

Howard University School of Education

Howard University School of Education-HUSOE is a CAEP-accredited educator provider that has had a long history of accreditation from NCATE to CAEP accreditation that prepares dynamic teachers, educational leaders, and human service professionals committed to improving teaching, learning, and research in urban and other diverse settings. Significant features of our academic programs include an opportunity to travel abroad for global education experiences, engagement with our Urban Superintendents Academy, and the Ph.D. program in Higher Education Leadership and Policy Studies. This year we celebrate our first graduate of the Ph.D. in Higher Education.

HUSEOE has three departments Curriculum and Instruction, Educational Leadership and Policy Studies, and Human Development and Psychoeducational Studies. The chart below shows the degree offerings per department.

Curriculum and Instruction	Educational Leadership and Policy Studies	Human Development & Psychoeducational Studies
B.S. Elementary Education	M.Ed. Educational Administration	B.S. Human Development
M.Ed. Elementary Education, Secondary Education, and Special Education	CAGS-Educational Administration	M.Ed.-School Psychology and Counseling Services
Secondary Education Minors: English Education, Mathematics Education, Physics Education, Social Studies Education, and Foreign Language Education (French and Spanish)	Ed.D. Major: Educational Leadership, Administration, and Policy / Ph.D. Major: Higher Education Leadership and Policy Studies	Ph.D. Majors: Counseling Psychology, Educational Psychology, School Psychology

The following degrees fall under CAEP's scope of accreditation and some of the programs lead to license/certification from the Office of State Superintendent of Education (OSSE). The chart below provides an overall of all our relevant programs for CAEP.

See (<https://osse.dc.gov/service/educator-preparation-providers-and-subject-area-programs-district-columbia>) Directory of Approved Educator Preparation Providers.

Academic Programs	Undergraduate Degree/Minors	Graduate Degree
Educational Administration	N	Y
Elementary Education	Y	N
Foreign Language (French and Spanish)	Minor	N
Music Education (Instrumental & Vocal)	Minor	N
School Psychology	N	Y
Secondary English Education	Minor	N
Secondary Mathematics Education	Minor	N
Secondary Physics Education	Minor	N
Secondary Social Studies Education	Minor	N

Special Education (non-categorical)	N	Y
Theatre Arts Education	Minor	N

U.S. News & World Report (USNWR)

As demonstrated by the latest U.S. News & World Report (USNWR) ranking among the best graduate schools of education, we continuously move forward to become a premier leader in educator preparation. Here is the latest data for the 2022 Best Graduate School of Education for Howard University.

(<https://www.usnews.com/best-graduate-schools/top-education-schools/edu-rankings?name=howard%20university>)

We are:

- #91 among Graduates Schools of Education
- Second time in the top 100 and highest ranking ever
- #19 among Private Graduate Schools of Education
- #2 among DC Graduate Schools of Education
- #1 among HBCU Graduate Schools of Education

USNWR methodology for Howard University are:

Quality Assessment (40%)

*Peer assessment score (3.5)

*Educational professionals/school superintendents assessment score (4)

Research activity (30%)

Total research expenditures

Average expenditures per faculty member

Student selectivity (18%)

*Acceptance rate

Mean GRE quantitative scores

Mean GRE verbal scores

Faculty resources (12%)

Doctoral degrees granted

Student-faculty ratio

Percentage of faculty with awards

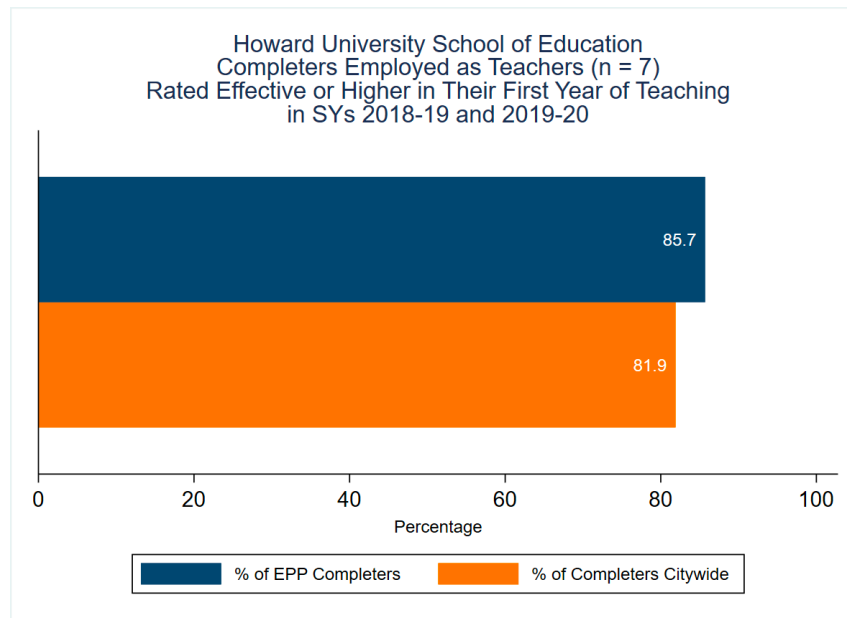
PROGRAM & IMPACT OUTCOMES

Impact on P-12 Learning and Development

The following information addresses Components 4.1. and 4.2 that examine our completer's impact on student learning and their ability to be effective in their employment settings. The table below was provided from the Office of State Superintendent of Education (OSSE) on HU's Educator Preparation Provider impact on the District of Columbia School System (DCPS).

