



Executive Summary

The 2026 Annual Student Survey was administered in Spring 2026 to assess student experiences related to curriculum, advising, climate, antiracism learning, and student success. The survey achieved the highest overall response rate, providing a strong foundation for understanding student experiences and identifying opportunities for improvement.

Response Rate and Demographics

The survey achieved an overall response rate of approximately 40%. Participation was strongest among graduate and doctoral students, with response rates of 66% among MS/MPH students and 73% among PhD students. Undergraduate participation was 30%.

Response rates varied across demographic groups. White students participated at a higher rate (44%) than BIPOC students (33%), while women (40%) and nonbinary students (35%) participated at higher rates than men (26%).

Equity Consideration: Lower participation among BIPOC students suggests that the experiences of students of color may be somewhat underrepresented in survey findings.

Student Satisfaction

Overall, student satisfaction remained positive in 2026. Respondents reported an average satisfaction rating of 3.89/5 for SPH overall and 3.85/5 for their academic program, indicating generally favorable perceptions of their educational experience. When asked whether they would choose their program again, approximately 69% of respondents reported that they would likely or definitely reenroll in their program. These findings suggest that most students perceive substantial value in both their program and the broader SPH experience.

Although satisfaction ratings were generally positive, certain aspects of the student experience received comparatively lower ratings. Career advising emerged as one of the lowest-rated areas of the survey, and students also reported lower satisfaction with faculty availability relative to other measures. These findings suggest potential opportunities to strengthen student support, mentoring, and professional development experiences.

Equity Consideration: BIPOC students and gender-diverse students were more likely than their peers to report neutral or less favorable satisfaction ratings. Although satisfaction remained high overall, these patterns suggest that positive experiences are not distributed equally across all student populations.

Curriculum Evaluation

Students reported positive perceptions of the curriculum. The average curriculum evaluation score in 2026 was 4.18 out of 5, reflecting strong agreement that the curriculum supports student learning and development. The strongest ratings were associated with the curriculum's ability to develop public health skills and knowledge, with 88% of respondents providing favorable ratings.



Students also reported generally positive perceptions of class size and career preparation. Approximately 77% of respondents agreed that class sizes are conducive to learning, and 77% agreed that their program curriculum sufficiently prepares them for a career in their discipline. While these findings remain favorable overall, both measures were rated somewhat lower than skill and knowledge development.

Taken together, the findings suggest that students view the curriculum as effective in developing public health knowledge and skills while identifying opportunities to further strengthen workforce preparation and optimize learning environments.

Equity Consideration: Curriculum ratings were generally strong across the student population. Continued review of disaggregated results may help determine whether students from different racial/ethnic backgrounds and gender identities report comparable levels of preparation for public health careers and professional practice.

Antiracism Evaluation

Students reported strong confidence in antiracism-related knowledge and skills, with an average antiracism self-assessment score of 4.4 out of 5. Overall, respondents indicated that they feel well prepared to recognize and apply antiracist principles in public health settings. The lowest-rated competencies were those related to community engagement and power sharing, including involving affected communities in decision-making, empowering communities historically impacted by inequities, and decentering power in knowledge creation. These findings suggest students feel more confident understanding antiracist concepts than applying them through community-led and participatory approaches.

Equity Consideration: White students generally reported higher levels of confidence across antiracism competencies than BIPOC students. While self-assessment scores cannot determine actual competency attainment, these differences suggest students may experience and interpret antiracism learning outcomes differently across racial and ethnic groups. Notably, the lowest-rated competencies were concentrated in areas related to empowerment and power-sharing across student groups, indicating a shared opportunity to strengthen community-engaged and participatory approaches to antiracist practice.

Climate Evaluation

Students reported positive perceptions of school and program climate. The average rating for the statement “*My program makes everybody feel included*” was 4.19 out of 5, indicating generally favorable perceptions of inclusion and belonging. Overall climate ratings suggest that most students experience SPH as a supportive academic environment and perceive their programs as welcoming places to learn and engage.

Equity Consideration: Some of the most notable differences in the survey emerged within climate-related measures. BIPOC students, Hispanic/Latine students, and gender-diverse students were more likely than other respondents to report less favorable perceptions of inclusion, belonging,



advising, and faculty accessibility. While the overall climate was rated positively, these findings suggest that experiences of support and belonging vary across student groups and remain an important area for continued attention.

Student Success

Survey findings indicate that challenges affecting academic success remain common. Approximately 86% of respondents reported experiencing at least one challenge affecting their academic experience, while only 31% reported seeking support or assistance. Students most commonly sought assistance from individuals directly connected to their academic experience, including advisors, instructors, and program directors. Advisors and instructors were the two most frequently utilized sources of support.

Advising continues to be an important aspect of the student experience. Career advising received an average satisfaction rating of 3.27 out of 5, lower than many other assessed domains.

Equity Consideration: Advising emerged as one of the clearest areas where differences in experiences exist across demographic groups. BIPOC students and gender-diverse students were more likely to report less favorable advising experiences than the overall student population. Given the central role of advising in student success and resource navigation, strengthening culturally responsive, student-centered advising practices may be a significant opportunity to improve equity in student experiences.

Recommendations for Further Research

Student Support & Resource Navigation

- Increase awareness of Student Success Center services and available student support resources.
- Promote student feedback and support-request options.
- Strengthen advisor referral pathways to help students connect with support more quickly.

Career Readiness & Workforce Preparation

- Increase visibility of career advising and career-development resources.
- Promote networking, professional association, and conference participation opportunities.
- Expand awareness of professional development resources and funding opportunities.
- Continue implementation of the redesigned MPH curriculum with an enhanced focus on workforce readiness and applied learning.

Understanding Student Experiences

- Continue assessment efforts focused on belonging, advising, and student success.
- Conduct focus groups with students from historically underrepresented backgrounds to better understand student experiences.
- Use student feedback to inform ongoing school-wide and program-level improvements.