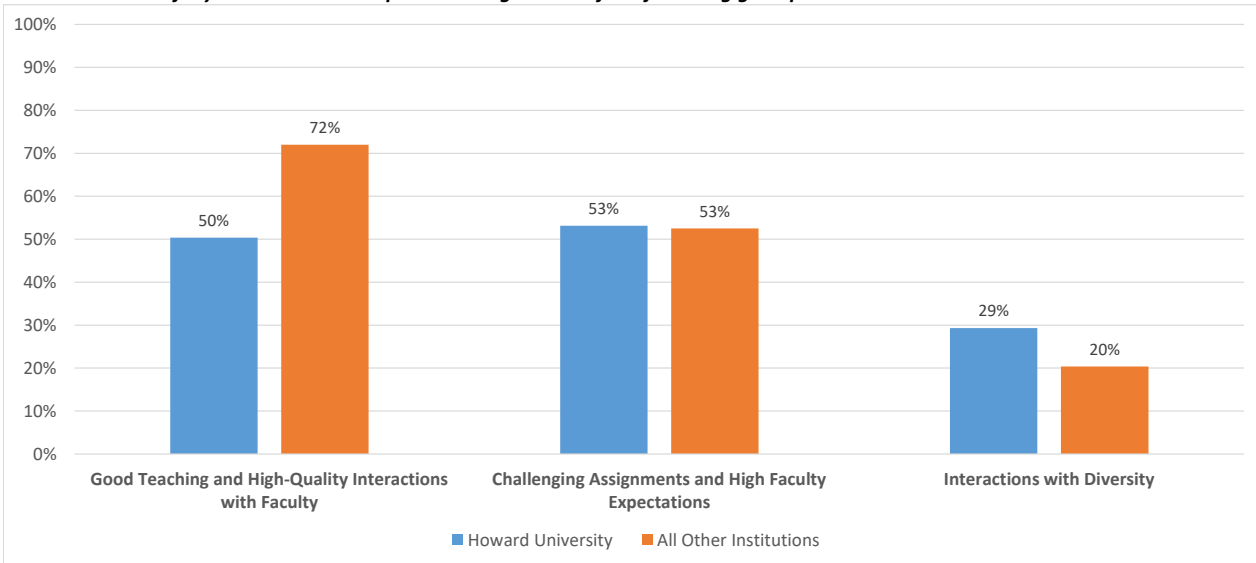
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Chart 5: Amount borrowed by 1-year alumni and/or their families to finance attending college



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

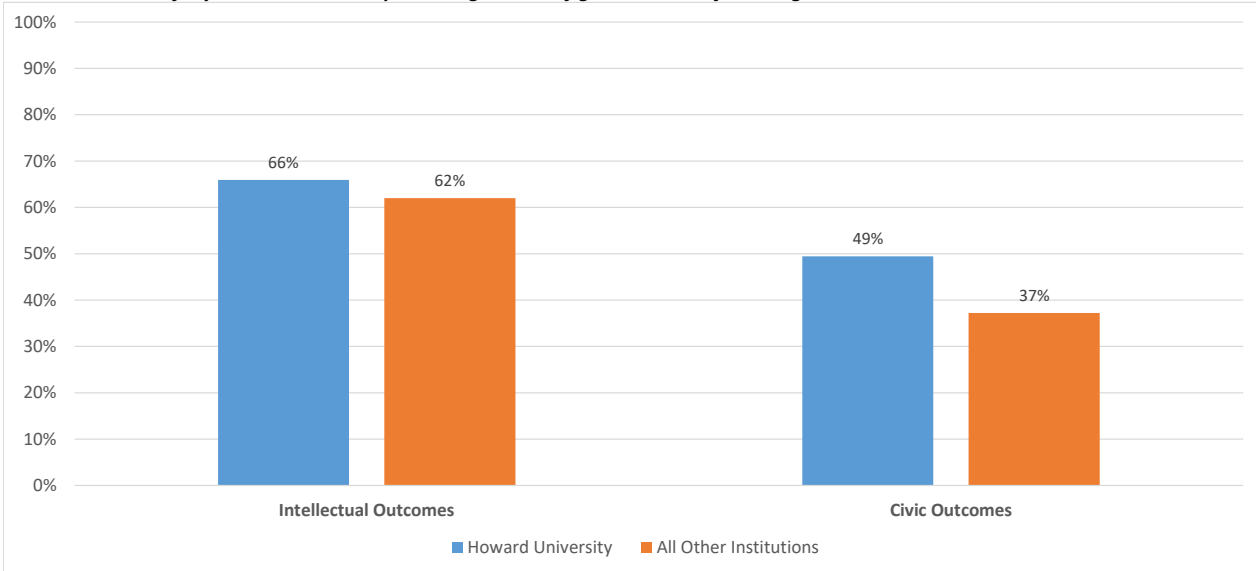
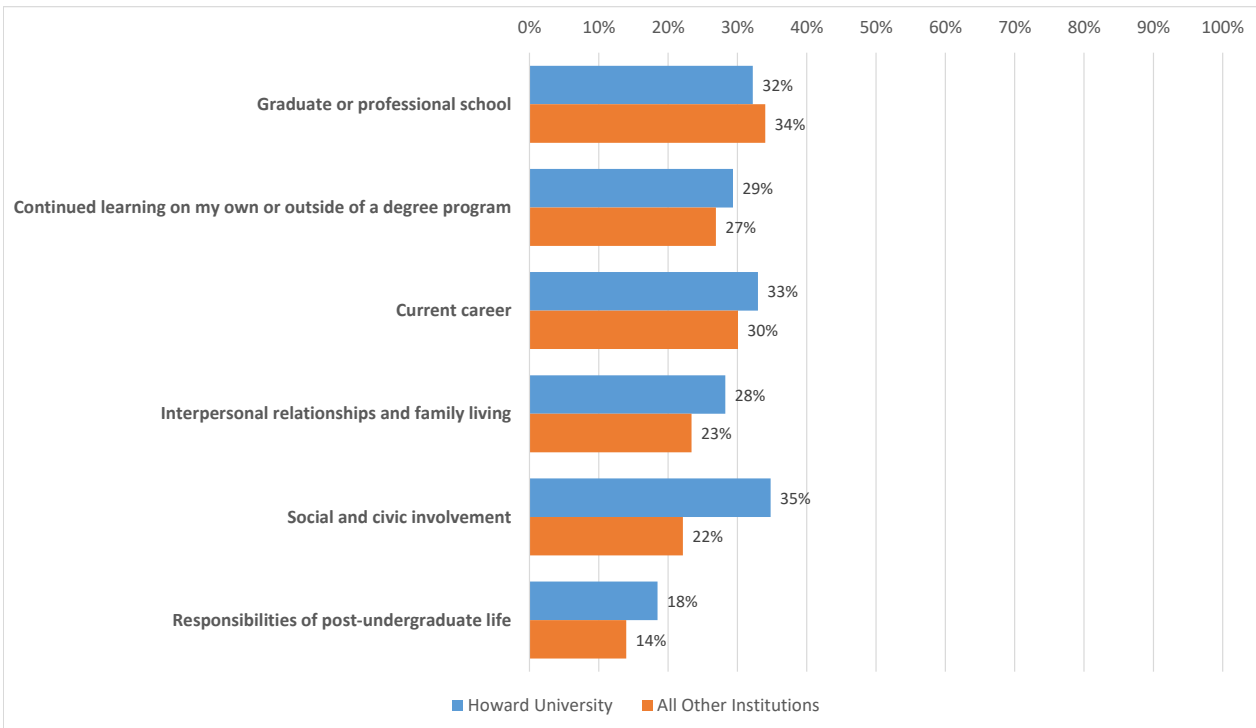
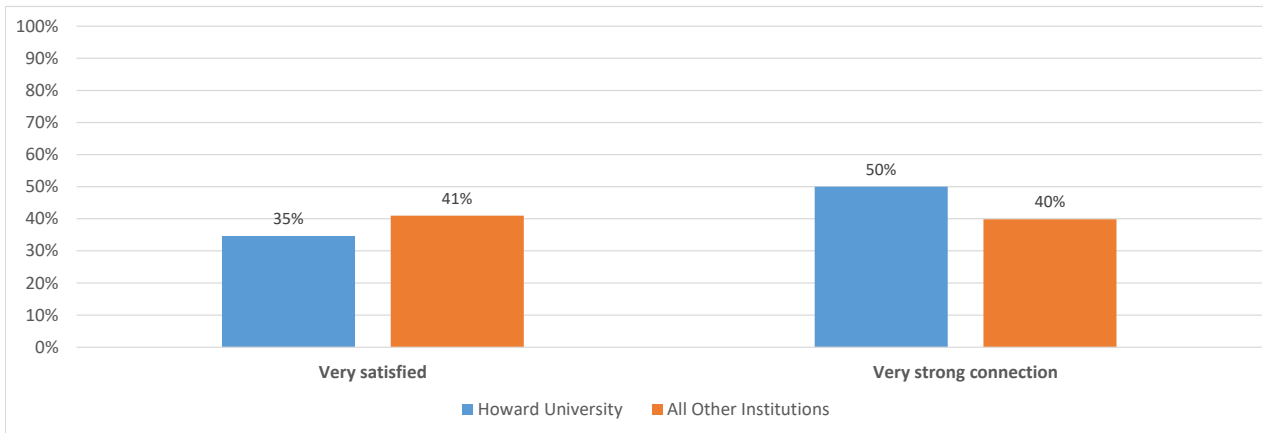