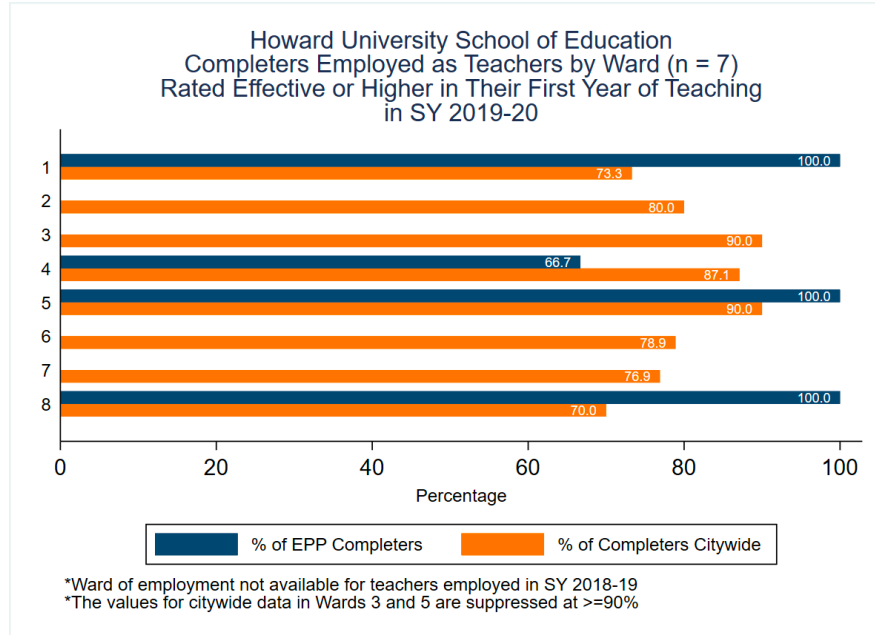
The table shows the percentage of program completers employed as first-year teachers in DC LEAs during school years 2018-19 and 2019-20 who earned ratings of effective or higher for 2017-18 and 2018-19. OSSE permits EPPs to have the autonomy to define "effective teaching" under their teacher evaluation system. The evidence shows our completers are highly effective with a rating of 85.7% compared to all EPP completers who scored 81.9% effectiveness.

Effectiveness ratings for HU First-Year Completers



Additionally, the graph below provides information on our first-year completers who teach in 8 different wards in DC. Our completers taught in wards 1,4,5 and 8. For all districts except for Ward 4, our completers scored effective or highly effectiveness; therefore, indicating our completers have a positive impact on student learning and growth.

Effectiveness Rating for HU Completers by DC Wards



Ward 4 Demographics

According to DCPS profile, Ward 4 is in the northernmost tip of the District of Columbia. A predominantly African American community with a growing Hispanic population, the majority of its residents is working aged adults who are employed in the civilian sector.

Further there are major health challenges due to high death rates related to heart disease, cancer, and essential hypertension much of this is aligned to a lack physical exercise and a history health of disparities.

Notable Ward 4 Profiles:

- Between the 1990 and 2000 census, the total population declined by approximately 4% increase.
- The percent of Blacks decreased by 10% while the white population remained essentially unchanged at 15%.
- The population of persons of Hispanic origin almost tripled during the decade.
- During the same decade the proportion or foreign-born residents almost doubled from 10% to 18%.

The table below provides some census profile for Ward 4.

Census 2000 Selected Economic Indicators for DC and Ward 4		
Economic Indicator	DC	Ward 4
% Population in labor force	63.6	61.4
% Population unemployed	6.8	4.0
-Median income	\$40,127	\$46,408
-Per capita income	\$28,659	\$27,057
-Median monthly gross rent	\$618	\$572
% Families in poverty	16.7	7.9
% Individuals in poverty	20.2	12.0
-Average household size	2.16	2.51
-Average family size	3.07	3.18

Source: US Census Bureau

Efforts to Increase Impact Evidence

We are in the process of reviewing our key assessments that address our completers' impact on student learning. Our goal this academic year is to work with the Teacher Education Advisory Council (TEAC) that represents partnerships with local school districts in Maryland, District of Columbia, and Virginia to co-construct/revise employer and completer satisfaction surveys. We are also seeking their assistance to identify impact data for completers who are educators, educational administrators, and school psychologists representing the HU School of Education.

Further, we have contacted the Office of Leadership Development of DCPS who will assist us with providing impact data for teacher education completers.

