



## Executive Summary

September 2025

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The 2025 Annual Student Survey was administered in March 2025 to collect valuable feedback from students about their experiences and satisfaction with various aspects of academics and support services. This information helps the administration and program directors to identify areas for improvement, make informed decisions, and improve the overall quality of education and student life. Additionally, the survey helps ensure compliance with accreditation standards set by CEPH and CAHME, maintaining our institution's high standards and credibility.

### Response Rate and Demographics

The 2025 Annual Student Survey achieved a record response rate of 35%, marking the highest participation in the survey's history. High participation of MS/MPH and PhD students strengthens the reliability of the insights derived. While the response pool over-represents first-year and female students, BIPOC students remain under-represented—though their share of responses has grown compared to previous years.

### Student Satisfaction

Overall, student satisfaction of survey respondents has consistently increased year over year, indicating a positive trend in the overall student experience. Responding students reported high satisfaction with their school and programs, except responding PhD students, who consistently rated their experience lower. Overall, BIPOC and gender minority respondents indicated high levels of satisfaction that have slightly improved year-over-year. When disaggregated by program, BIPOC and gender-minority master's respondents reported lower satisfaction.

### Curriculum Evaluation

On average, respondents reported positive curricular outcomes. Satisfaction with career preparation declined the longer respondents were in their programs. Responding students across all degree levels expressed a strong desire for more applied, hands-on learning. Responding master's students called for a more streamlined curriculum, while doctoral respondents sought more tailored, doctoral-level offerings.

### Antiracism Evaluation

Respondents reported high confidence in their antiracist skills, except in areas involving direct community engagement and power-sharing in knowledge creation. It would be valuable to consider ways community engagement and power-sharing in knowledge creation can be meaningfully integrated into curricular development. Social desirability bias may influence students' self-assessment.



## Climate Evaluation

Overall, respondents report that SPH fosters a supportive climate at both the school and program levels. Ratings have improved on average since 2023, reflecting progress in several areas. At the school level, the climate is generally perceived as positive. Within programs, BA/BS and MS/MPH respondents reported a supportive climate, while PhD programs scored lower on program climate metrics. Notably, students who reported lower satisfaction also had significantly lower climate scores, suggesting that issues of inclusion and belonging—especially in classroom settings—may be contributing to their dissatisfaction. Additionally, gender minority respondents reported feeling less valued and included, highlighting the importance of continued efforts to foster equity and belonging across all programs and identities.

## Student Success

A majority of respondents experienced academic-impacting challenges, most commonly work obligations, financial hardship, and illness. Despite this, only about one-third of responding students sought help from institutional resources. Encouragingly, help-seeking behavior has increased compared to the previous year. Responding students of color report financial difficulties, oppression, and food insecurity at higher rates. Gender-minority respondents reported significantly higher rates of difficulty in all categories, identifying them as a population in need of targeted support.

## Recommendations for Further Research

- Conduct follow-up research related to inclusion and belonging.
- Host PhD-specific focus groups to identify paths toward curricular revision and increased student support.
- Compare the self-analysis of student antiracist skills to direct measures.

## Recommendations for Potential Action Steps

- Launch doctoral curriculum revision process to incorporate focus group feedback, increased applied learning, and tailored offerings.
- Host pedagogy workshops that facilitate incorporating applied skills into courses.
- Consider curricular revisions to enhance community engagement and power-sharing in knowledge creation skills
- Implement targeted support programming for gender-minority students.
- Increase support for students related to finances and well-being.
- Implement strategies to promote awareness of student support services, especially physical and mental well-being.



### Appendix: Analysis Detail

Slides detailing the results of the 2025 survey analysis are attached as an appendix.

# Response Rates & Demographics



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## Response Rates

Degree Level	N Responses	Sample Size	Response Rate
BS/BA	225	833	27%
MS/MPH	131	213	61%
PhD	22	35	63%
<b>Total</b>	<b>377</b>	<b>1,081</b>	<b>35%</b>

**Takeaway:** We are hearing from roughly 1/3 of our student body.

**Takeaway:** Response rates are strong for graduate students, allowing us to draw firm conclusions about the graduate student population.

# Time at SPH Distribution

Time at SPH		Population % (N)	Sample % (n)
<b>BS/BA</b>			
First Year		35% (289)	41% (93)
Second Year		31% (260)	33% (74)
3+ Years		34% (284)	26% (58)
<b>MS/MPH</b>			
First Year		46% (98)	55% (71)
Second Year		30% (64)	27% (35)
3+ Years		24% (50)	18% (24)
<b>PhD</b>			
First Year		9% (3)	9% (2)
Second Year		29% (10)	32% (7)
3+ Years		63% (22)	59% (13)
<b>Overall</b>			
First Year		36% (391)	44% (166)
Second Year		31% (334)	31% (116)
3+ Years		33% (256)	25% (95)

**Takeaway:** First Year students are overrepresented and 3+ year students are underrepresented in results.

# Gender Distribution

Gender Category	Population	Survey
Girl / Woman	68%	75%
Boy / Man	25%	16%
Nonbinary	4%	8%
Two or more genders*	3%	4%
Gender Minority	<i>Unknown</i>	10%
Cisgender or Not Reported	<i>Unknown</i>	86%

\*Gender data are duplicated. Students are counted for every category reported. Students who reported multiple categories are also coded as "Two or more genders".

**Takeaway:** Femme students may be overrepresented in responses.

**Takeaway:** We do not know how well gender minority students are represented.

# Gender Distribution Year-Over-Year

Gender Category	2023	2024	2025
Girl / Woman	74%	74%	75%
Boy / Man	18%	21%	16%
Nonbinary	5%	8%	8%
Two or more genders*	3%	5%	4%
Gender Minority**	3%	18%	10%
Cisgender or Not Reported	97%	92%	90%

\*Gender data are duplicated. Students are counted for every category reported. Students who reported multiple categories are also coded as “Two or more genders”.

\*\*Phrasing of this question in 2023 (“are you transgender?”) likely led to under-reporting. This question was re-phrased in 2024 (“Is your gender different from your assigned sex at birth?”), which saw increased reporting.

**Takeaway:** A higher share of respondents identified as gender minorities in the last two years.

**Takeaway:** Femme identities are overrepresented each year.

# Race / Ethnicity Distribution

Race / Ethnicity Category	Population		Survey
Hispanic or Latinx	25%		25%
Asian	18%		18%
American Indian or Alaskan Native	6%		5%
Black or African American	12%		8%
Middle Eastern or North African*	< 1%		2%
Native Hawaiian or Pacific Islander	2%		2%
Two or more races**	25%		21%
White	59%		55%
Students of color	59%		52%
White or Not Reported	41%		48%

\*Category added in 2024. May be under-reported in Banner data.

\*\*Race/ethnicity data are **duplicated**. Students are counted for every category reported. Students who reported multiple categories are also coded as “Two or more races”.

**Takeaway:** Students of color may be underrepresented in responses.

# R/E Distribution Year-Over-Year

Race / Ethnicity Category	2023	2024	2025
Hispanic or Latinx	18%	23%	25%
Asian	13%	17%	18%
American Indian or Alaskan Native	2%	3%	5%
Black or African American	4%	6%	8%
Middle Eastern or North African*	NA	3%	2%
Native Hawaiian or Pacific Islander	0	0	2%
Two or more races**	5%***	19%	21%
White	47%	62%	55%
Students of color	43%	48%	52%
White or Not Reported	56%	52%	48%

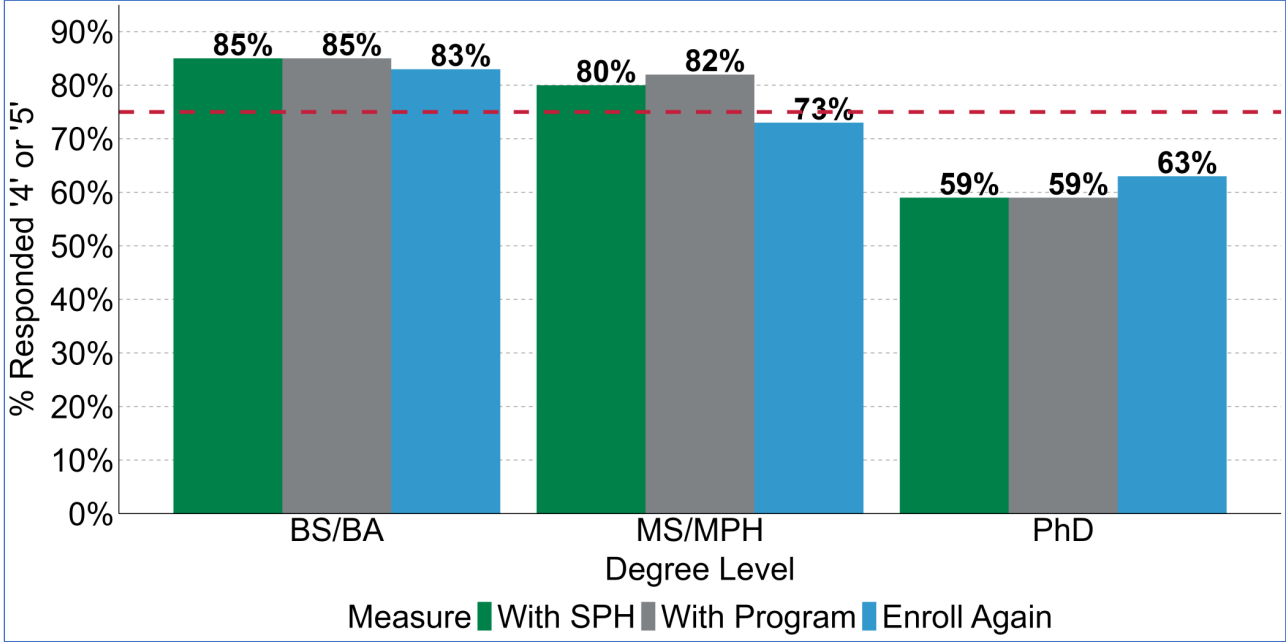
\*Category added in 2024. May be under-reported in Banner data.  
\*\*Starting in 2024, race/ethnicity data are **deduplicated**. Students are counted for every category reported. Students who reported multiple categories are also coded as “Two or more races”.  
\*\*\*Unduplicated data in 2023 led to under-reporting.