Chart 8: Percent of 1-year alumni who reported that their undergraduate experience "very much" prepared them for the following activities



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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

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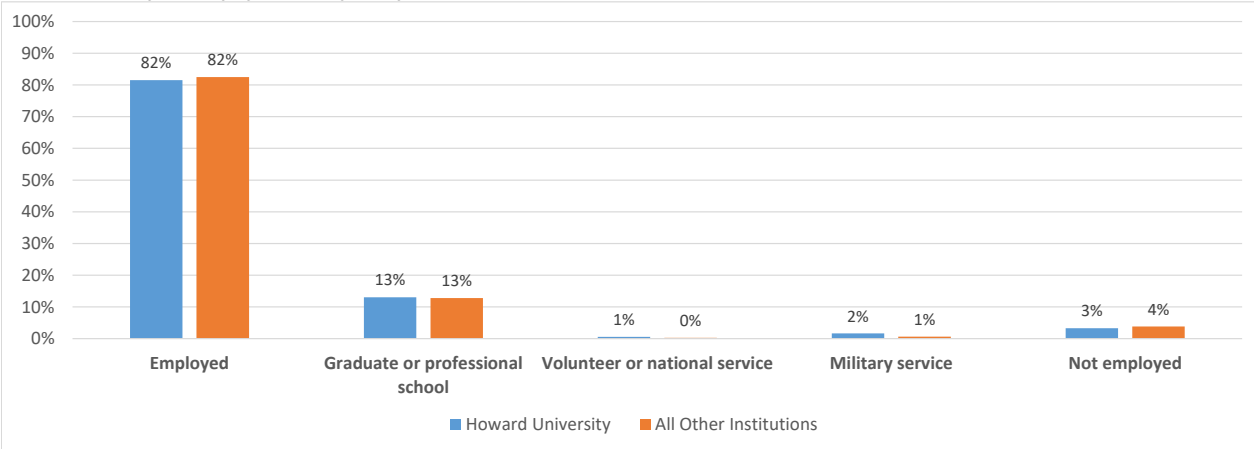


Chart 2: Current primary job of employed alumni after 5 years

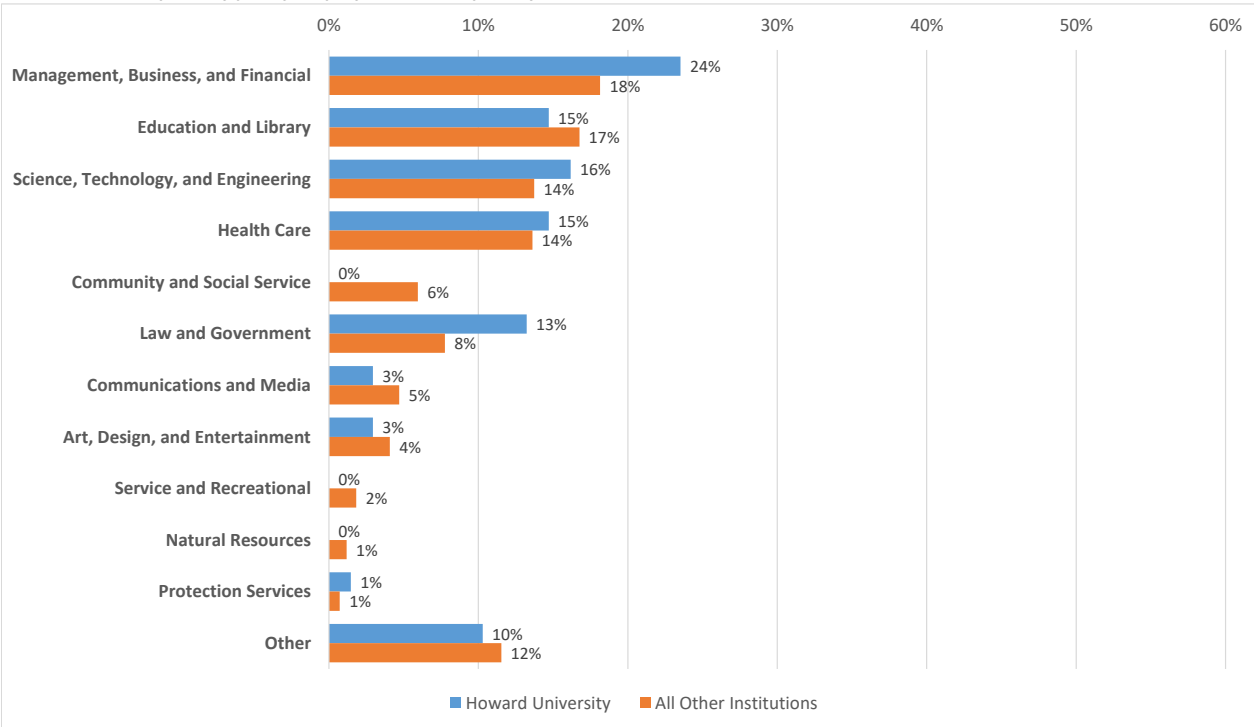


Chart 3: Percent of 5-year alumni who reported the following about their current jobs

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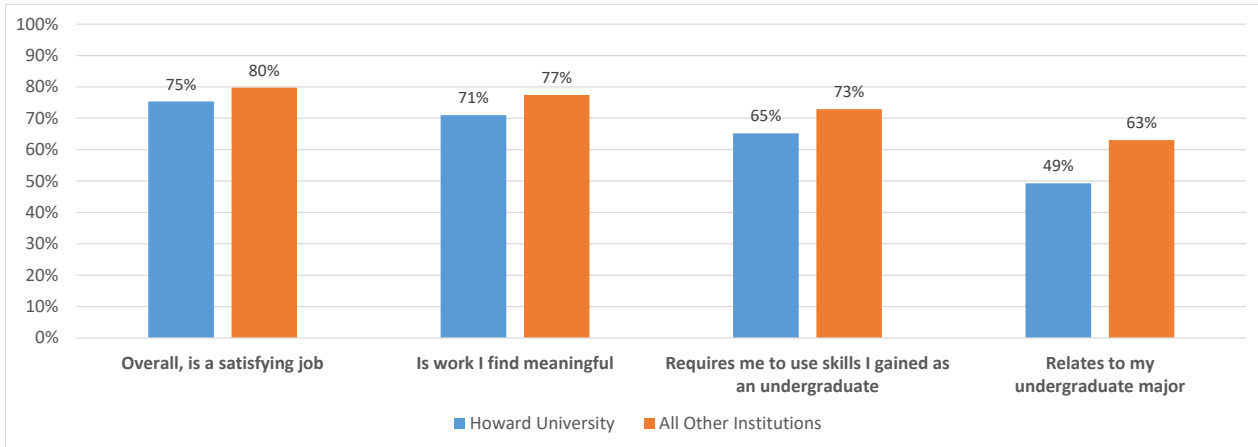
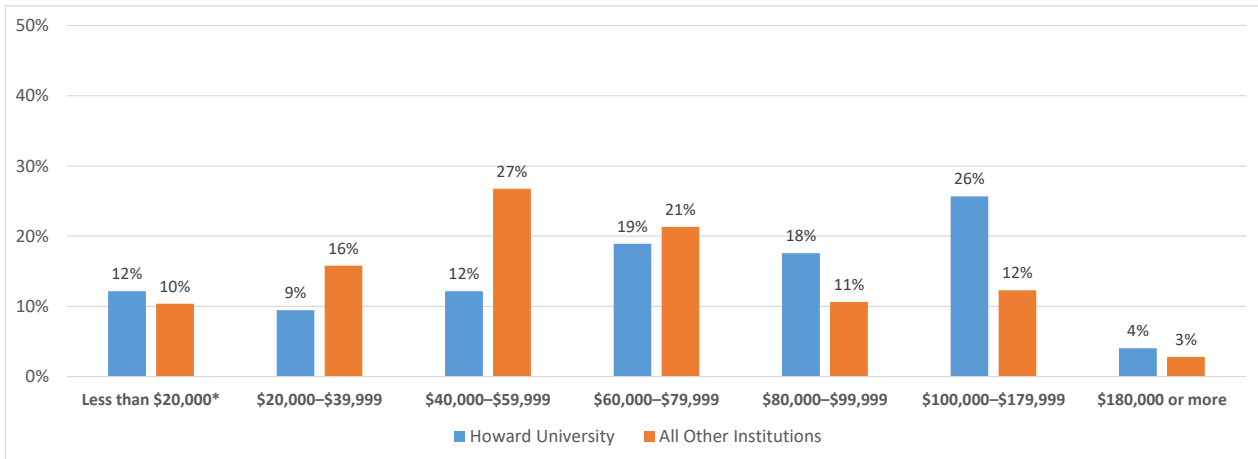


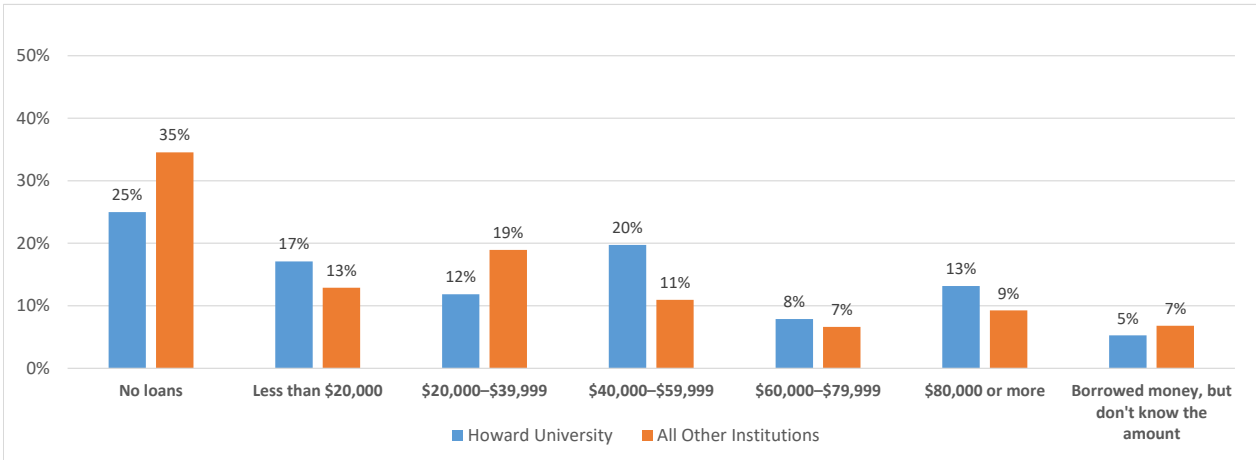
Chart 4: Annual pre-tax income of 5-year alumni



*Includes those who selected "No earned income."