Other Impact Measures-Candidate level

All candidates receiving training in teacher education are evaluated based on the Association of Childhood Education International Standards (ACEI). Two key checkpoints are used to evaluate our candidates on ACEI standards, EDUC 450 which is an undergraduate internship, and 699- the student teaching internship and the student teaching internship is a full-time intensive preparation experience scheduled near the end of the candidate's academic program of study. The 12-week internship in elementary education provides a placement for teacher candidates to demonstrate many competencies covering the ACEI standards, including knowledge of content across the disciplines, effective instruction, and collaboration with families and colleagues. Candidates are formally assessed twice during the internship, once by the University Supervisor and once by the Cooperating Teacher. Evaluation ratings are 5-Excellent, 4-Good, 3-Fair, 2-Needs Improvement, and 1-Unacceptable. For AY 2019-20 a teacher education candidate was evaluated (N=1; 100%) received at least a rating of Good (4.0) and 7 standards of excellence over the past year. The target benchmark for the HUSOE program is 80%. Mean scores ranged from 4 to 5.00. AY 2019-2020 candidate demonstrated the strongest abilities in adaptation to diverse students, integration and applying knowledge for instruction, development of critical thinking and problem solving, and active engagement in learning.

Teacher Candidate Assessment Instrument
EDUC 699 Internship and Classroom Management
Graduate Elementary Education

HU Teacher Education Candidate Fall 2019
N=1

Standard	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (2)	Unacceptable (1)	Standard Mean
ACEI 1.0-Development, Learning, and Motivation		1(100%)				4
ACEI 2.1-Reading, Writing, and Oral Language		1(100%)				4
ACEI 2.2-Science		1(100%)				4
ACEI 2.3-Mathematics	1(100%)					5
ACEI 2.4-Social Studies		1(100%)				4
ACEI 2.5-The Arts		1(100%)				4
ACEI 2.6-Health Education	1(100%)					5
ACEI 2.7-Physical Education	1(100%)					5
ACEI 3.1-Integration and applying knowledge for instruction	1(100%)					5
ACEI 3.2-Adaptation to diverse students	1(100%)					5
ACEI 3.3-Development of critical thinking and problem solving	1(100%)					5
ACEI 3.4-Active engagement in learning	1(100%)					5
ACEI 3.5-Communication to foster collaboration		1(100%)				4
ACEI 4.0-Assessment and Instruction		1(100%)				4

The following results represent data on seven teacher education candidates who took EDUC 450 in AY 2019-2020. The means range from 3.71 to 4.14. Of note are the following highest candidate scores ranked 4.14 on ACEI standards: Communication and adaption to diverse students. This was followed by a mean score of 4 on the following ACEI standards Learning and motivation, integration, and application of knowledge, critical thinking, and assessment.

Data from Fall 2019
Teacher Candidate Assessment Instrument
EDUC 450 Internship and Classroom Management

HU Teacher Candidates N=7						
Standards	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (2)	Unacceptable (1)	Row Mean
ACEI 1.0 Learning and Motivation	3(43%)	2(29%)	1(14%)	1(14%)		4.00
ACEI 2.1 Reading	2(29%)	3(43%)	1(14%)	1(14%)		3.71
ACEI 2.2 Science	2(29%)	2(29%)	1(14%)		2(14%)	3.28
ACEI 2.3 Mathematics	2(29%)	2(29%)	1(14%)		1(14%)	3.14
ACEI 2.4 Social Studies	4(57%)	1(14%)	1(14%)		1(14%)	4.00
ACEI 2.5 The arts	4(57%)	1(14%)			2(29%)	3.71
ACEI 2.6 Health Education	3(43%)	1(14%)			3(43%)	3.14
ACEI 2.7 Physical Education	4(57%)				3(43%)	3.29
ACEI 3.1 Integration and Application of Knowledge	3(43%)	3(43%)		1(14%)		4.14
ACEI 3.2 Adaptation to diverse students	3(43%)	3(43%)		1(14%)		4.14
ACEI 3.3 Critical Thinking	3(43%)	2(29%)	1(14%)	1(14%)		4.00
ACEI 3.4 Active Engagement	4(57%)	1(14%)	1(14%)	1(14%)		4.14
ACEI 3.5	3(43%)	2(29%)	2(29%)			4.14

Communication						
ACEI 4.0 Assessment	3(43%)	1(14%)	3(43%)			4.00

Indicators of Teaching Effectiveness

The Principles of Learning and Teaching Praxis tests measure general pedagogical knowledge. The overall pass rate across all grade levels for our teacher candidates is 90%. The HUSOE target pass rate is 80%. The target pass rate has been exceeded for the last three years. For each grade level, our candidates highly exceed the required score as such indicates a high degree of teaching effectiveness.

Principles of Learning and Teaching Grade Level	Number of Test Takers	Number Passed	% Pass Rate	Required Score	Mean Score
Grades k-6	11	10	90.91	160	179
Grades 5-9	1			160	
Grades 7-12	8	8	100	157	179
Overall	20	18	90%		

Source: 1-yr. Pass Rate: Attending Institution Data DC Office of the State Superintendent of Education

Licensing Rates

The HUSOE target pass rate for Title II (initial and advanced level) exams is 80%. For AY 2019-2020, the number of test-takers was below 10. For AY 2018-2019, candidates experienced a pass rate below the target, however, the state overall average rate was 77%, both below 80% pass rates. Candidates who do not meet the state cutoff score for Praxis Core or ACT/SAT are not admitted into the HUSOE program. Praxis II Content Knowledge exam pass rates for HUSOE completers ranged from 62% to 85% in AY 2019-2020.