**Takeaway:** Over time, higher shares of respondents self-reported as students of color.

## Student Satisfaction



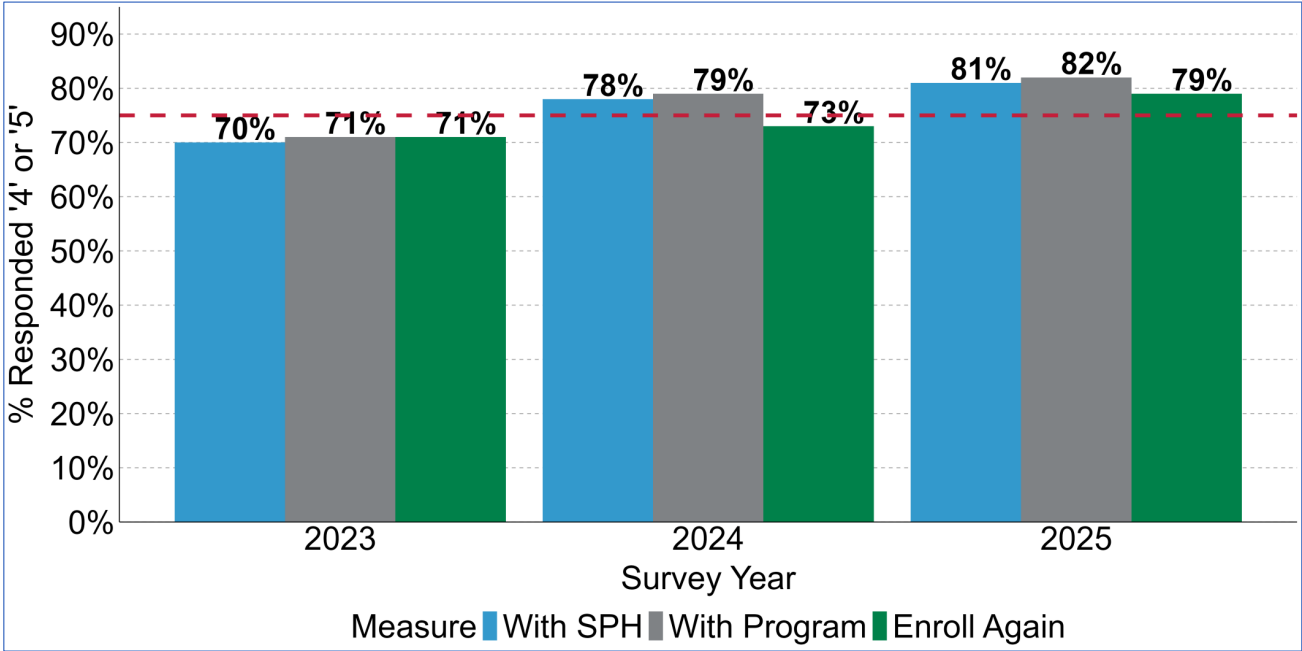
# Student Satisfaction by Degree Level



**Takeaway:** Students are generally satisfied with their experience.

**Takeaway:** Doctoral students reported lower satisfaction rates than other degree levels.

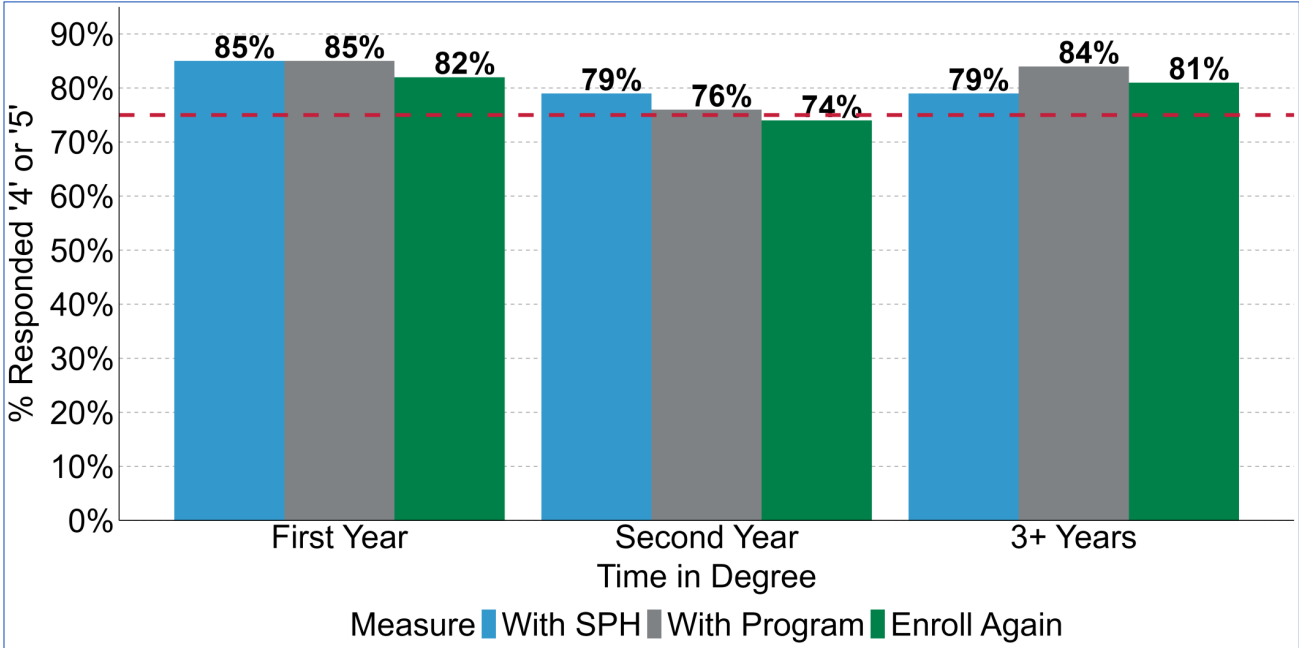
# Student Satisfaction Year-Over-Year



**Takeaway:** A higher share of students reported high satisfaction each year, suggesting an improving student experience.



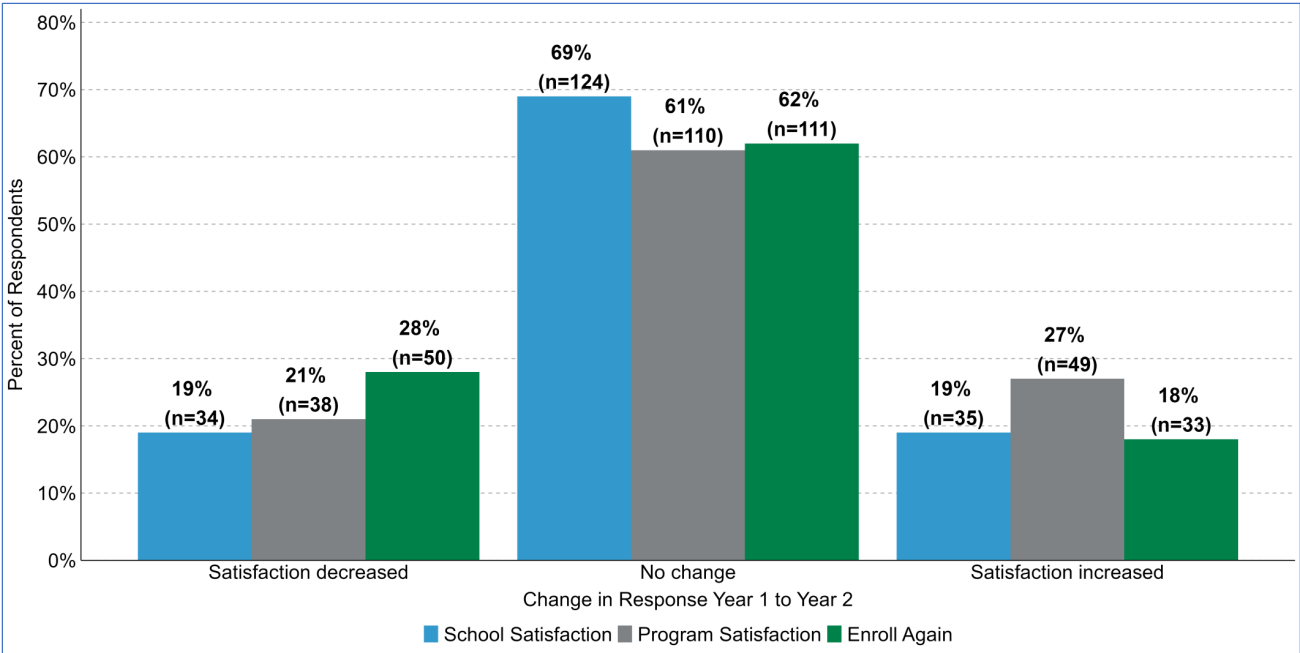
# Student Satisfaction by Time at SPH



**Takeaway:** Second years report lower rates of satisfaction compared to first- and third-years.

## Longitudinal Satisfaction Ratings

How do respondents' ratings change when measured multiple times?



**Takeaway:** Students' satisfaction ratings frequently stay the same year to year.

# Student Satisfaction by Degree x Demographics

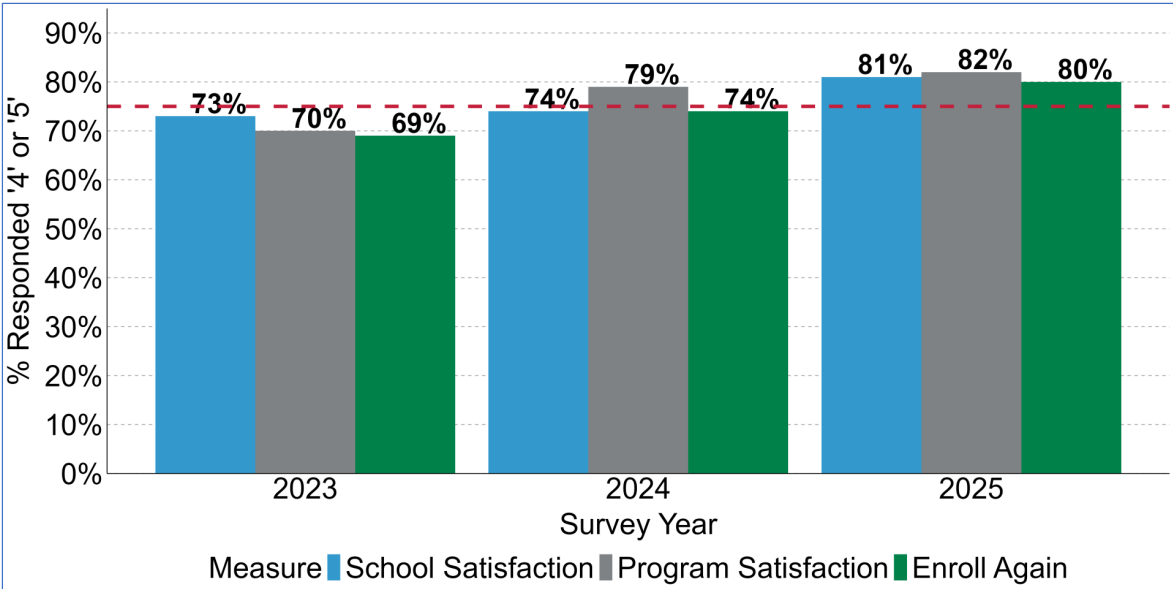
Degree	Demographic	Average Satisfaction		
		With SPH	With Program	Enroll Again
BS/BA	Students of color (n=130)	4.05 (SD = 0.93)	4.02 (SD = 0.83)	4.23 (SD = 0.99)
	Gender minority students (n=16)	4.06 (SD = 0.77)	3.88 (SD = 0.82)	4.56 (SD = 0.63)
MS/MPH	Students of color (n=53)	3.89 (SD = 0.77)	3.91 (SD = 0.85)	3.91 (SD = 0.93)
	Gender minority students (n=21)	3.90 (SD = 0.77)	4.05 (SD = 0.80)	3.95 (SD = 0.92)
PhD	Students of color	Redacted (n < 6)	Redacted (n < 6)	Redacted (n < 6)
	Gender minority students	Redacted (n < 6)	Redacted (n < 6)	Redacted (n < 6)