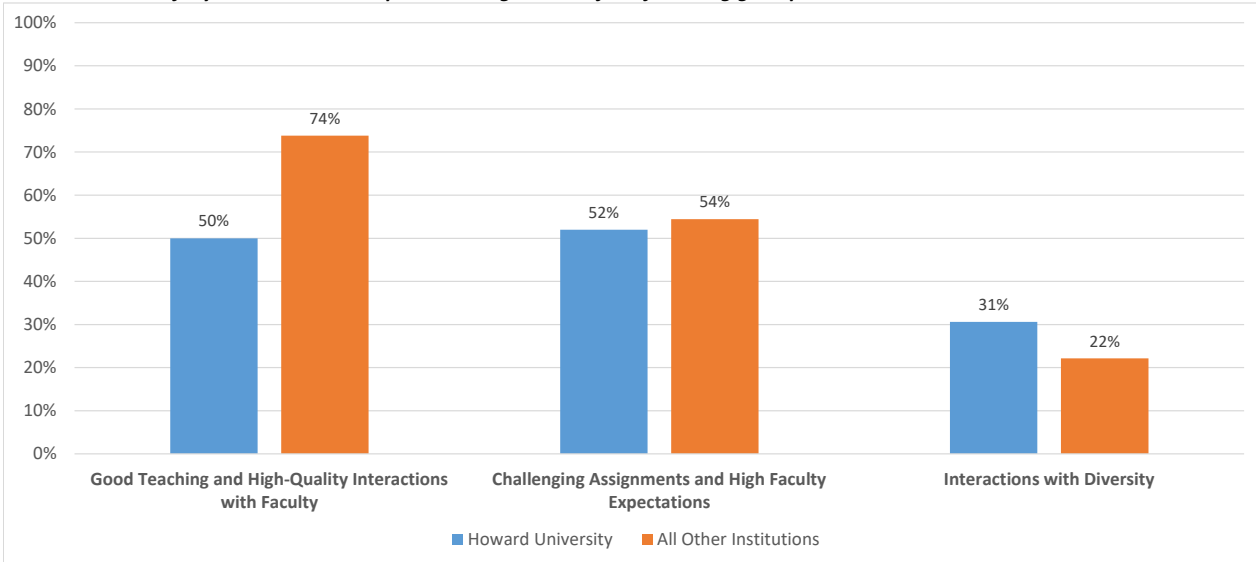
Chart 5: Amount borrowed by 5-year alumni and/or their families to finance attending college

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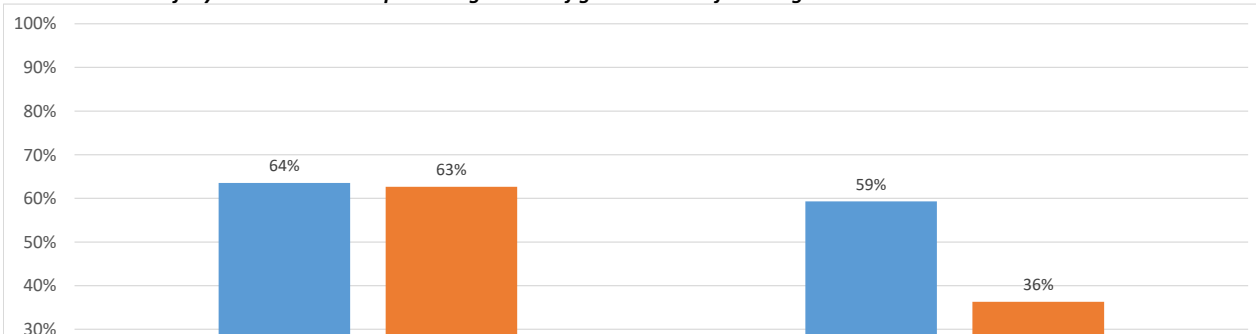
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Chart 6: Percent of 5-year alumni who experienced high levels of the following good practices at their alma mater



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



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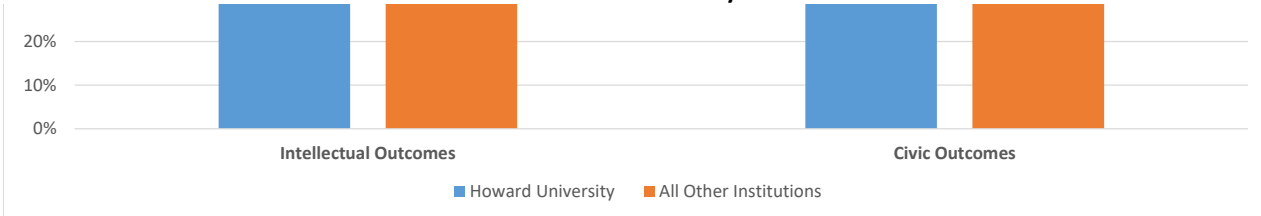


Chart 8: Percent of 5-year alumni who reported that their undergraduate experience "very much" prepared them for the following activities

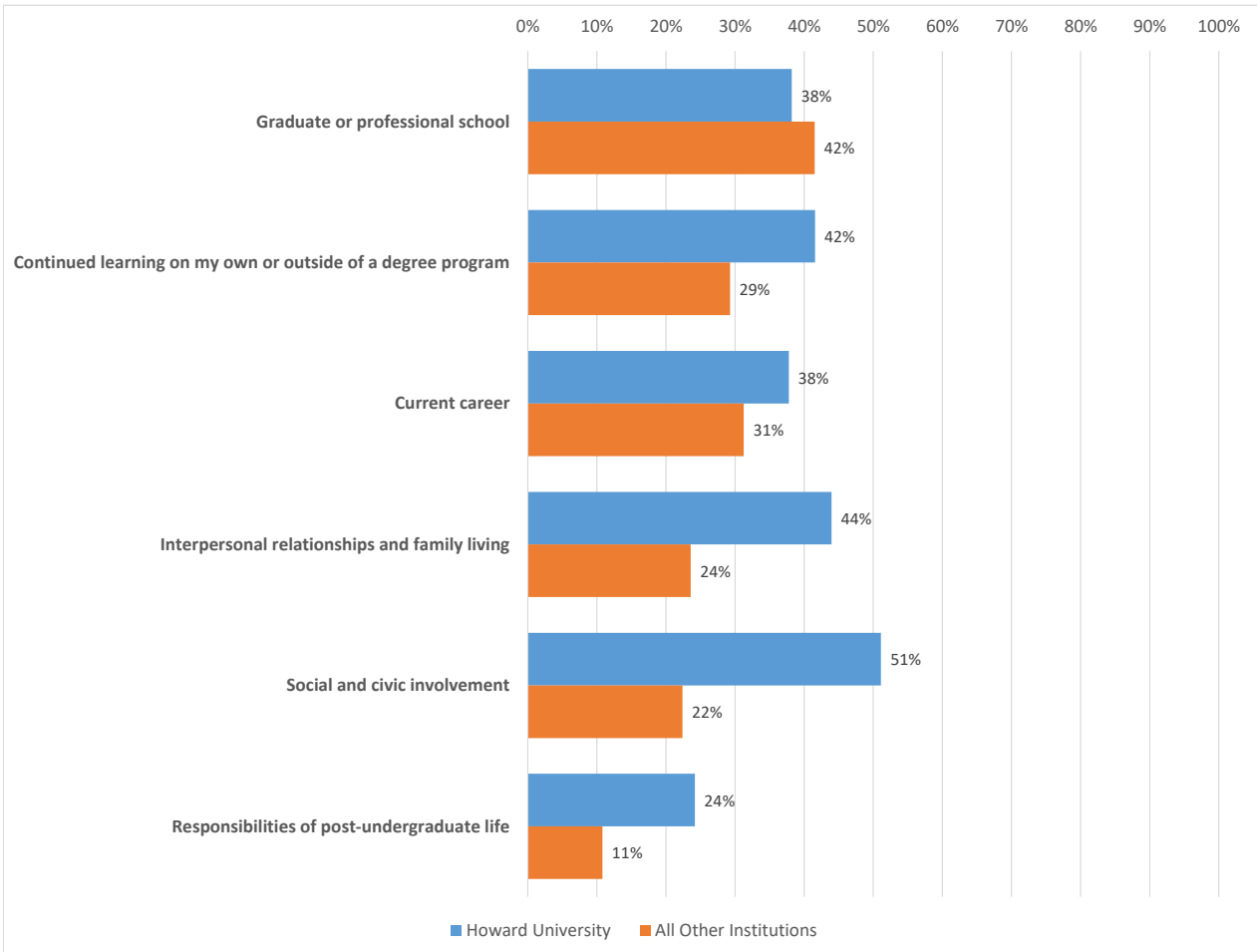
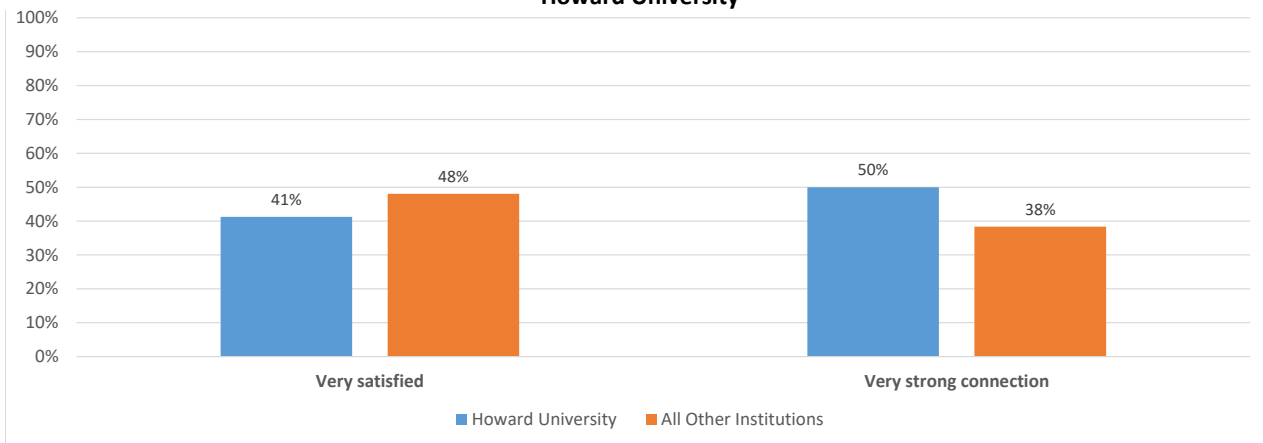