Academic Year	Number of test Takers	Number Passed	HUSOE Pass Rates	Statewide Pass Rate
2019-2020	7			79%
2018-2019	23	16	70%	77%
2017-2018	13	12	92%	81%

Source: U.S. Department of Education, Higher Education Act Title II State Report Card System. Note: Cohort for 2019-2020 had less than 10 reported test-takers, therefore the results are not reported.

Annual Reporting Measures

The following measures are related to programs that lead to teacher preparation and fall under CAEP's scope of accreditation

Enrollment Rates:

School of Education

The following enrollment trend data is for the School of Education for all programs. Enrollment data for Fall 2019 indicates an on-time matriculation rate of 95.7%.

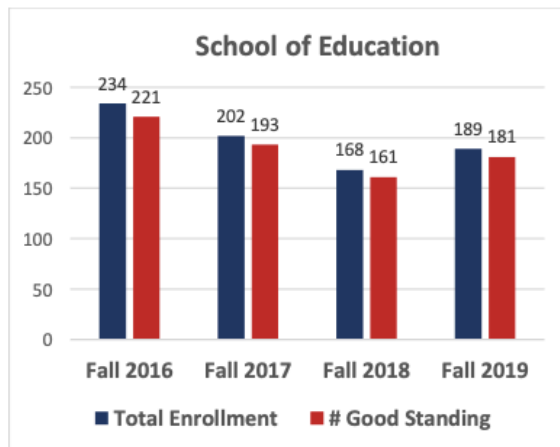
Enrollment

Cohort	Total Enrollment	# Good Standing	# Probation	# Suspension	Others
Fall 2016	234	221	5	3	5
Fall 2017	202	193	8	1	0
Fall 2018	168	161	5	0	2
Fall 2019	189	181	4	0	4

Note. Figures represent enrollment of all students: New, Continuing, Former Student Returning, etc.

Students not included in the Good Standing, Probation, and Suspension categories were included in "Others".

Their academic standing status may be one of the following: Dropped, Withdrew registration, Undetermined, Other.



The following Enrollment data represents teacher education enrollment at the bachelor's level in Elementary Education.

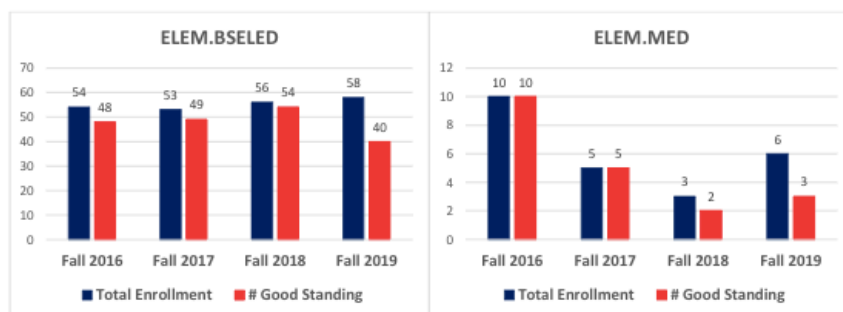
Enrollment

Cohort	Programs	Total Enrollment	# Good Standing	# Probation	# Suspension	Other
Fall 2016	ELEM.BSELED	54	48	3	2	1
Fall 2017	ELEM.BSELED	53	49	4	0	0
Fall 2018	ELEM.BSELED	56	54	2	0	0
Fall 2019	ELEM.BSELED	58	40	0	0	18
Cohort	Programs	Total Enrollment	# Good Standing	# Probation	# Suspension	Other
Fall 2016	ELEM.MED	10	10	0	0	0
Fall 2017	ELEM.MED	5	5	0	0	0
Fall 2018	ELEM.MED	3	2	1	0	0
Fall 2019	ELEM.MED	6	3	0	0	3

Note: Figures represent enrollment of all students: New, Continuing, Former Student Returning, etc.

Students not included in the Good Standing, Probation, and Suspension categories were included in Others.

Their academic standing status may be one of the following: Dropped, Withdrew Registration, Academic Dismissal, Undetermined, or Other.



The enrollment data represents cohorts of initial and advanced levels over several years. Enrollment at the undergraduate levels in Elementary Education is consistently increasing over the years. At the master's level, enrollment trends have declined due to interest in other graduate programs.

Graduation Rates

Graduation rates represent initial and advanced cohorts in teacher preparation. For the initial 2013 cohort, the 6-yr graduation rate is 17% and fall 2014 cohort 4-yr graduation rate is 33% and the 5-yr is 50%. For advanced level, Fall 2013 cohort graduation rate is 100% and for fall 2014 5-yr graduation rate is 92%.