**Takeaway:** Minoritized bachelors students had high average satisfaction.

**Takeaway:** Minoritized masters students’ average satisfaction fell short of a 4/5 benchmark.

## Student Satisfaction Year-Over-Year

### Students of Color

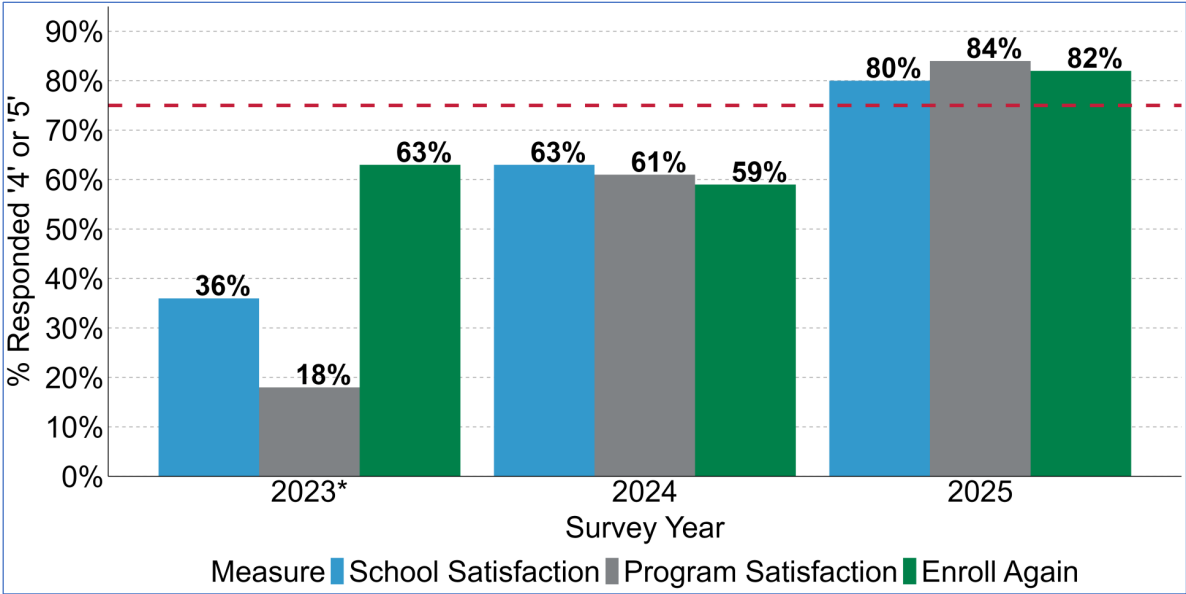


**Takeaway:** Students of color reported higher rates of satisfaction each year.

**Takeaway:** Social Justice initiatives in recent years could have contributed to improvement.

# Student Satisfaction Year-Over-Year

## Gender Minority Students



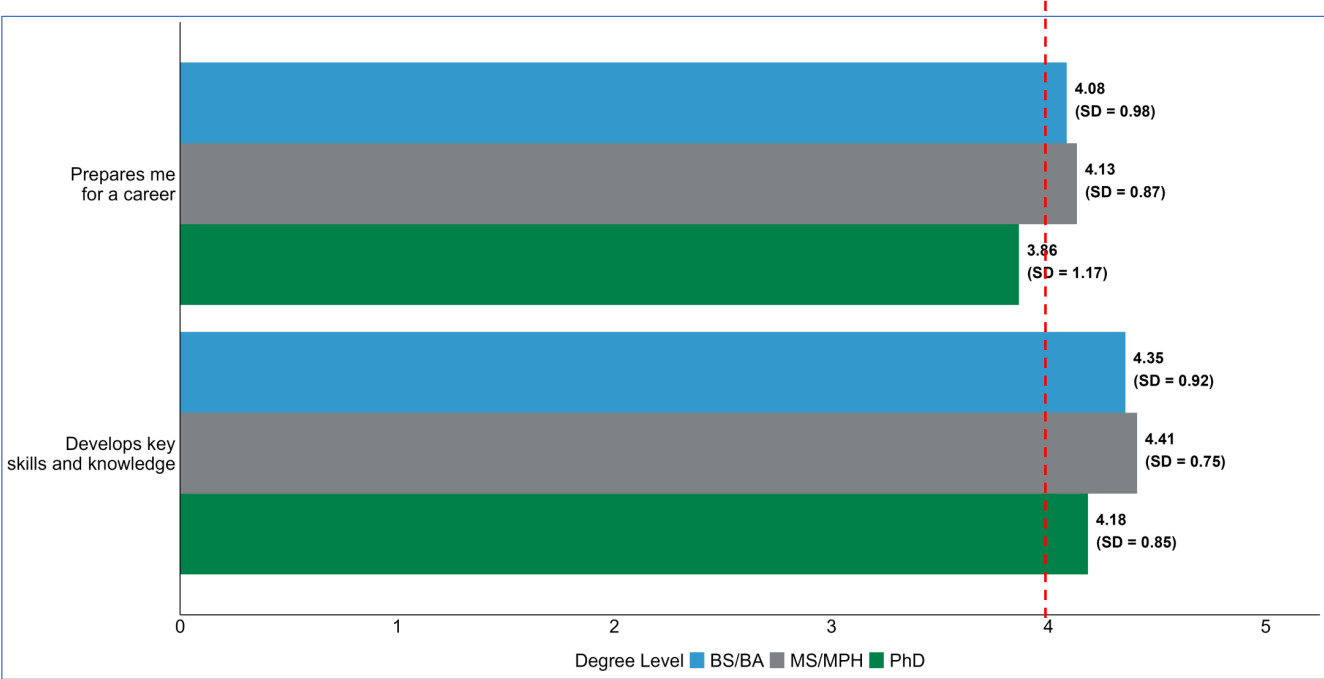
\*Low satisfaction in 2023 is likely an artifact of self-selection bias in the gender minority respondent group. Self-selection bias may have been introduced by question phrasing (i.e., “are you transgender?”), to which few responded “Yes”.

**Takeaway:** Gender minority students’ satisfaction rates improved from 2024 to 2025.

## Curricular Feedback

# Curricular Evaluation by Degree Level

On a scale of 1 to 5, how much do you agree that your program's curriculum...

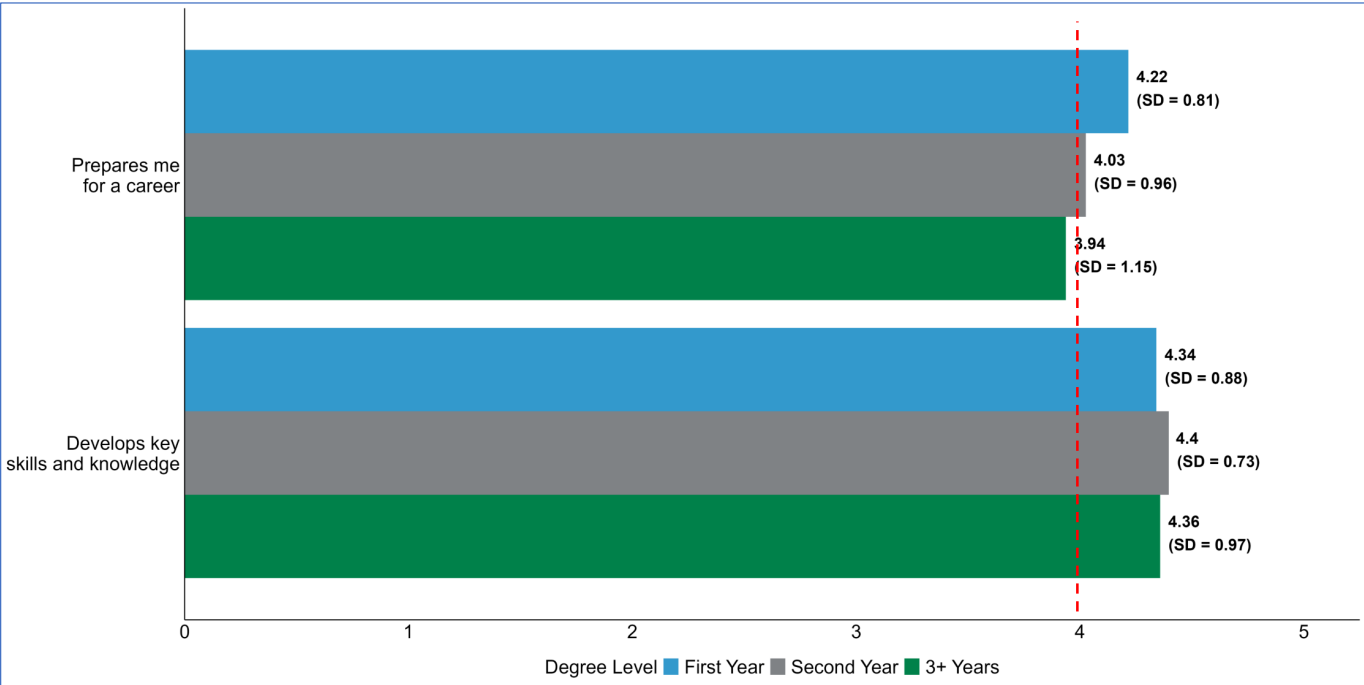


**Takeaway:** On average, students reported positive curricular outcomes (average  $\geq 4$ ).

**Takeaway:** PhD students reported below-benchmark (avg  $< 4$ ) career outcome ratings.

# Curricular Evaluation by Time at SPH

On a scale of 1 to 5, how much do you agree that your program's curriculum...