Chart 9: Percent of 5-year alumni who reported that they were "very satisfied" with or had a "very strong connection" to their undergraduate institution



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Results for 10-Year-Out Alumni

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Chart 1: Primary activity of alumni after 10 years

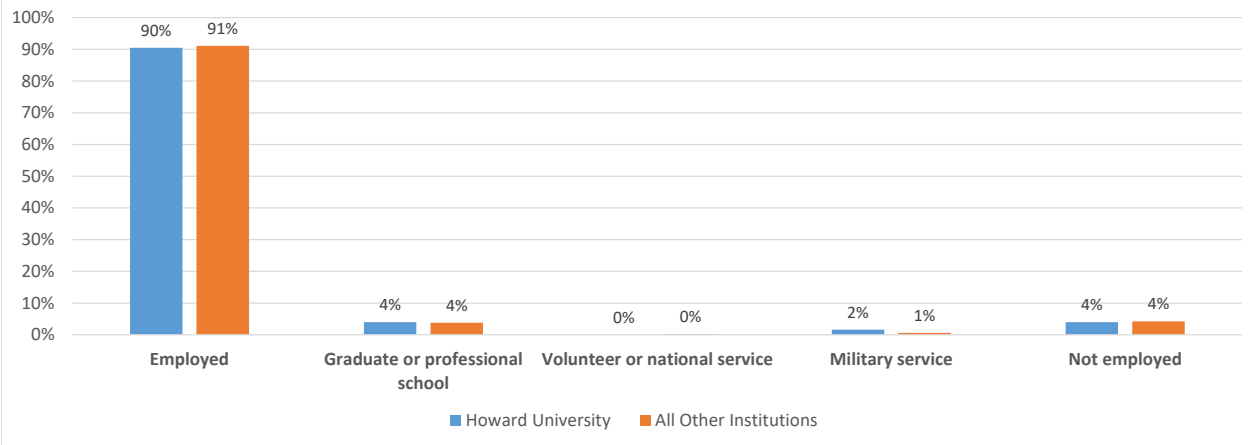
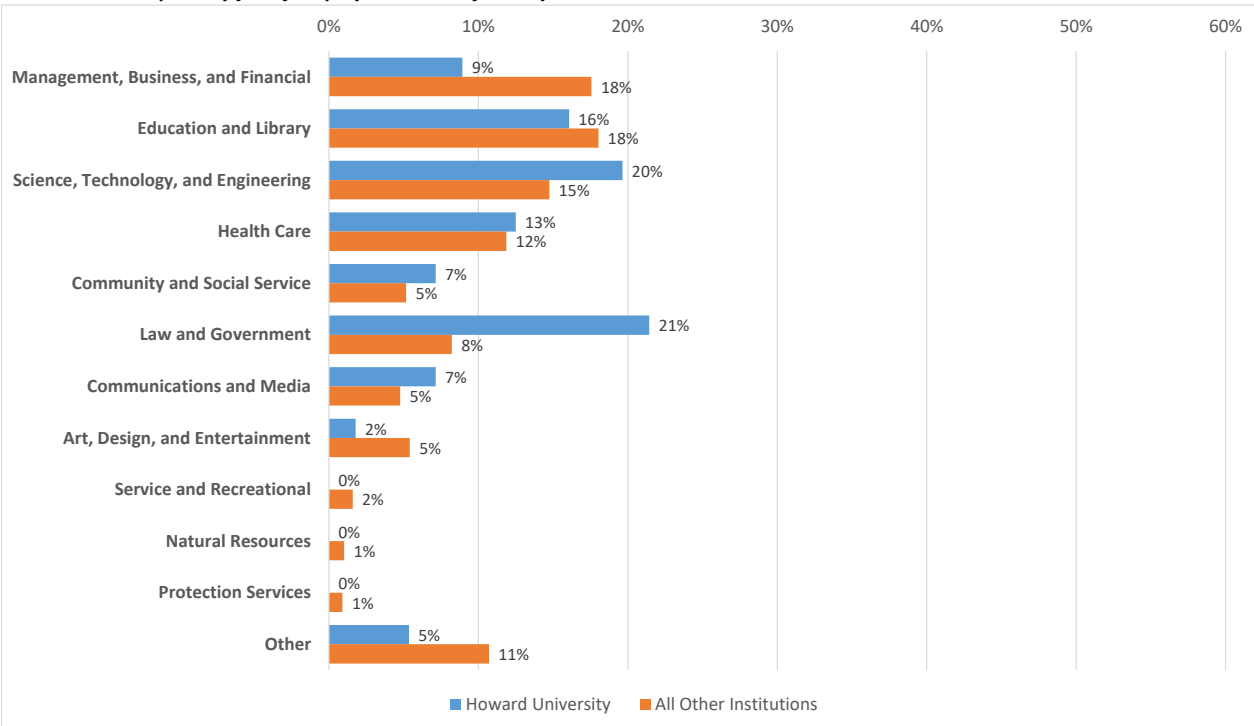


Chart 2: Current primary job of employed alumni after 10 years



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

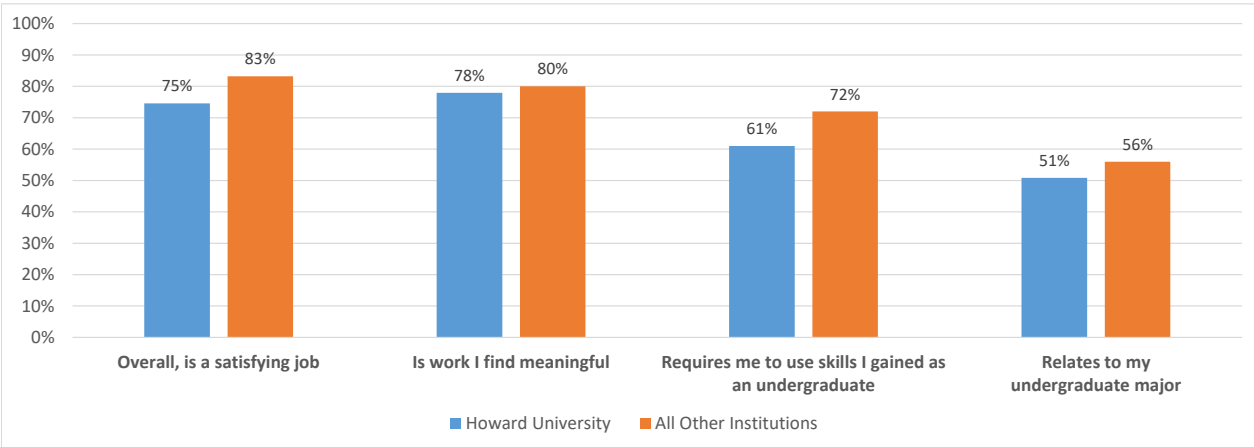
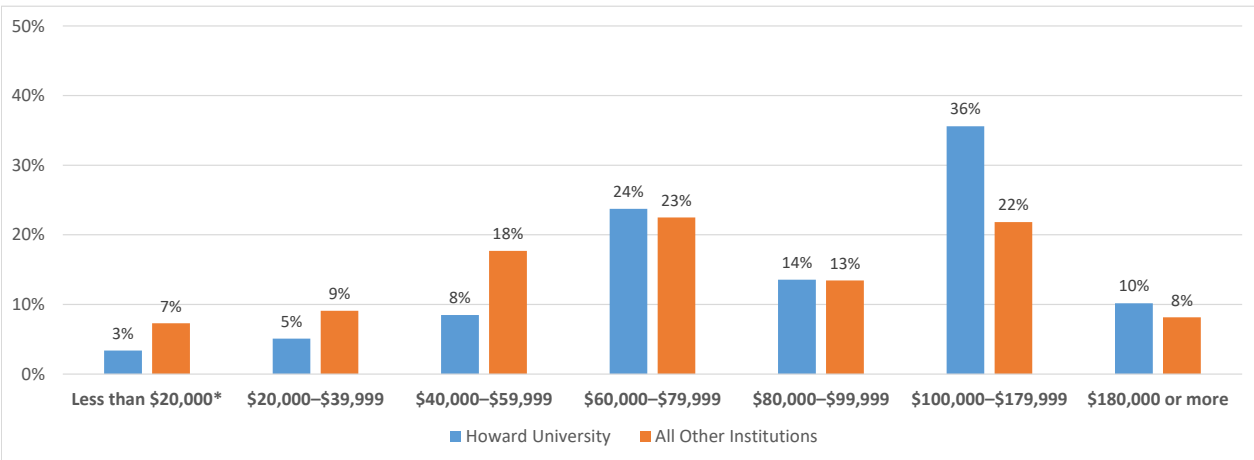