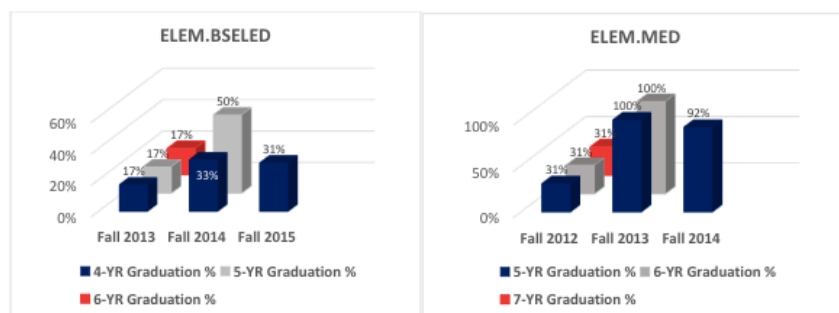
Graduation

Cohort	Program	FTIC	# Graduated in 4 Years	4-YR Graduation %	# Graduated in 5 Years	5-YR Graduation %	# Graduated in 6 Years	6-YR Graduation %
Fall 2013	ELEM.BSELED	6	1	17%	1	17%	1	17%
Fall 2014	ELEM.BSELED	6	2	33%	3	50%		
Fall 2015	ELEM.BSELED	16	5	31%				

Cohort	Programs	FTG/FTP	# Graduated in 5 Years	5-YR Graduation %	# Graduated in 6 Years	6-YR Graduation %	# Graduated in 7 Years	7-YR Graduation %
Fall 2012	ELEM.MED	13	4	31%	4	31%	4	31%
Fall 2013	ELEM.MED	2	2	100%	2	100%		
Fall 2014	ELEM.MED	12	11	92%				

Note: Graduation rate tracks students who graduated in the same program (same major and same degree).

Graduation rate is additive that 6-year graduation rates include the 4-year and 5-year graduation rates.



Retention Rates

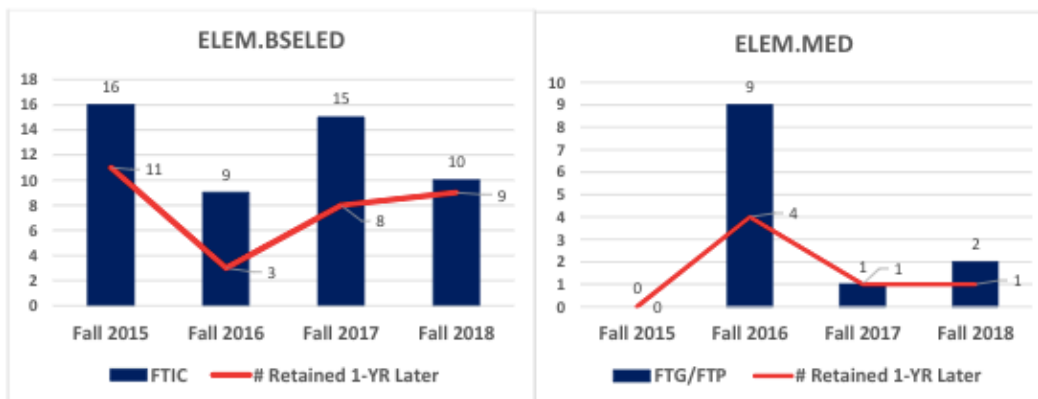
For initial undergraduate Fall 2017 and Fall, 2018 1-yr retention rates are 53% and 90% respectively. For advanced cohorts for Fall 2014 and Fall, 2018 1-yr retention rates are 100% and 50% respectively. For the advanced programs, sample sizes for the corresponding years are N=1 and N=2, therefore the data represents small sample sizes.

Retention

Cohort	Program	FTIC	# Retained 1-YR Later	1-YR Retention Rate
Fall 2015	ELEM.BSELED	16	11	69%
Fall 2016	ELEM.BSELED	9	3	33%
Fall 2017	ELEM.BSELED	15	8	53%
Fall 2018	ELEM.BSELED	10	9	90%

Cohort	Program	FTG/FTP	# Retained 1-YR Later	1-YR Retention Rate
Fall 2015	ELEM.MED	0	0	0%
Fall 2016	ELEM.MED	9	4	44%
Fall 2017	ELEM.MED	1	1	100%
Fall 2018	ELEM.MED	2	1	50%

Note. Retention rate tracks students who were retained in the same program (same major and same degree)
FTIC = First-time in College; FTG = First-time in Graduate/Professional



Satisfaction Rates

We conducted several levels of satisfaction rates that examined employer satisfaction with our candidates and completer or alumni satisfaction with their current employment status and career aspirations. We also asked completers to report on their professional milestones.

Employer Satisfaction and Employment Rates

HUSOE has had a long history as one of the top ten educator preparation programs that prepare teachers for several local school districts and on a national level. We asked several members of our teacher education council comprised of principals, superintendents, and directors. The following results indicate our completers continue to do well according to our employers who indicate they are “very satisfied” with their performance. On average, our completers have an employment rate of 80% or higher. This trend has been consistently based on several years of data.