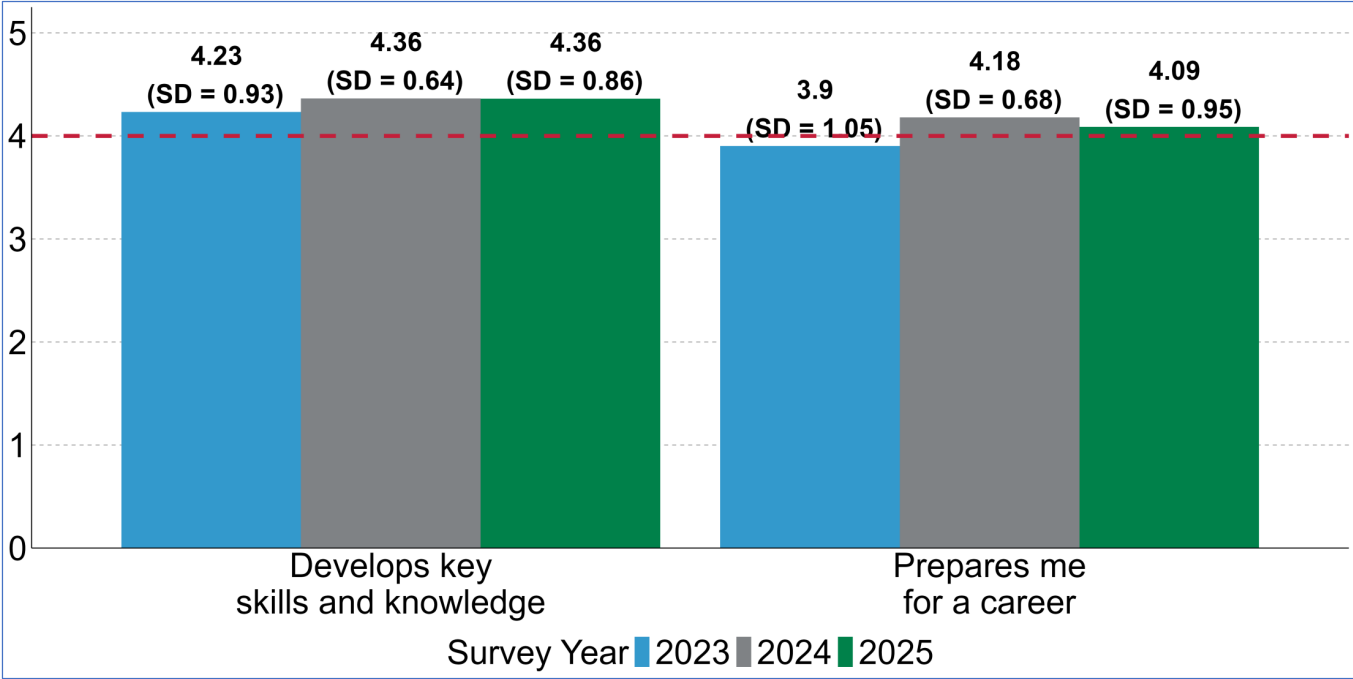
**Takeaway:** On average, 3+ year students reported lower career preparation.

# Curricular Evaluation by Degree x Time at SPH

Degree	Years at SPH	Average Rating	
		"Develop Key Skills"	"Prepares me for a career"
BS/BA	First Year (n = 94)	4.34 (SD = 0.91)	4.17 (SD = 0.91)
	Second Year (n = 74)	4.36 (SD = 0.79)	4.11 (SD = 0.93)
	3+ Years (n = 58)	4.36 (SD = 1.09)	3.91 (SD = 1.13)
MS/MPH	First Year (n = 71)	4.34 (SD = 0.86)	4.28 (SD = 0.66)
	Second Year (n = 35)	4.51 (SD = 0.51)	3.86 (SD = 0.97)
	3+ Years (n = 24)	4.46 (SD = 0.72)	4.08 (SD = 1.14)
PhD	First Year (n < 6)	Redacted (n < 6)	Redacted (n < 6)
	Second Year (n = 7)	4.14 (SD = 1.07)	4 (SD = 1.15)
	3+ Years (n = 13)	4.15 (SD = 0.8)	3.77 (SD = 1.3)

**Takeaway:** More senior BS/BA and PhD students reported lower average career prep.

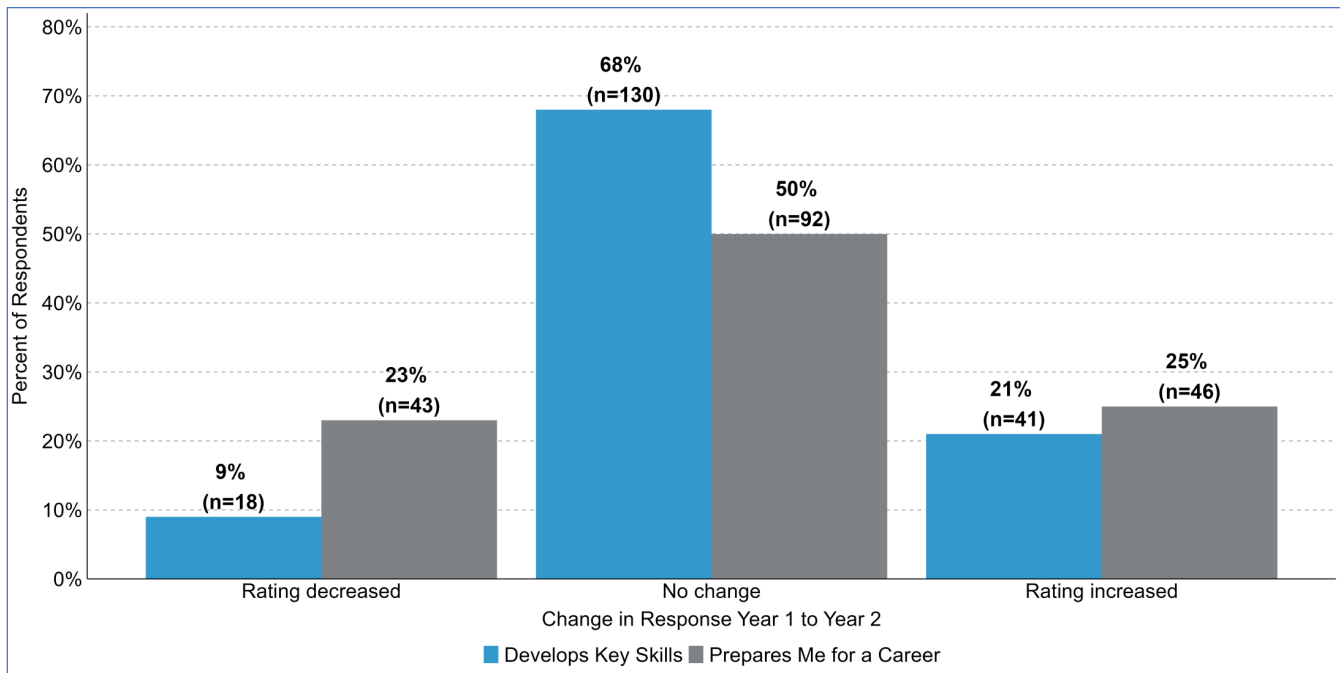
# Curricular Evaluation Year-Over-Year



**Takeaway:** On average, curriculum evaluations have improved since 2023.

# Longitudinal Curricular Evaluation

How do respondents' ratings change when measured multiple times?



**Takeaway:** Student evaluation of career preparation shifted over multiple measurements.

## Curricular Feedback – BS/BA

123 undergraduate students provided open-ended curricular feedback. Of those:

**41%** wanted more opportunities for **applied learning** (n=50).

- **Connect** course content to workforce needs and opportunities (n=18)
- Teach **tangible skills** using hands-on coursework (n=17)
- Provide **networking opportunities** and facetime with professionals (n=8)
- Make **internship and job opportunities** more accessible (n=7)

**17%** wanted the curriculum to **cover more topic areas** (n=21).

**17%** had strong **course modality** preferences (i.e., in person, remote, hybrid, etc.) (n=20)

**13%** wanted **improved course instruction** (n=16)

# Curricular Feedback – MS/MPH

80 master's students provided open-ended curricular feedback. Of those:

**37%**

wanted more opportunities for **applied learning** (n=29).

- **Connect** course content to workforce needs and opportunities (n=10)
- Teach **tangible skills** using hands-on coursework (n=8)
- Make **internship and job opportunities** more accessible (n=7)
- Provide **networking opportunities** and facetime with professionals (n=4)

**26%**

suggested **streamlining the curriculum** (n=21).

- **Align course workload** with awarded credit hours (e.g., HSMP 574) (n=11)
- **Reduce redundant material** between courses (n=6)

**18%**

wanted **improved course instruction** (n=14)

**14%**

wanted **improved course scheduling** (n=11)

# Curricular Feedback – PhD

15 PhD students provided curricular feedback. The most common themes were:

**1st**

Offer more advanced **research methodology training** (n=8).

**2nd**

Offer more **doctoral-only courses**.\*

**3rd**

Offer more doctoral courses **tailored to their discipline**.\*

**4th**

Provide more opportunities for **applied learning**\*.

\*Note: Frequencies and percentages are not reported here to protect student confidentiality. Response N's < 6 risk individual student identifiability.

# Antiracism and Climate Evaluation



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## Antiracist Skills Evaluation

### By Degree Level

In my program, I am learning to use the following antiracist skills:	% Agree or Strongly Agree		
	BS/BA (n=213)	MS/MPH (n=116)	PhD (n=21)
Advance social justice and health equity	91%	88%	90%
Work in diverse environments	90%	80%	76%
Work with diverse population groups	93%	83%	76%
Advocate for addressing equity gaps	85%	86%	95%
Promote public health through an equity lens	92%	92%	95%
Evaluate how policies [...] impact existing inequalities	91%	92%	95%
Involve community members affected by strategic investment or resource allocation	72%	68%	62%
Develop processes supporting the empowerment of communities historically most affected by inequities	81%	79%	72%
Be aware of my own positionality and biases	90%	91%	95%
Decenter knowledge in power creation	71%	74%	67%
Demonstrate respect and sensitivity to diverse cultural perspectives	88%	74%	95%