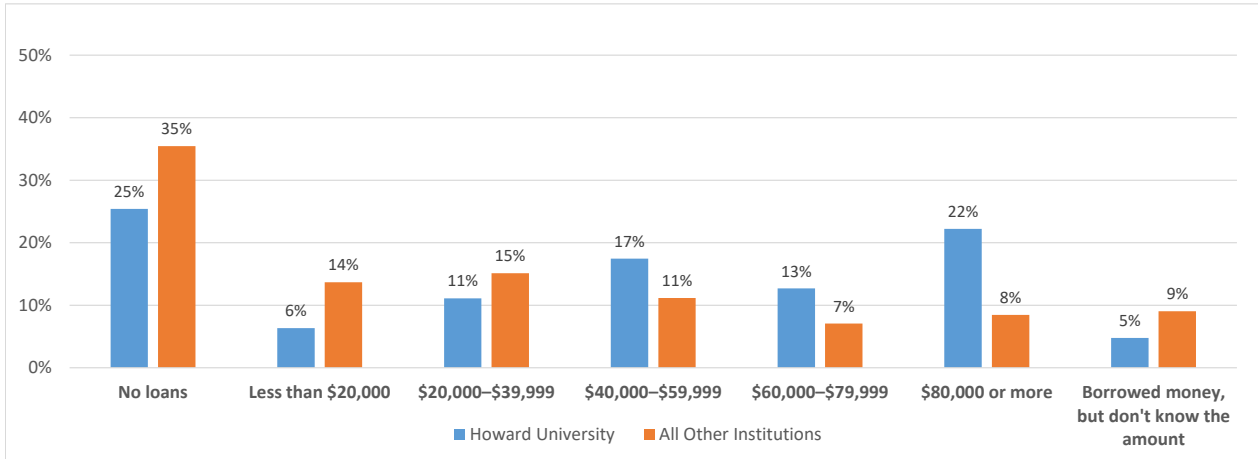
Chart 4: Annual pre-tax income of 10-year alumni



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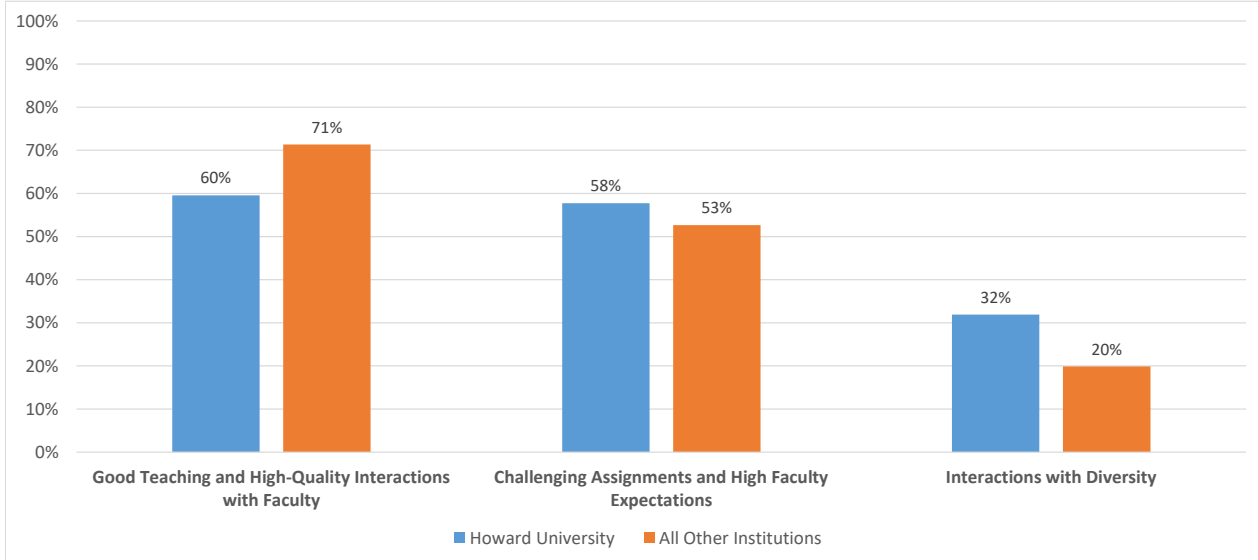
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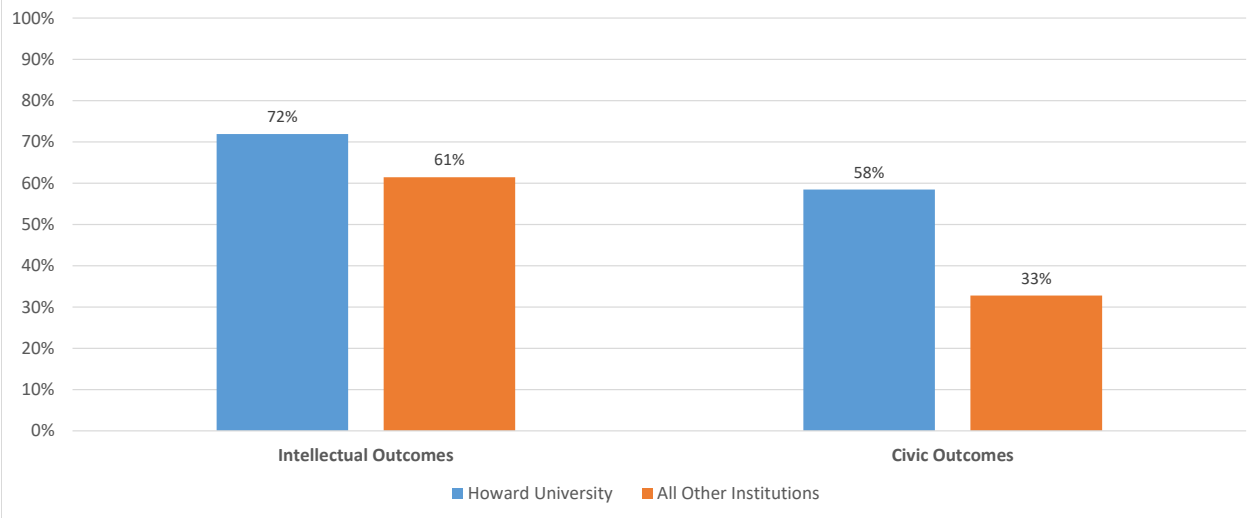
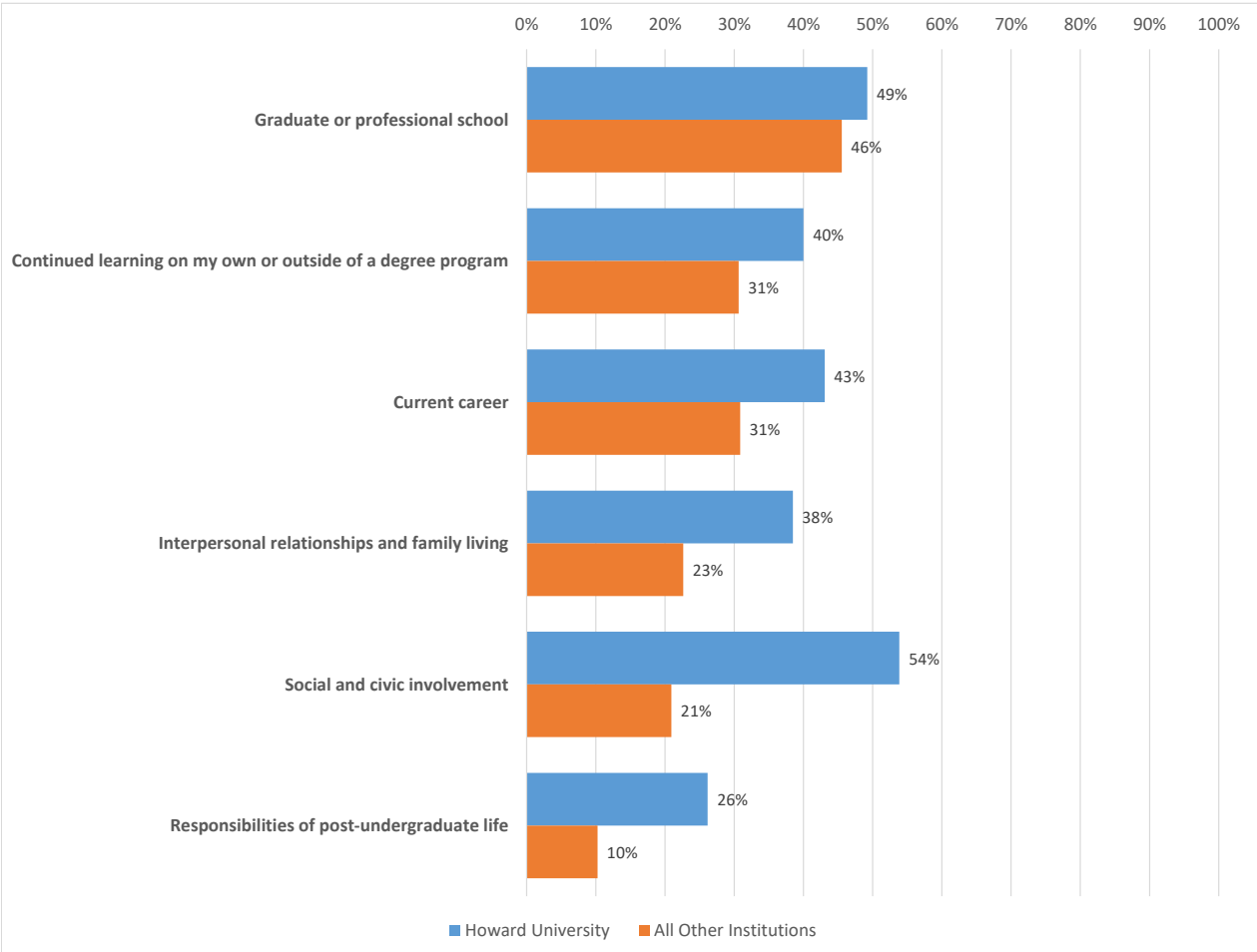