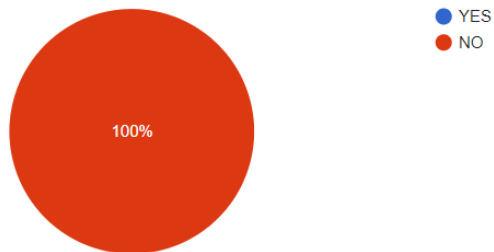
Date of Hire (Year)

2 responses

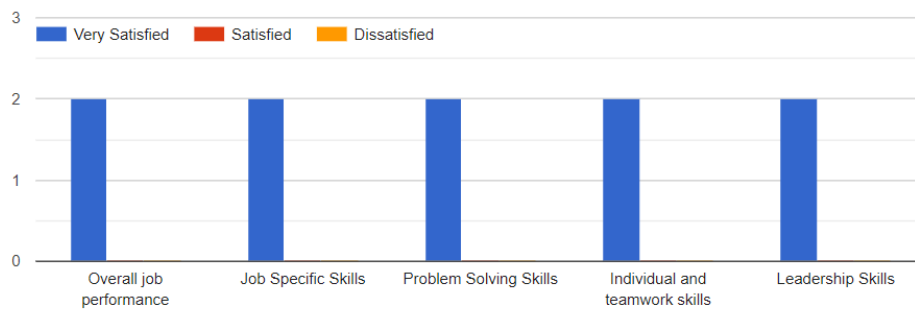
Sep 2020	8
Feb 2021	1

Is the Graduate still employed by your Company?

2 responses



Please check the box which best indicates your level of satisfaction demonstrated by your employee's performance for each of the following:



Employment rate by student/ teacher demographic percentages

Race/Ethnicity	SY 2019-20		
	Percent of Students Enrolled in All DC Schools	Percent of EPP Completers Employed as Teachers at All DC Schools	Percent of EPP Completers Employed as Teachers, Citywide
American Indian/Alaska Native	0.2%	0.0%	0.0%
Asian	1.6%	5.6%	2.6%
Black/African American	64.5%	83.3%	44.7%
Hispanic/Latino	18.6%	0.0%	8.9%
Native Hawaiian/Other Pacific Islander	0.1%	0.0%	0.0%
Other	0.0%	5.6%	0.9%
Two or More Races	2.8%	0.0%	2.6%
Unknown	0.0%	5.6%	9.1%
White	12.3%	0.0%	31.2%

Student Group	SY 2020-21		
	Percent of all DC Students in Student Group	Percent of Teachers from this EPP who Teach Students from Student Group	Percent of Teachers from all EPPs Citywide who Teach Students from Student Group
English Learners	11.5%	0.0%	6.2%
Students with Disabilities	15.2%	23.5%	23.5%

Completer Satisfaction

Reflective practitioners believe all children can learn and all individuals can thrive.

- They demonstrate ethical and professional behaviors with students and clients.
- They continuously engage in self-reflection.
- They work to improve the content and/or processes of their instruction or service delivery in response to their reflections.
- They develop/implement assessment, instructional, and/or intervention plans that are data-driven, culturally responsive, and linked to sound theory.

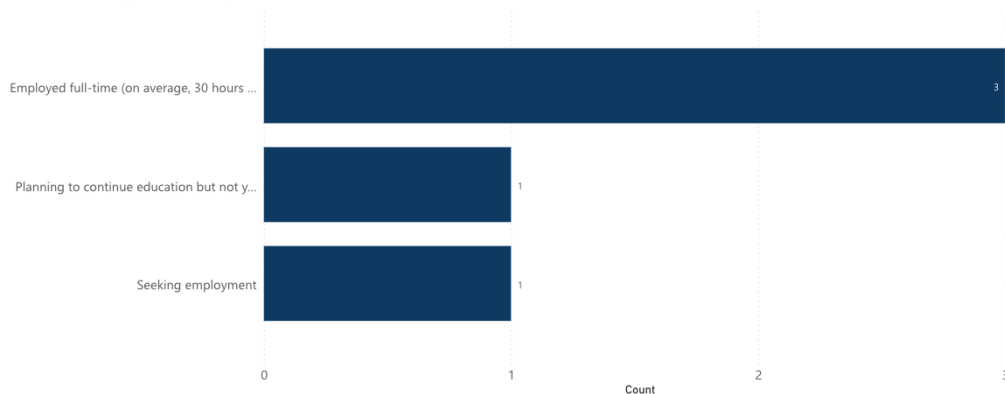
On average Seventy percent (70%) of HUSOE completers agree their training prepared them to engage in reflective practice. Completers are most satisfied with their marketability and preparation for the job market in their area of study.

Description	Total
Number admitted in teacher education cohorts	58
Number of teacher education on-time completers	40
On-time completion rate	70%
National student Clearinghouse 6 yr completion rate for students who completed their studies at a four-year private nonprofit institution	76.5%

Note: ELEM BS 2019 Cohort. Source: National Clearing House Cohort 2013.