**Takeaway:** Students often report competence in their antiracist skills (with some exceptions).

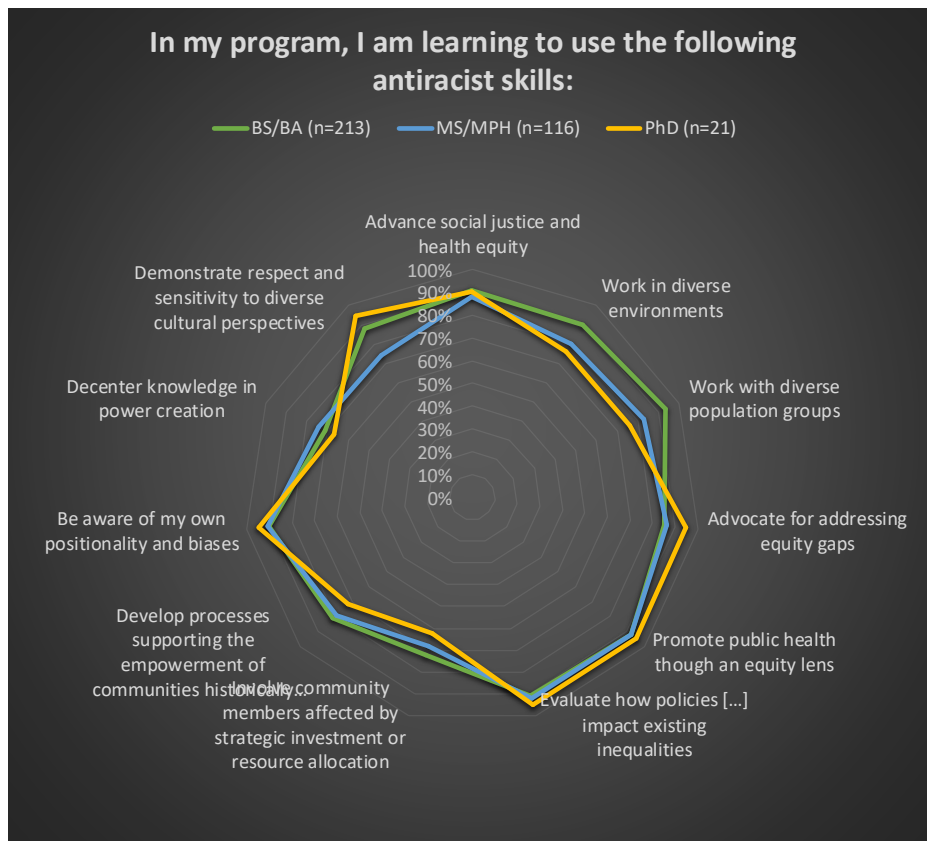


# Antiracist Skills Evaluation

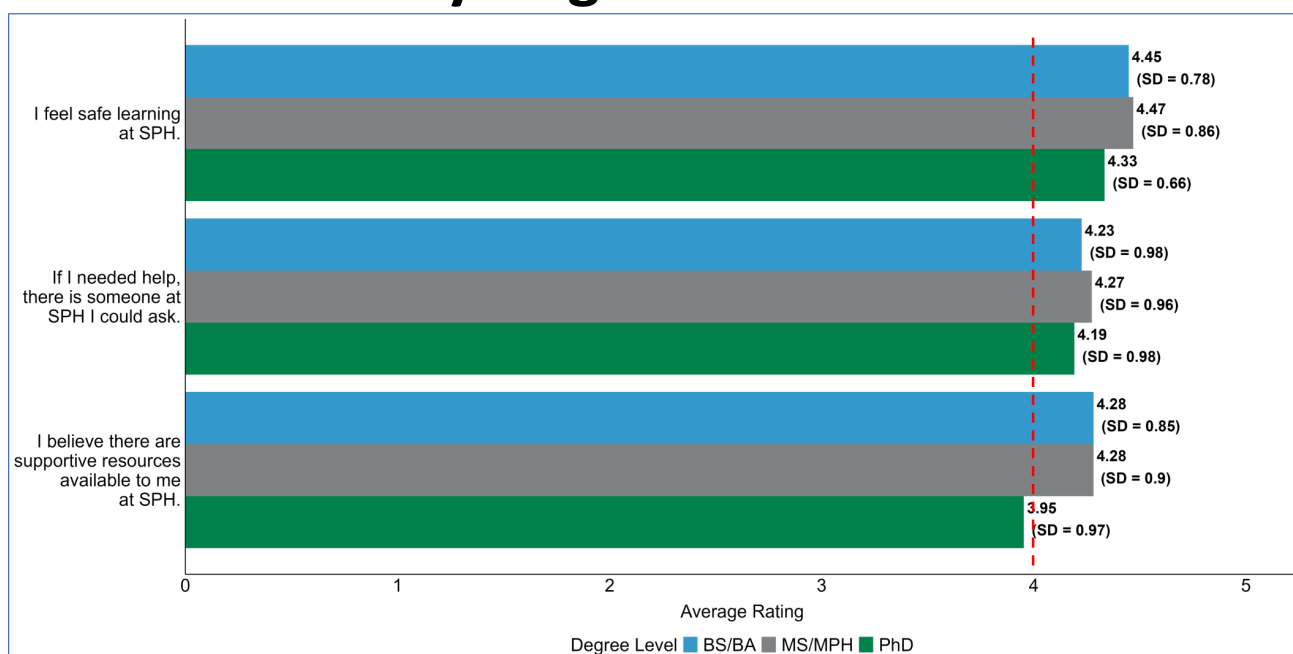
## By Program

### Takeaways:

- Respondents reported **high confidence** in their **antiracist skills**, overall
- Opportunity for **growth**:
  1. **Decentering power** in knowledge creation
  2. Involving community members in **decision-making**
- Consider **bolstering lower-ranked antiracist skills** in the curriculum.
- *Social desirability bias may influence respondents' self-assessment.*



## SPH Climate Evaluation by Degree Level

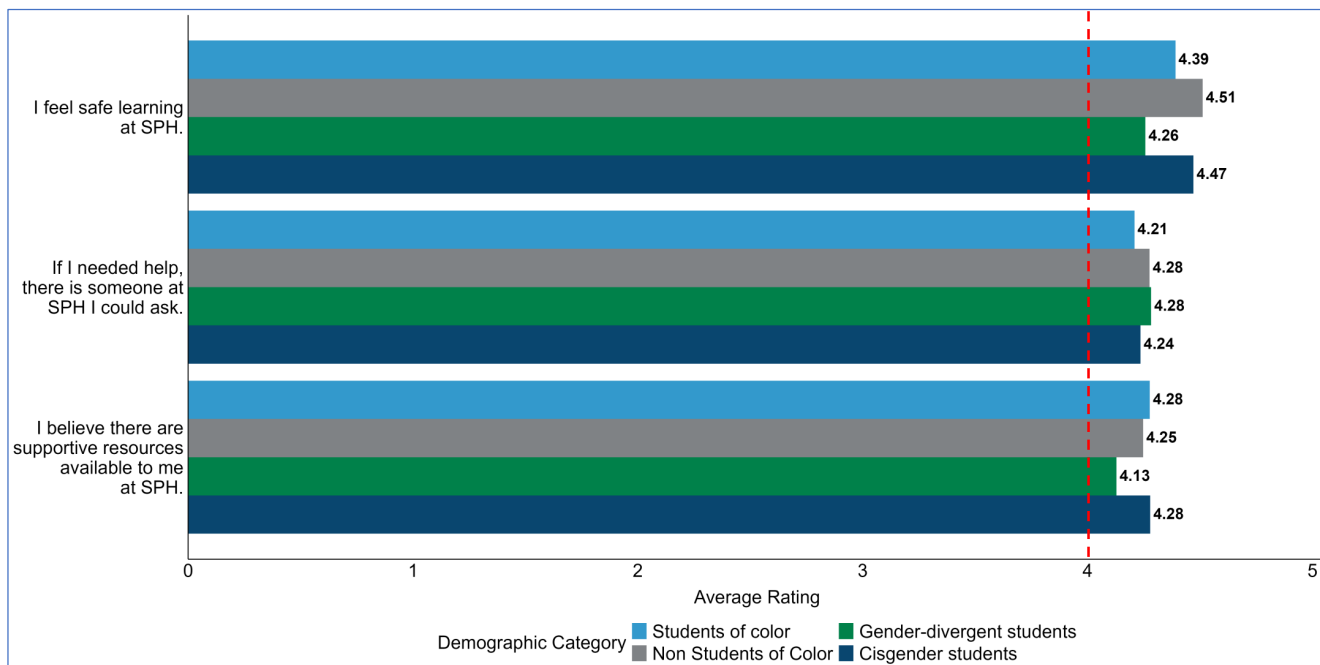


**Takeaway:** On average, students agreed SPH has a supportive climate.

**Takeaway:** PhD students may not feel as well-resourced as other students.

# SPH Climate Evaluation by Demographics

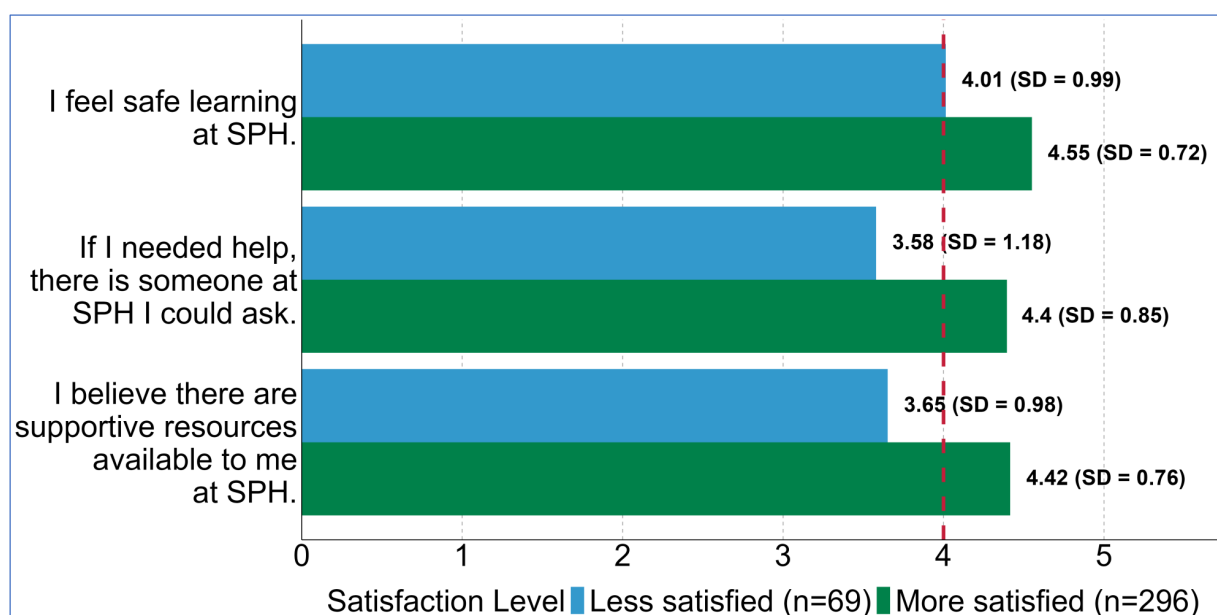
On a scale of 1 to 5, how much do you agree that...