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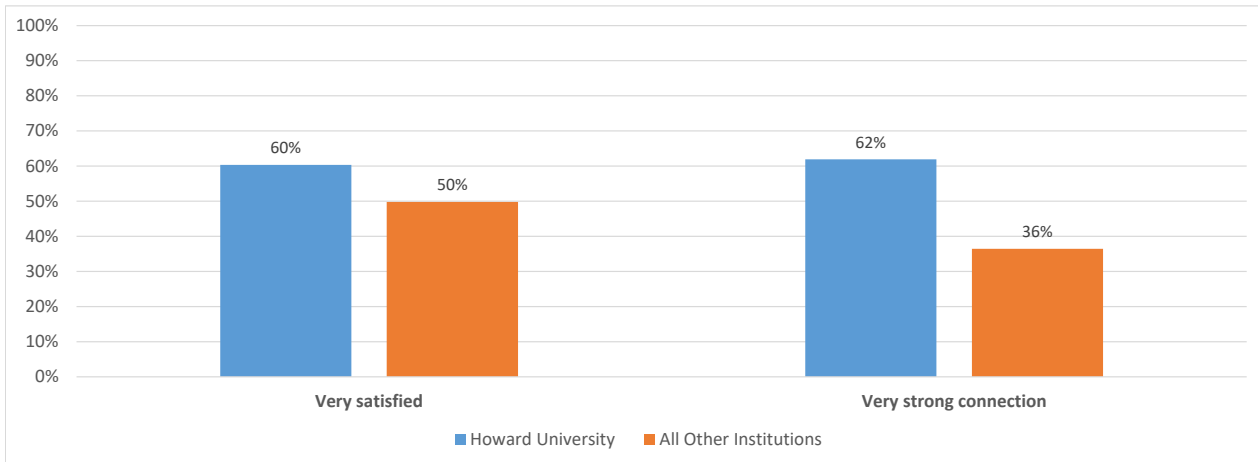




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Chart 9: Percent of 10-year alumni who reported that they were "very satisfied" with or had a "very strong connection" to their undergraduate institution



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

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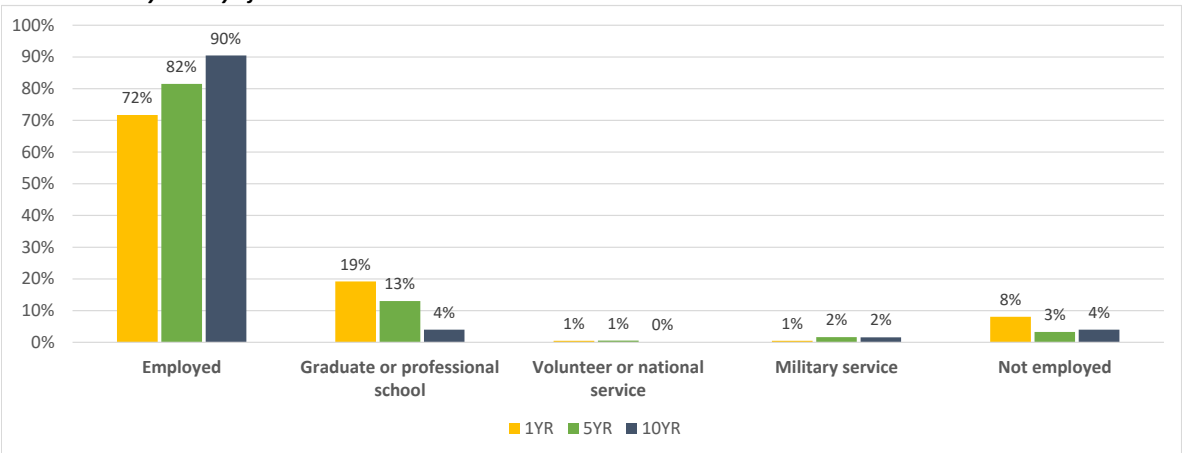
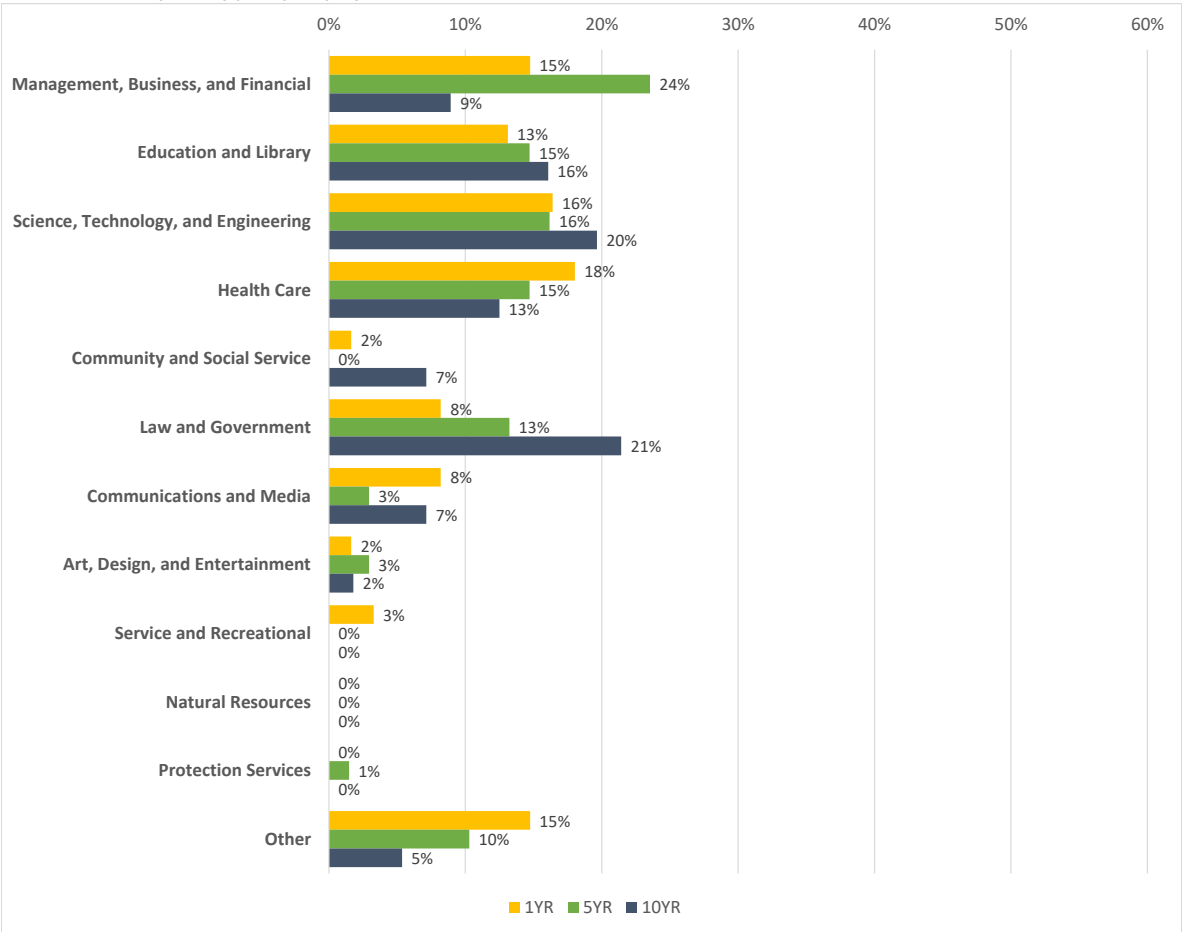