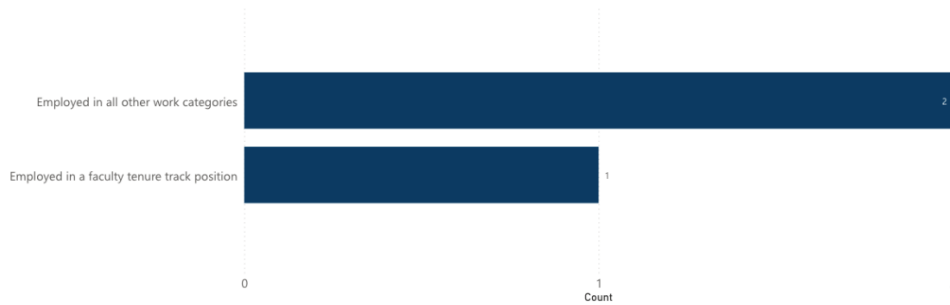
According to the National Clearing House, the 6-year completion rate is 76.5% for AY 2019-2020. Similarly, HU's on-time completion rate is 70% for Elementary Education bachelor's level students. The following two questions asked our Alumni in teacher education what is their current status and their employment status? Those who responded stated that they are fully employed or continuing their education.

Which of the following best describes your current status?



Status	Count	Count (%)
Employed full-time (on average, 30 hours or more per week)	3	60.00%
Planning to continue education but not yet accepted/enrolled	1	20.00%
Seeking employment	1	20.00%
Total	5	100.00%

Please select which option best describes your current employment:

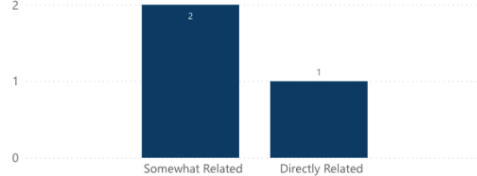


Please indicate the employment sector of your employer:



Public sector - workin...

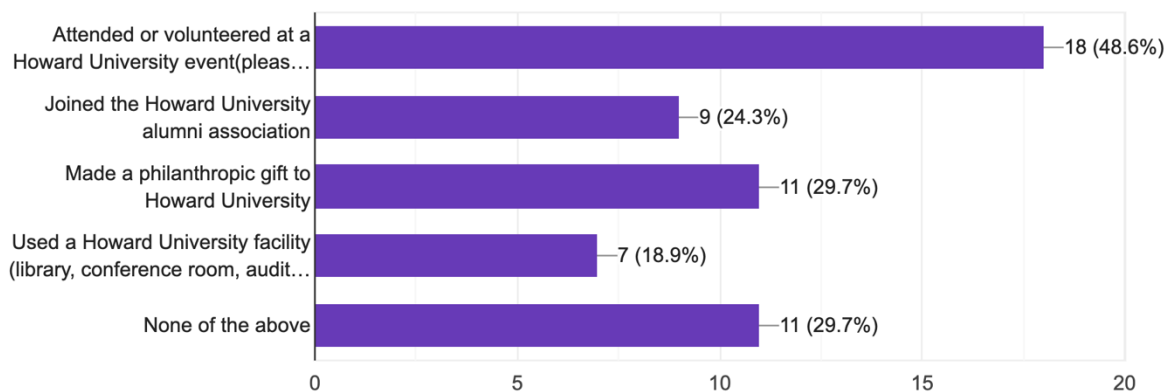
To what extent is your current position related to your undergraduate/graduate education?



The major of our HU Candidates or 48.6% indicate they have given service back to the university in some form and or attended one of the school's events. Twenty-four percent of our completers joined the HU Alumni Association.

Which of the following have you done since graduating from HUSOE? (mark all that apply)

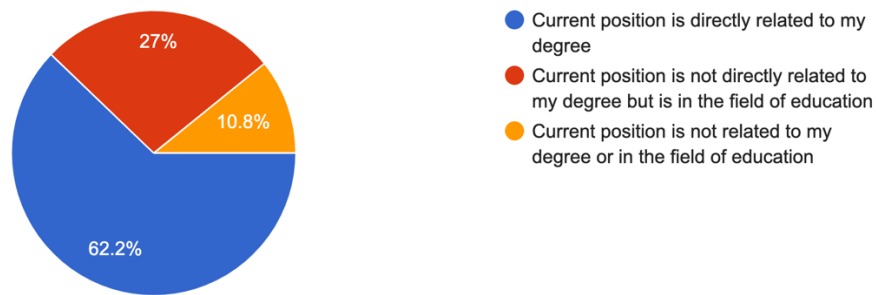
37 responses



When asked about the current positions related to their School of Education degree, 62.2% report they are working in their field, or a closely related field aligned to their degree.

To what extent is your current position related to your HUSOE degree? (select one)

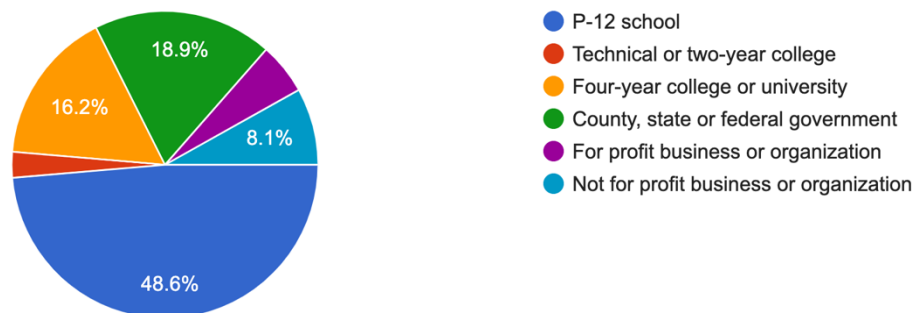
37 responses



Close to half of our students report they are working in a P-12 school setting. The second largest group reported working at the county, state, or federal government. Others (16.2%) report working in a four-year college or university.