**Takeaway:** On average, historically oppressed students reported a supportive school environment.

# SPH Climate Evaluation by Satisfaction Level

Satisfaction Coding:  
1-3: Less Satisfied  
4-5: More satisfied



**Takeaway:** Less satisfied students reported, on average, lower positive ratings about school climate.

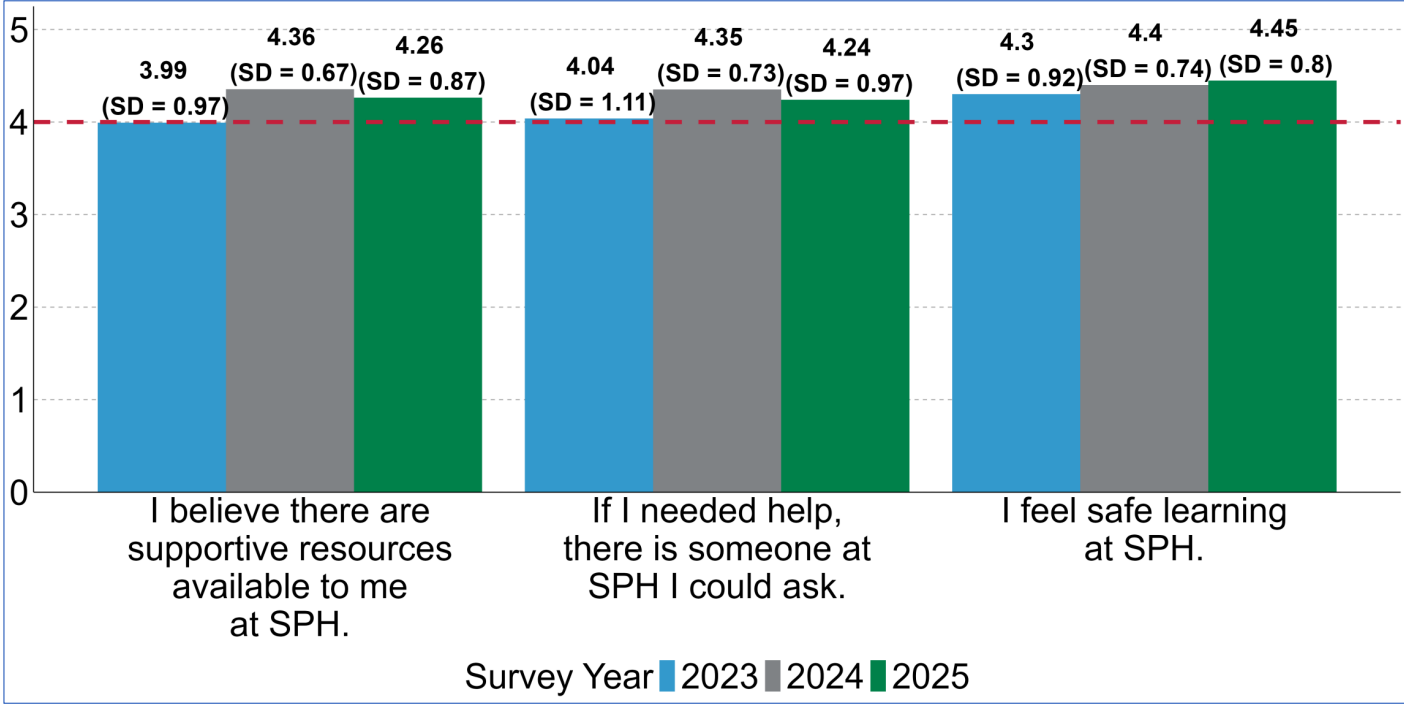
# SPH Climate Evaluation by Satisfaction x Degree

Degree	Measure	Lower Satisfaction	Higher Satisfaction
BS/BA	Feel safe**	3.90 (SD = 0.98)	4.55 (SD = 0.70)
	Could ask for help**	3.39 (SD = 1.22)	4.38 (SD = 0.85)
	Supportive resources**	3.76 (SD = 0.93)	4.39 (SD = 0.76)
MS/MPH	Feel safe**	4.04 (SD = 1.13)	4.58 (SD = 0.73)
	Could ask for help**	3.78 (SD = 1.12)	4.41 (SD = 0.87)
	Supportive resources**	3.67 (SD = 1.07)	4.45 (SD = 0.77)
PhD	Feel safe	4.33 (SD = 0.50)	4.33 (SD = 0.78)
	Could ask for help*	3.67 (SD = 1.22)	4.58 (SD = 0.51)
	Supportive resources**	3.22 (SD = 0.83)	4.50 (SD = 0.67)

\* Unpaired t-test statistically significant,  $p < 0.05$   
\*\* Unpaired t-test statistically significant,  $p < 0.01$

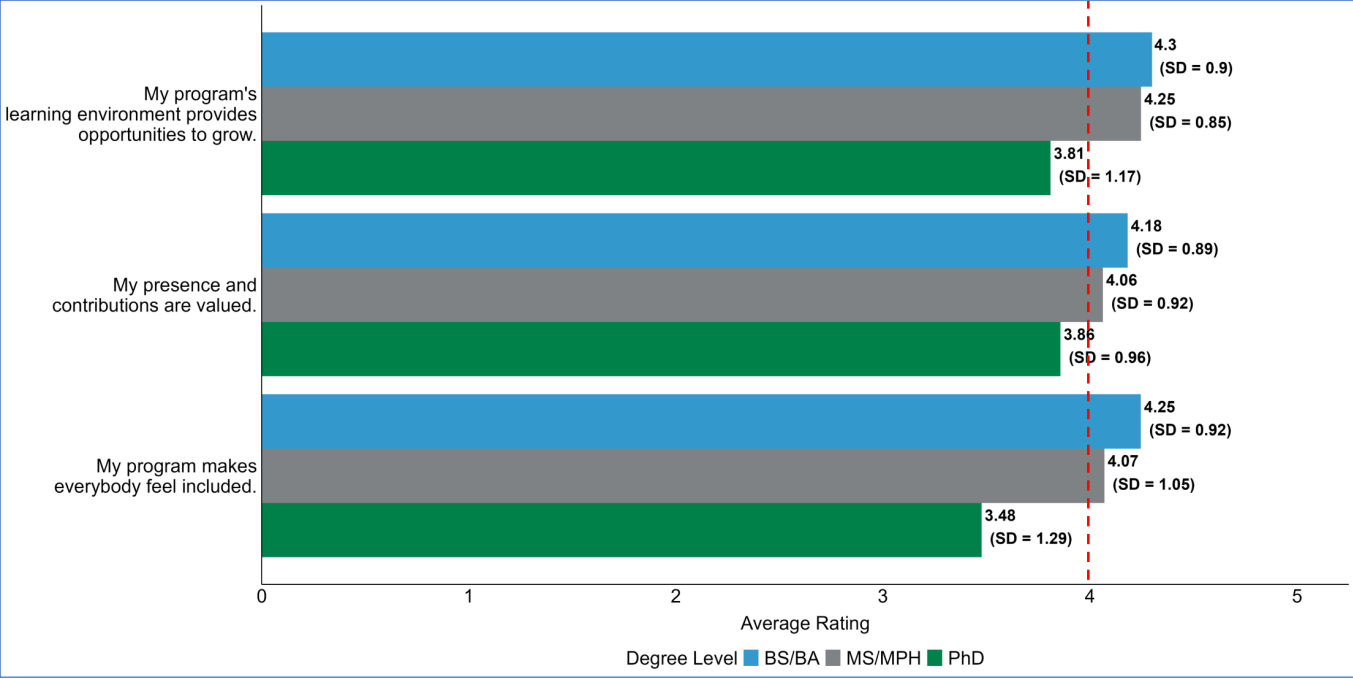
**Takeaway:** Those with lower satisfaction had significantly lower average school climate scores.

## SPH Climate Year-Over-Year



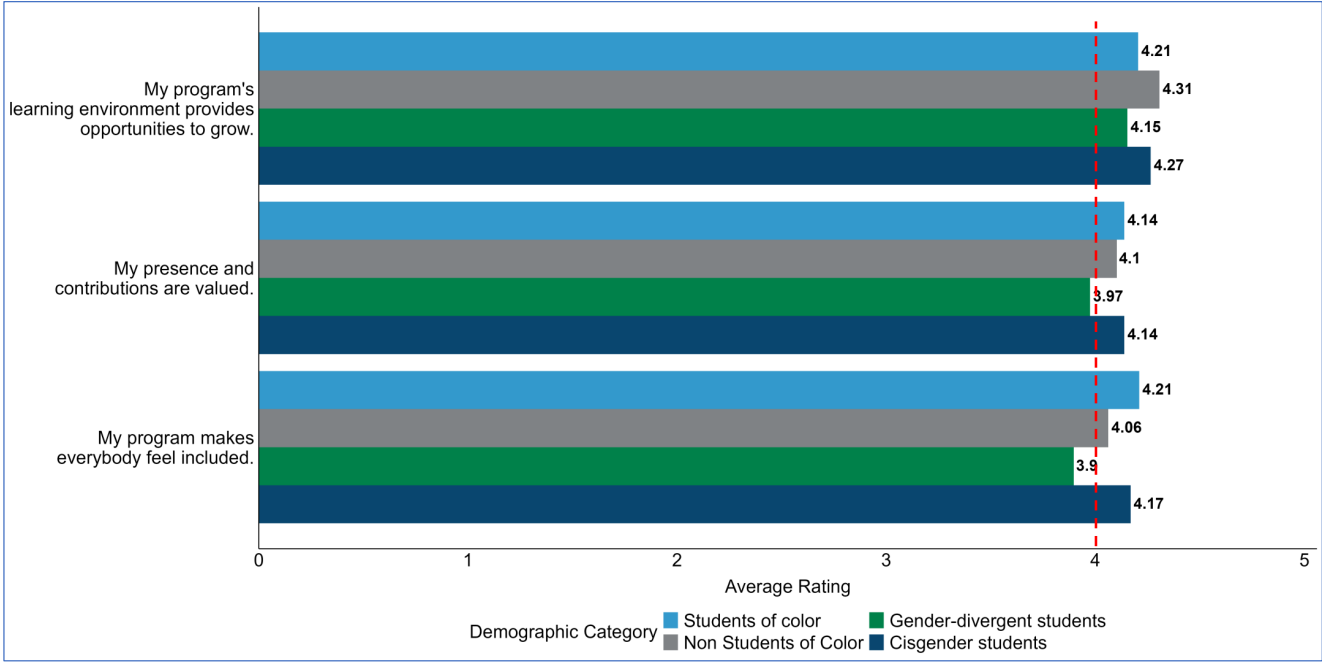
**Takeaway:** On average, student ratings have improved since 2023.

# Program Climate Evaluation by Degree Level



**Takeaway:** On average, PhD students report a less supportive program climate.

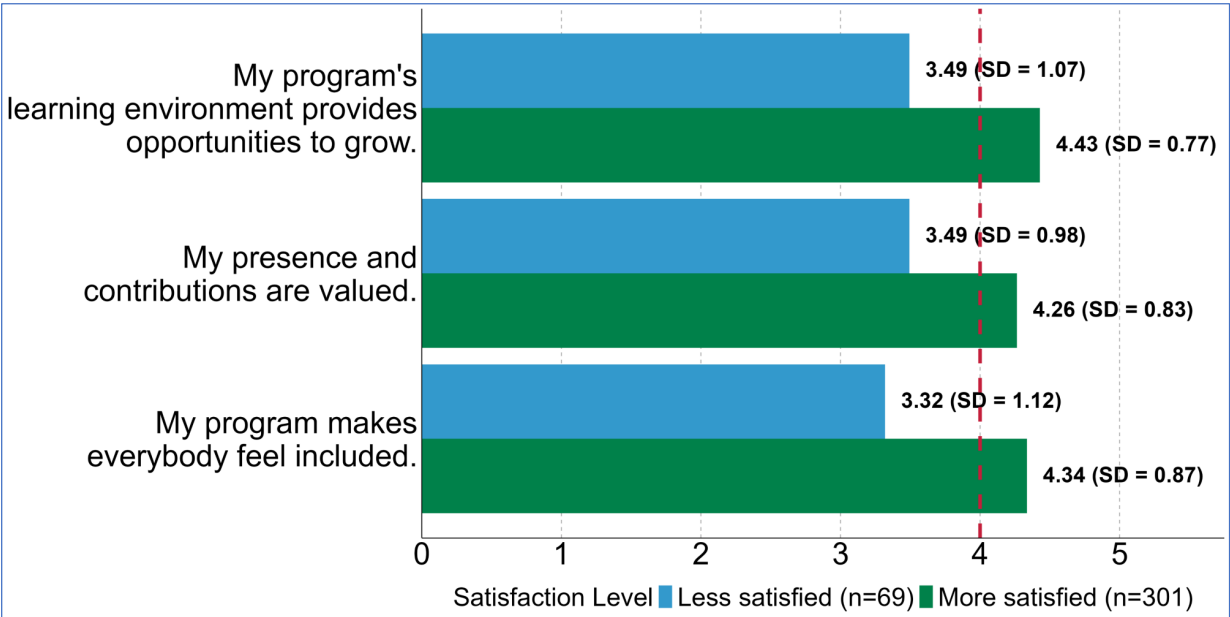
# Program Climate Evaluation by Demographics