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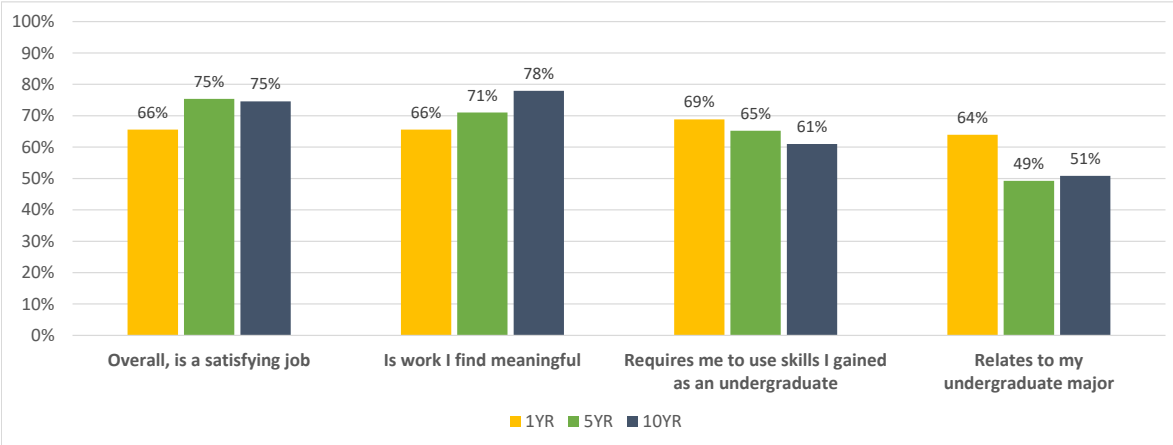
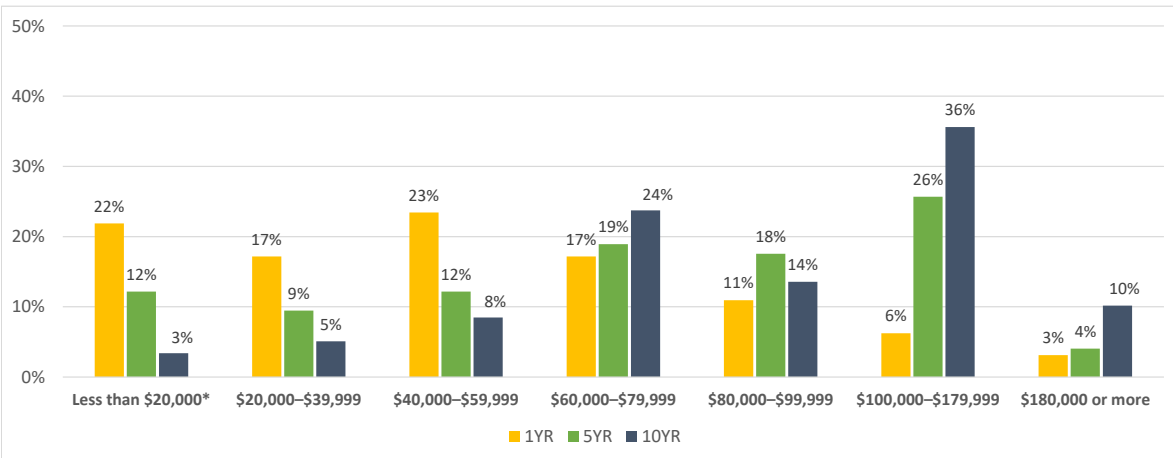


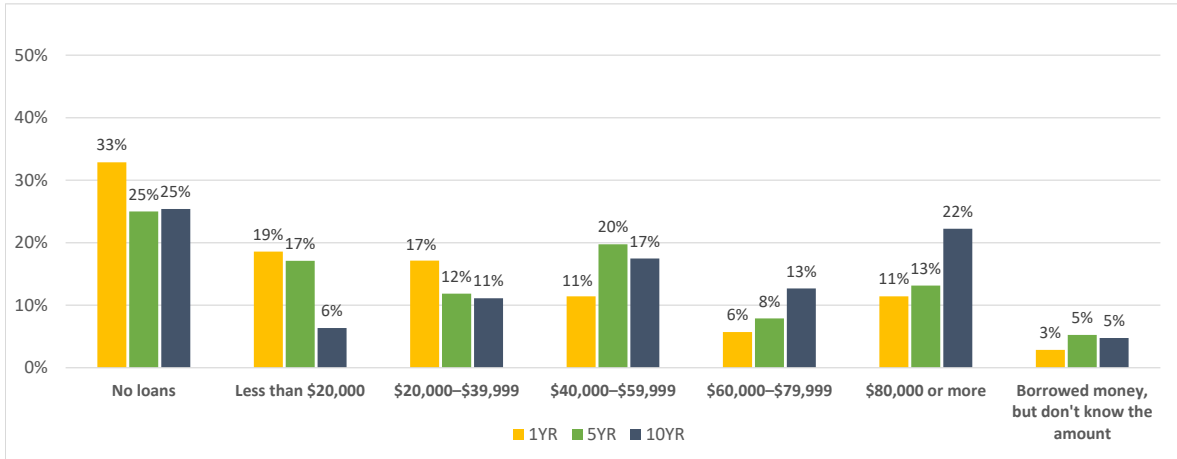
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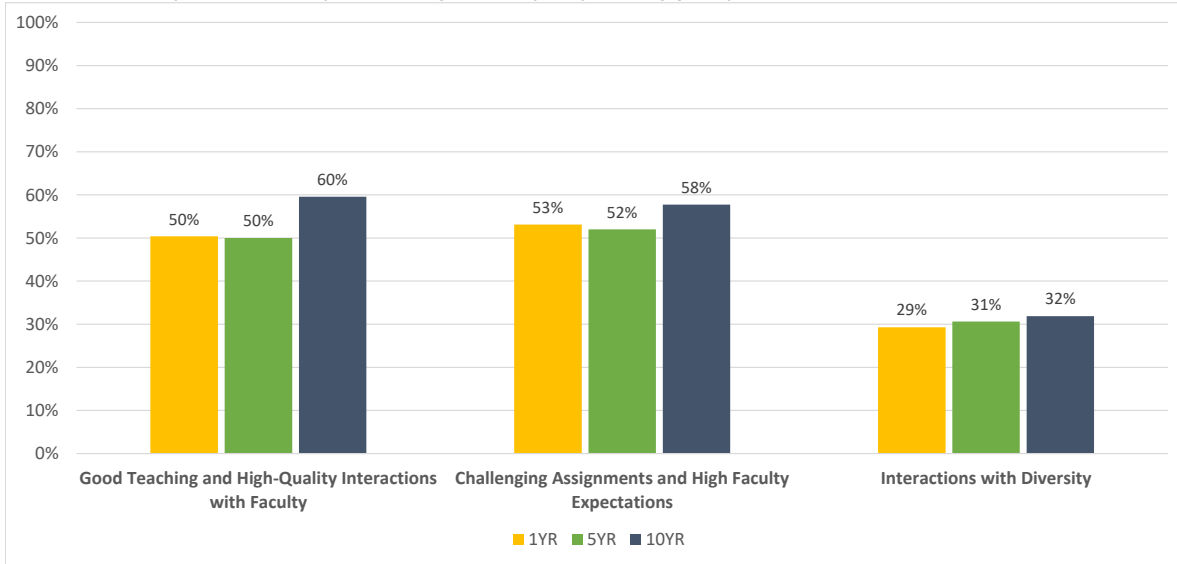
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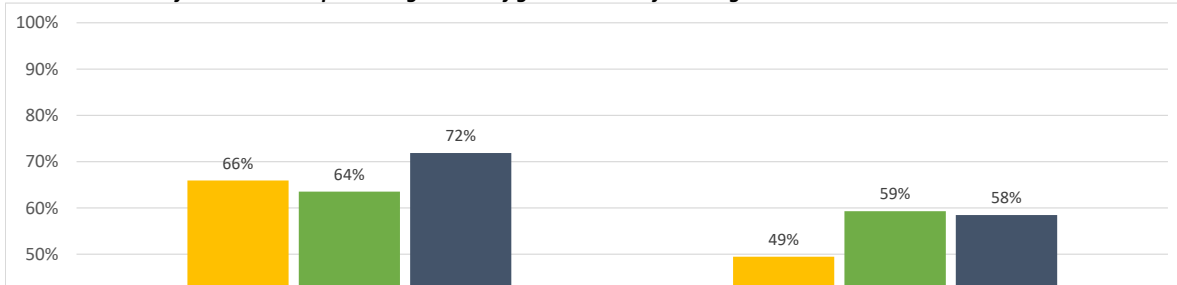
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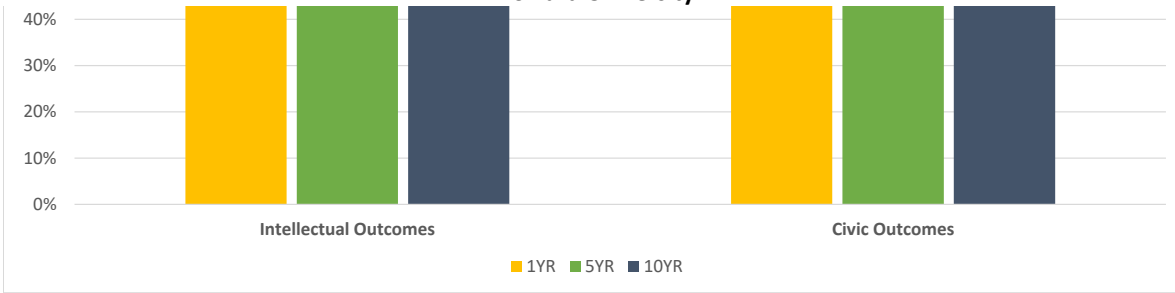