Which category best describes the environment where you are employed or provide contracted services? (select one)

37 responses



Milestones:

- Masters in early childhood leadership and working on getting my second masters
- New Career Opportunities
- M.Ed. from Johns Hopkins University
- Graduating with my master's this Summer from Walden University
- Research Association of Minority Professors (RAMP) Vice President; Pacific Northwest UNCF Executive Leadership Council; Washington Math, Engineering, Science Achievement (MESA) Board Member; National Council of Instructional Administrators (NCIA) Rising Star; Washington Perinatal Support Board Member; United Way Project Lead Cohort 2020; University of Washington College of Engineering Advisory Council; Washington State Board of

Community & Technical Colleges Articulation Transfer Council; Greater Seattle (WA) Chapter of The Links, Inc.; Greater Seattle Howard University Alumni Club Vice President

- Currently a Sr. Program Manager, Inclusion, Diversity, and Equity at Amazon Web Services
- School Psychologist of the Year, Co-Lead School Psychologist, Tenured track Assistant Professor, Internship Supervisor
- School psychologist to assistant principal, assistant principal to principal. Awarded highly effective principal status 2016 and 2020 (Award of \$25,000) Awarded a full scholarship for an Executive Master's in Leadership to Georgetown University (2013) Served on the Chancellor's cabinet (DCPS) in 2018
- Promotions, Podcast interviews, Contributing author, newspaper write-ups
- Promotions (Team Lead)
- Promoted twice; 2021 award for outstanding service
- Appointed to Governor's Council, appointed to State Parent and Family Engagement Coordinator
- Acting Director, Quality Assurance, Tangaza University College; previously was Acting Dean School of Education, Tangaza University College; I serve in various education policy-related advisory groups.
- Completed Principal Training Program
- Received Awards
- Full Professor, Judicial Commission Board, National TRIO Achiever Award,
- I recently accepted a 2-year clinical and research postdoctoral fellowship with St. Jude Children's Research Hospital
- I Will be taking on a new position in Montgomery County Public Schools as a School Psychologist in July 2021
- I have been promoted from an Institutional Review Specialist position to an Education Research Analyst in 2020. I am currently looking for additional opportunities.

OTHER DATA & INFORMATION: Howard University-4-Year Private Non-Profit Institution

- There are 6430 undergraduate students.
- 1925 Freshman students
- 99% of freshmen are from outside the DC area
- 98% of freshman live on campus
- Fall 2019 Incoming Freshman ACT --> 27
- Composite SAT--> 1260
- GPA 3.59 on a 4.0 scale

The HU Campus:

- Campus setting: Large urban city
- School Size: 89 buildings on 257 acres (149 acres in DC and 108 in Maryland)
- Diversity: Students from more than 62 countries

Primary Placement Locations:

- District of Columbia
- Howard County, MD
- Montgomery County, MD
- Prince George's County, MD

The average cost of attendance: \$43,471

Average scholarship/grant: \$22,738

Average student loan debt: \$20,299 (default rate = 8.0%)

Source for Nationality is from the AY 2019-20 Official Census Enrollment file.

AY 2019-20 Census File

Row Labels	Count of ID	Count of GEN
Females	6729	68%
Males	3102	32%
Grand Total	9831	100%

The ratio for females to males is approximately two-thirds females. This is a similar national trend at universities.

AY 2019-20 Census file

Row Labels	Count of ID
	9210
Afghanistan	2
Angola	3
Antigua and Barbuda	2
Austria	1
Bahamas	6
Bangladesh	13
Barbados	11
Bermuda	5
Brazil	1
Burkina Faso	2
Burma (Myanmar)	3
Cameroon	9
Canada	26
China	2
Colombia	1
Egypt	2
Ethiopia	9
France	5
Germany	1
Ghana	10
Greece	1

Grenada	4
Guinea	1
Guyana	6
India	12
Indonesia	1
Iran	5
Iraq	1
Ivory Coast (Cote d'Ivoire)	1
Jamaica	94
Jordan	2
Kenya	2
Mali	2
Mexico	1
Morocco	1
Nepal	29
Netherlands	1
Nigeria	131
Pakistan	2
Philippines	1
Poland	1
Rwanda	1
Saint Kitts and Nevis	3
Saint Lucia	4
Saint Vincent/Grenadines	2
Saudi Arabia	99
Senegal	2
South Korea	1
Spain	1
Sri Lanka	2
Sudan	1
Taiwan	1
Togo	1
Trinidad and Tobago	39
Tunisia	1
Turkey	1
United Arab Emirates	1
United Kingdom/Great Britain	6
United States Virgin Islands	2
Vietnam	5
Zaire	1
Zimbabwe	2
(blank)	
Grand Total	9831

Note: minus 32 students from the US.

Total enrollment in AY 2019-2020 was 9210

The university has 62 countries related across the globe. The largest international represent is Nigeria and Saudi Arabia. The university is pleased with our international student interest and believes it adds to a rich diverse college experience.