**Takeaway:** On average, historically oppressed students reported a supportive program environment.

# Program Climate Evaluation by Satisfaction Level

Satisfaction Coding:  
1-3: Less Satisfied  
4-5: More satisfied



**Takeaway:** There is a larger gap in average response by satisfaction level for program climate than school climate.

## Program Climate Evaluation by Satisfaction x Degree

Degree	Measure	Lower Satisfaction	Higher Satisfaction
BS/BA	Opportunities to grow**	3.42 (SD = 1.23)	4.46 (SD = 0.74)
	Presence valued**	3.48 (SD = 1.09)	4.3 (SD = 0.8)
	Everybody included**	3.52 (SD = 1.09)	4.39 (SD = 0.81)
MS/MPH	Opportunities to grow**	3.63 (SD = 0.84)	4.41 (SD = 0.79)
	Presence valued**	3.48 (SD = 0.94)	4.22 (SD = 0.85)
	Everybody included**	3.19 (SD = 1.11)	4.3 (SD = 0.91)
PhD	Opportunities to grow	3.33 (SD = 1.12)	4.17 (SD = 1.11)
	Presence valued	3.56 (SD = 0.73)	4.08 (SD = 1.08)
	Everybody included	3.00 (SD = 1.22)	3.83 (SD = 1.27)

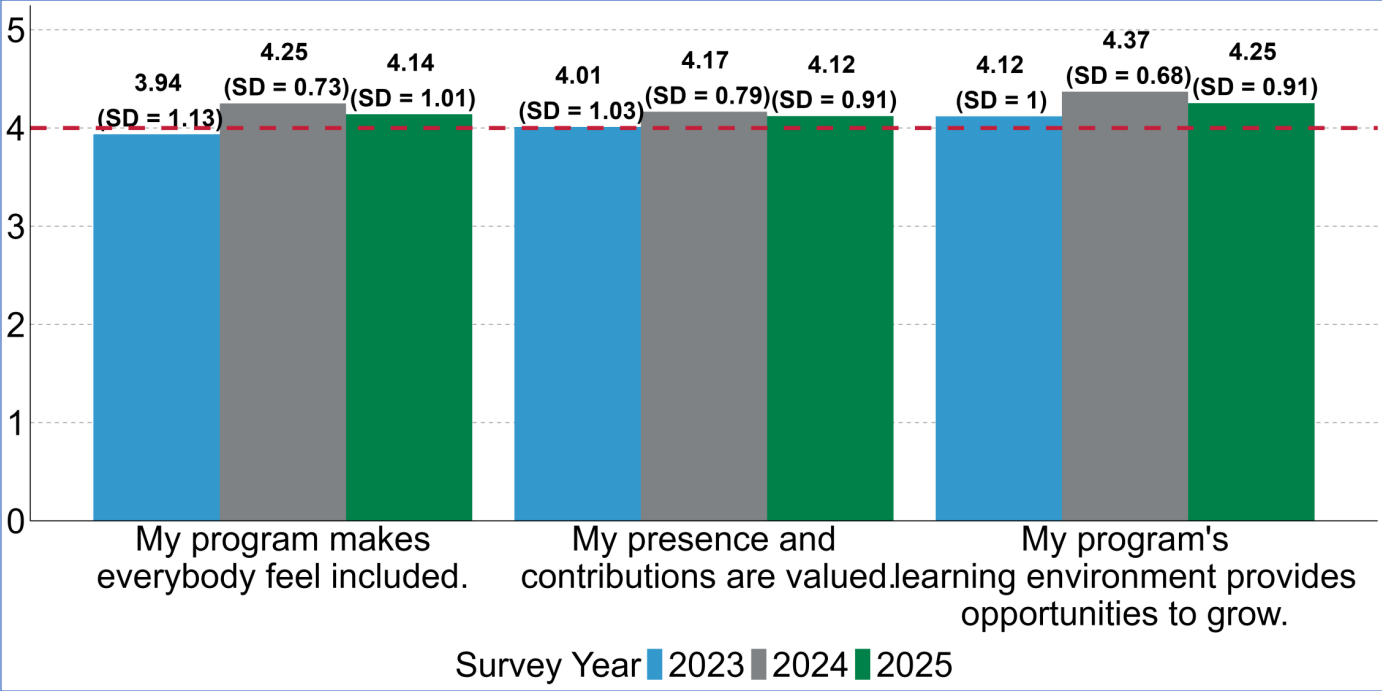
\* Unpaired t-test statistically significant, p < 0.05

\*\* Unpaired t-test statistically significant, p < 0.01

**Takeaway:** Undergrads and masters students with lower satisfaction had significantly lower average school climate scores.

# Program Climate Year-Over-Year

On a scale of 1 to 5, how much do you agree that your program's curriculum...



**Takeaway:** 2025 average ratings are higher than 2023 but lower than 2024.

## Student Challenges and Support

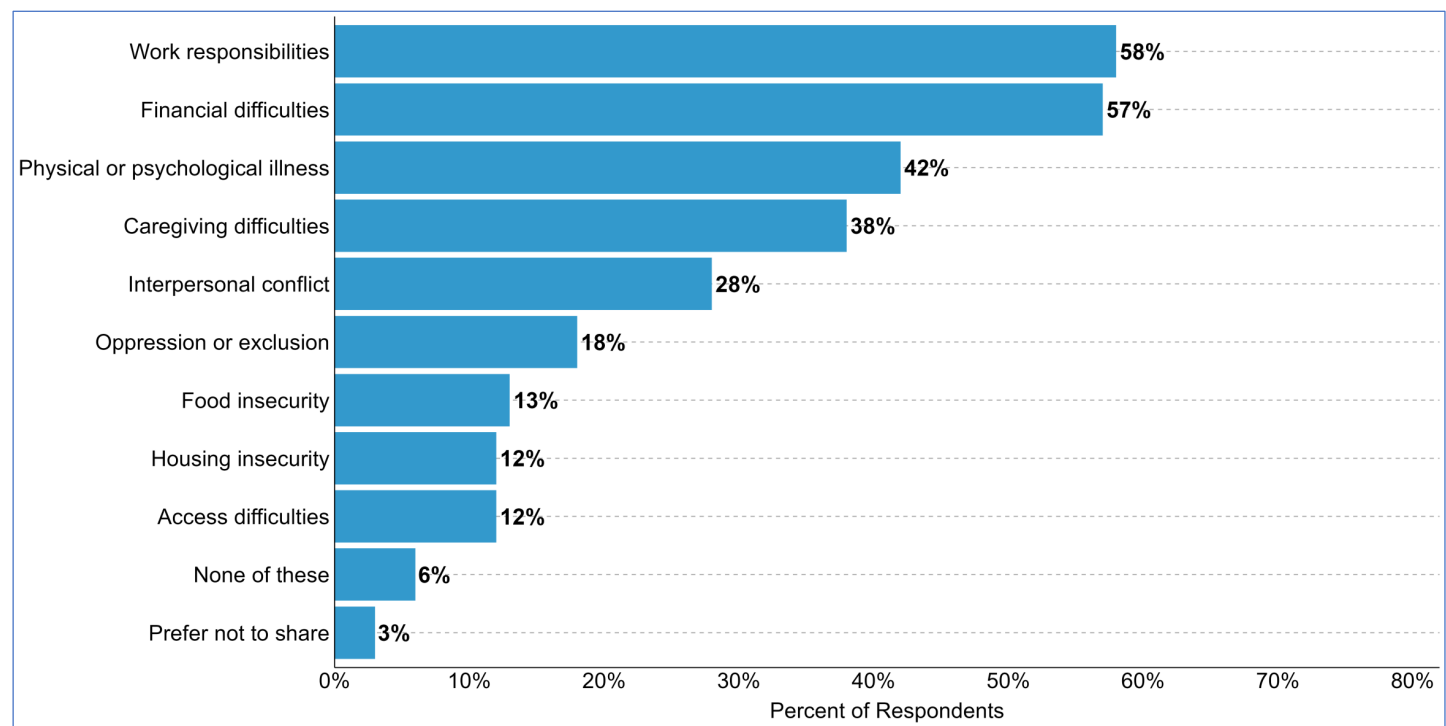


# Student Challenges

Many factors outside of the classroom can impact a student’s ability to meet academic goals and effectively participate in learning activities. If you are comfortable doing so, please select *any of the following items* that were challenges you faced this academic year:

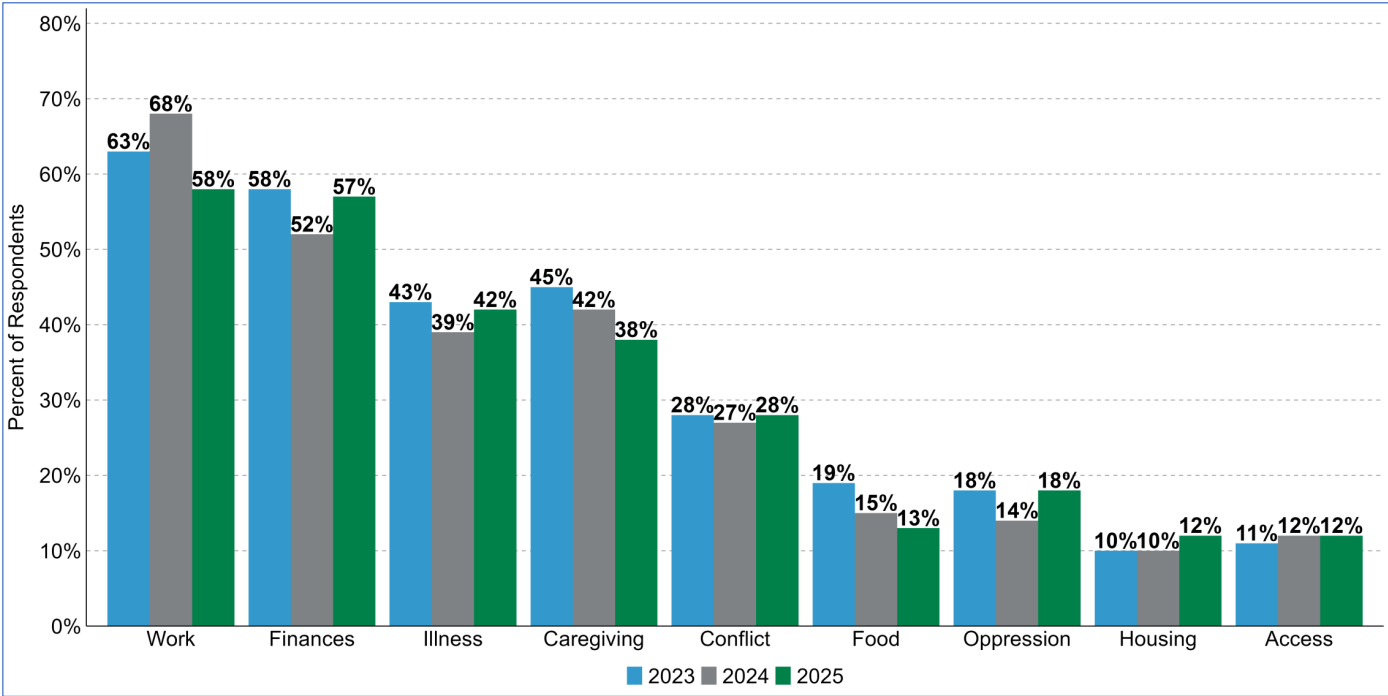
- Familial or caregiving responsibilities,
- Financial difficulties,
- Food insecurity,
- Housing insecurity,
- Oppression, exclusion, or microaggression due to racism, sexism, classism, heteronormativity, transphobia, ableism, fatphobia and/or ageism,
- Interpersonal conflict,
- Physical or psychological illness,
- Work or professional responsibilities,
- Access difficulties due to physical, developmental, behavioral, or sensory disability,
- None of these\*
- Prefer not to share\*