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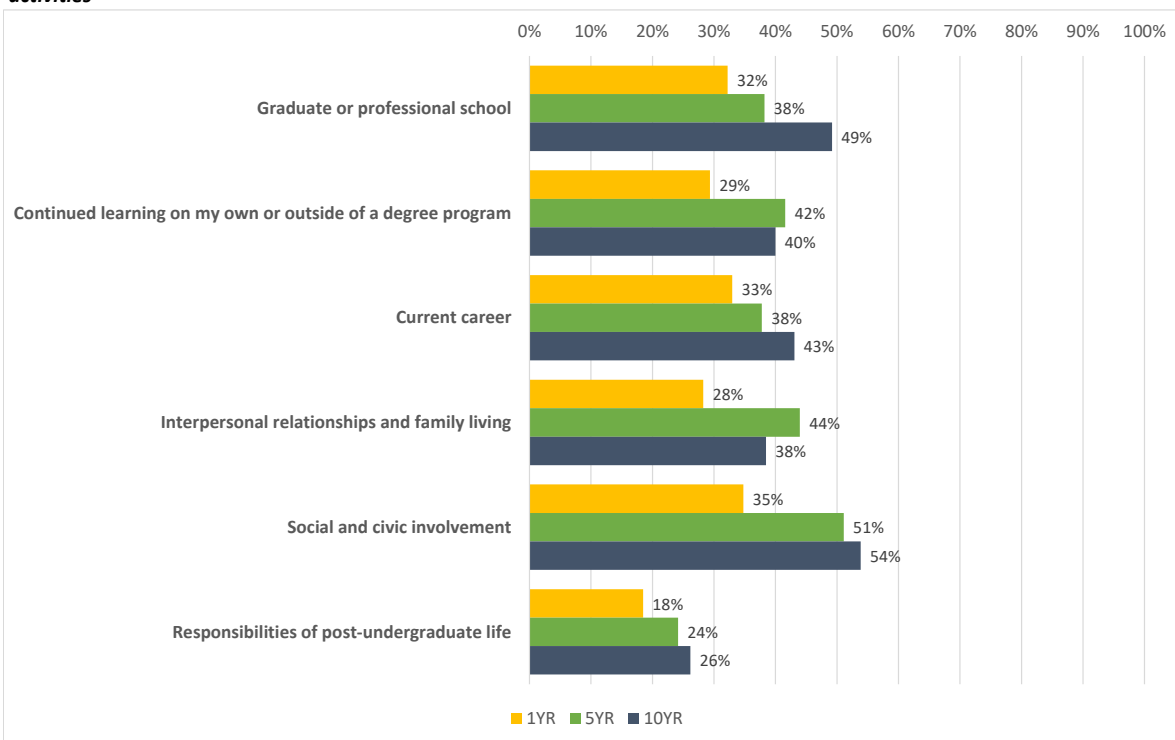
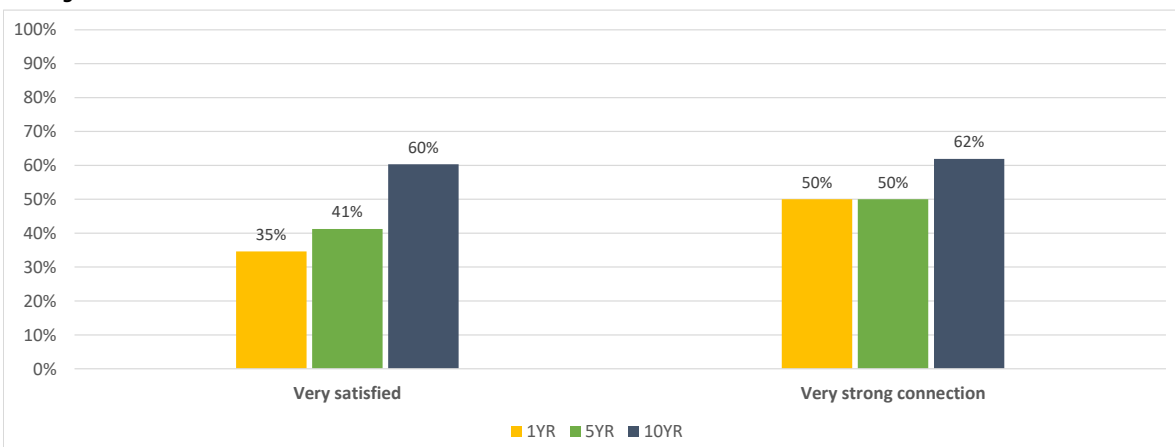


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Technical Information

Response rate for the Alumni Survey

The "All Fall 2020–Summer 2023 Institutions" response rate calculation below is based on all alumni from 50 institutions, regardless of when they graduated, who took the HEDS Alumni Survey in the 2020–2021, 2021-2022, and/or 2022-2023 academic years.

	Howard University		All Fall 2020 – Summer 2023 Institutions	
	n	Response Rate	n	Response Rate
All Alumni Respondents	508	6%	21,462	Average institutional response rate is 20% with a range of 1-54%.

Notes about response rate data in the above table:

- Respondents include alumni who answered at least one question.☒
- We calculate the response rate by dividing the number of respondents by the number of invited participants.☒
- The n value in the "Fall 2020 – Summer 2023 Institutions" section of the table reflects the total number of respondents across all institutions (see the Participating Institutions tab).☒

Cohorts

As we noted in the Table of Contents, this report summarizes data only for alumni who graduated 1, 5, and/or 10-years ago from their institutions at the time they took the survey. In the table below, we show the graduation years for the 1-year, 5-year, and/or 10-year out cohorts that we included in this report.

Alumni Cohort	Graduation Years
1-year-out	2021, 2022
5-year-out	2017, 2018
10-year-out	2012, 2013

Comparison Group

Your institution's comparison group includes all institutions (*including yours*) that participated in the survey in prior years plus and all institutions (*except yours*) in the current year.

Information about graphs and tables in this report

"Primary activity of alumni" graph (Chart 1)



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The data presented in this graph come 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 (Chart 2)

The data we present in this graph are from responses to Q22, "What is your CURRENT primary job?" This question asks alumni to make two choices in sequence. First, we ask them to select one of 12 broad job categories, such as "Communications and Media" or "Health Care," then we show them a list of job titles within that broad category and ask them to select an option from that list. The data in Chart 2 are from the broad category that alumni selected in response to this question. Please note, in a small number of cases (<1%) alumni selected the broad job category represented in this chart, but didn't respond to the subsequent question asking them to select from the list of job titles within the broad category. For that reason, the data in this chart may occasionally fail to match the Current Primary Job data (Q22) on worksheet "9. Postgraduate Activities" in your Frequency and Indicator Report.

"Percent of alumni who reported the following about their current jobs" graph (Chart 3)

The data presented in this graph come 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 (Chart 4)

The data presented in this graph come from responses to Q36, “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 (Chart 5)

The data presented in this graph come from responses to Q27, “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 (Chart 6)

This report contains information on five dimensions of academic experiences that measure alumni’s exposure to high-impact experiences and contribute to post-degree outcomes. These dimensions are based on indicators that the Center of Inquiry developed and validated in the Wabash National Study. In this graph, we show data from three of these five indicators:

- 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 indicators are made up of multiple statements. To determine if an alumni experienced high levels of each good practice, 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 then averaged the responses for each item in an indicator to calculate the indicator score. This graph shows the percent of alumni who scored 70 and above on each of these three indicators. Please note that only those alumni who answered every question in the indicator receive a score.

“Percent of alumni who reported high levels of growth on the following outcomes” graph (Chart 7)

This report contains information on five dimensions of academic experiences that measure alumni’s exposure to high-impact experiences and contribute to post-degree outcomes. These dimensions are based on indicators that the Center of Inquiry developed and validated in the Wabash National Study. In this graph, we show data from two of these five indicators:

- Growth on Intellectual Outcomes – 10 questions, Cronbach’s $\alpha = 0.89$
- Growth on Civic Outcomes – 4 questions, Cronbach’s $\alpha = 0.85$

These indicators are made up of multiple statements. To determine if an alumni experienced high levels of growth on these outcomes, 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 then averaged the responses for each item in an indicator to calculate the indicator score. This graph shows the percent of alumni who scored 70 and above on these indicators. Please note that only those alumni who answered every question in the indicator receive a score.



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“Percent of alumni who reported that their undergraduate experience ‘very much’ prepared them for the following activities” graph (Chart 8)

The data presented in this graph come 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 (Chart 9)

The data presented in this graph come 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?”