# Student Challenges



**Takeaway:** Work, finances, and illness are commonly reported difficulties for SPH students.

# Student Challenges Year-Over-Year



**Takeaway:** The difficulties students experience are relatively consistent from year to year.

## Student Challenges by Degree Level (2025)

**BS/BA**

83%

Experienced a difficulty of some kind

70%

Difficulty interfered with academics

30%

Sought support from university for difficulty

**Most common challenges:**

- 1. Financial difficulties (60%)
- 2. Work responsibilities (50%)
- 3. Phys/Psych illness (40%)
- 4. Caregiving (38%)
- 5. Interpersonal conflict (30%)

**MS/MPH**

95%

Experienced a difficulty of some kind

76%

Difficulty interfered with academics

34%

Sought support from university for difficulty

**Most common challenges :**

- 1. Work responsibilities (69%)
- 2. Financial difficulties (53%)
- 3. Phys/Psych illness (44%)
- 4. Caregiving (38%)
- 5. Interpersonal conflict (24%)

**PhD**

95%

Experienced a difficulty of some kind

64%

Difficulty interfered with academics

36%

Sought support from university for difficulty

**Most common challenges:**

- 1. Work responsibilities (73%)
- 2. Phys/Psych illness (50%)
- 3. Caregiving (41%)
- 4. Financial difficulties (41%)
- 5. Interpersonal conflict (32%)

**Takeaway:** Most students experienced some of the difficulties listed, but only about 1/3 sought support.



# Student Challenges by Degree Level Y-o-Y

Degree	Survey Year	% Reported Difficulties (N)	% Difficulties Interfered (N)	% Sought Support (N)
BS/BA	2023 (n=189)	89% (169)	88% (166)	24% (45)
	2024 (n=149)	89% (132)	89% (133)	22% (33)
	2025 (n=225)	83% (186)	81% (182)	30% (67)
MS/MPH	2023 (n=153)	91% (139)	86% (132)	27% (41)
	2024 (n=128)	91% (117)	87% (111)	30% (38)
	2025 (n=131)	95% (124)	90% (119)	34% (44)
PhD	2023 (n=31)	94% (29)	87% (27)	39% (12)
	2024 (n=33)	88% (29)	85% (28)	24% (8)
	2025 (n=22)	95% (21)	95% (21)	36% (8)

**Takeaway:** MS/MPH and PhD respondents reported increased difficulties and interference with academics.

**Takeaway:** All respondents reported seeking support more often each year.

# Student Challenges by Demographics

Challenge	Students of Color (n=195)	White or Not Reported (n=182)	Gender Minority (n=39)	Cisgender or Not Reported (n=338)
Work Responsibilities	54%	63%	72%	57%
Financial Difficulties	61%	53%	74%**	55%
Phys/Psych Illness	39%	46%	72%**	39%
Caregiving Difficulties	37%	40%	51%	37%
Interpersonal Conflict	28%	29%	38%	27%
Oppression or Exclusion	21%	16%	44%**	15%
Food Insecurity	15%	12%	26%*	12%
Housing Insecurity	12%	11%	31%**	9%
Access Difficulties	11%	13%	36%**	9%

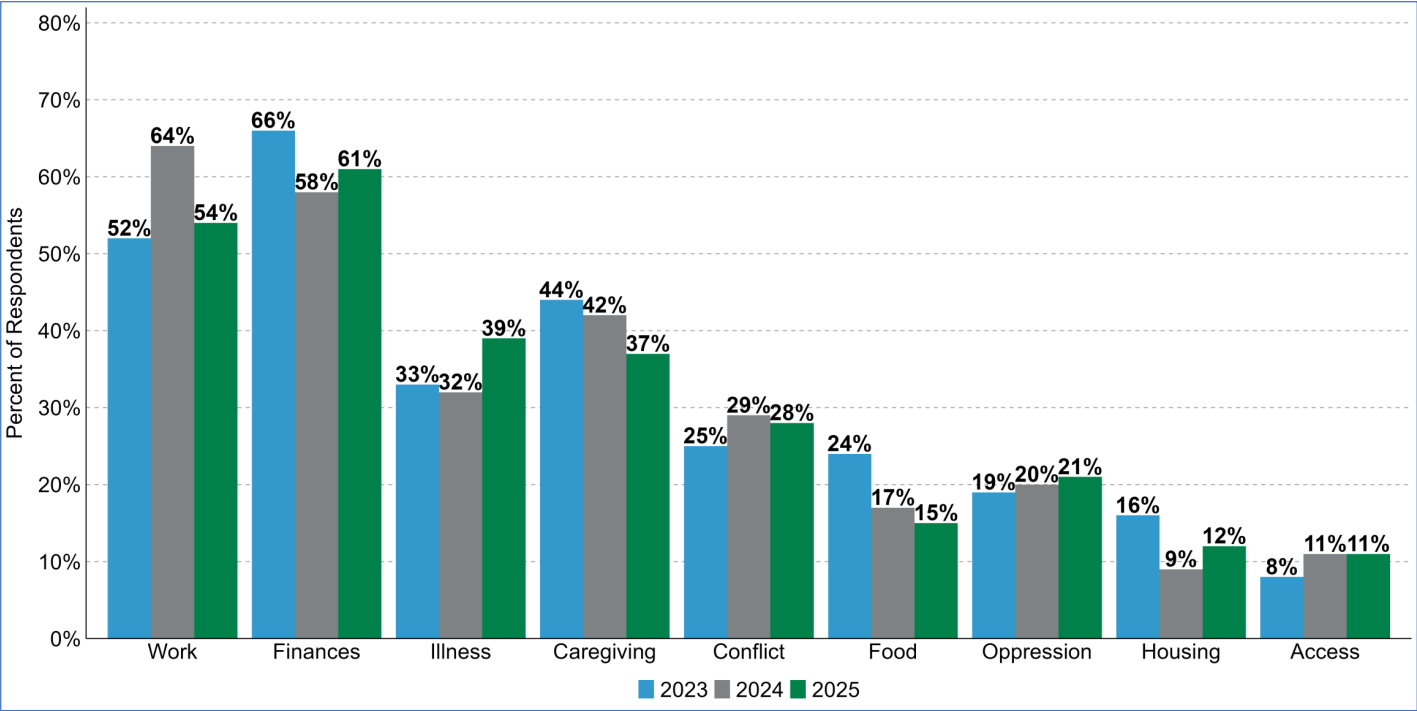
\* Two-sample z-test statistically significant, p < 0.05

\*\* Two-sample z-test statistically significant, p < 0.01

**Takeaway:** Students of color report financial difficulties, oppression, and food insecurity at higher rates.

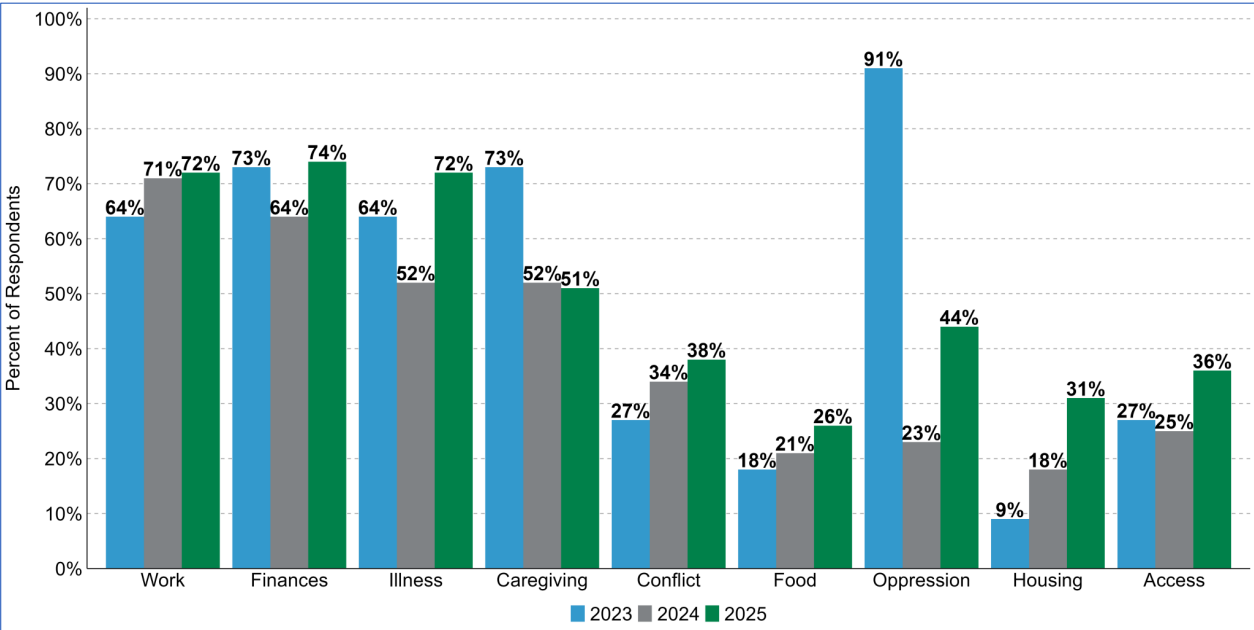
**Takeaway:** Gender minority students many difficulties at significantly higher rates.

# BIPOC Student Challenges Year-Over-Year



**Takeaway:** BIPOC students reported difficulties with illness more often in 2025.

# Gender Minority Student Challenges Year-Over-Year



**Takeaway:** Gender minority students tend to report challenges more often each year, though they reported struggling with oppression far less often than in past years.