HOWARD UNIVERSITY

Goal: To assist Howard University with financial resources needed to carry out its educational mission.

Relationship of Program to Volume 1, Department-wide Objectives: Supports Objective 3.2 (postsecondary students receive support for high-quality education) by assisting Howard University in its mission to serve disadvantaged students by providing a high-quality education.

FY 2000—$219,444,000

FY 2001—$224,000,000 (Requested budget)

OBJECTIVE 1: MAINTAIN AND STRENGTHEN ACADEMIC PROGRAMS AND ACHIEVEMENT BY (1) RECRUITING BETTER STUDENTS, (2) IMPROVING STUDENT RETENTION, (3) IMPROVING GRADUATION RATES, AND (4) PROMOTING EXCELLENCE IN TEACHING.

Indicator 1.1 Better students: The average SAT scores of incoming freshman will increase by 1 percent per year.

Targets and Performance Data							Assessment of Progress	Sources and Data Quality
Average SAT score							**Status:** Target exceeded.	**Source:** Howard University.
Year	**Actual Performance**				**Performance Targets**			*Frequency:* Annually.
	Math	**Verbal**	**Total**	**% change**	**Total**	**% change**	**Explanation:** Average SAT scores increased from 1025 in 1998 to 1050 in 1999, resulting in a 2.4 percent increase, well above the target of a 1 percent increase. The new objective is to increase average SAT scores by 0.5 percent per year.	*Next Update:* 2000.
1997:	513	494	1007					**Validation Procedure:** No formal validation procedure used.
1998:	519	506	1025	1.8				
1999:	**533**	**517**	**1050**	**2.4**	**1035**	**1**		
2000:					1055	0.5		**Limitations of Data and Planned Improvements**: None.
2001:					1060	0.5		
2002:					1065	0.5		

Indicator 1.2 Student retention: Decrease attrition for undergraduate FTIC (first time in college) students by 2 percent until national average is bettered.

Targets and Performance Data				Assessment of Progress	Sources and Data Quality
Attrition rates				**Status:** Target of bettering the national average achieved.	**Source:** Howard University.
Year	**Actual Performance**		**Performance Targets**		*Frequency:* Annually.
	National Rate	**HU Rate**		**Explanation:** The attrition rate of 16 percent at Howard University is well below the national average of 25 percent. The new objective is to decrease the attrition rate by 1 percent per year.	*Next Update:* 2000.
1996-97:	26.7%	17.0%			
1997-98:	26.4%	15.1%			**Validation Procedure:** No formal validation procedure used.
1998-99:	**25.0%**	**16.0%**	**Continuing decrease**		
1999-00:			15%		
2000-01:			14%		**Limitations of Data and Planned Improvements:** None.
2001-02:			13%		

Indicator 1.3 Graduation rates: The undergraduate and graduate graduation rates will increase by 2 percent per year until the national average is reached or exceeded.

Targets and Performance Data				Assessment of Progress	Sources and Data Quality

6-year graduation rate

Year	Actual Performance		Performance Targets
	National Rate	HU Rate	
1997:		49.0%	
1998:		40.9%	
1999:	**54.2%**	**46.1%**	**43%**
2000:			48%
2001:			50%
2002:			52%

Status: Target achieved.

Explanation: The graduation rate at Howard University of 46 percent, although somewhat below the national average, improved from the previous year's graduation rate of 41 percent.

Source: Howard University.
Frequency: Annually.
Next Update: 2000.

Validation Procedure: No formal validation procedure used.

Limitations of Data and Planned Improvements: NCES national 6-year graduation rates are not yet available. However, the reported 6-year national rate comes from the Consortium for Student Retention Data Exchange at the University of Oklahoma. Howard University is a member of the institution.

Indicator 1.4 Excellence in teaching and scholarship: The participation rate of faculty in activities of the Fund for Academic Excellence will increase.

Targets and Performance Data						Assessment of Progress	Sources and Data Quality

Proposals

Year	Actual Performance			Performance Targets	
	Submitted	Funded	Number of Participants	To Be Funded	Number of Participants
1998:	258	153	189		
1999:	**218**	**152**	**200**	**Continued increase**	**Continued increase**
2000:				125	210
2001:				155	220
2002:				158	231

Status: Target met.

Explanation: The principal goal for the Fund for Academic Excellence is to be a catalyst for increasing extramural research. Enhanced standards for faculty extramural repeat awards will ultimately constrain the participation rate for faculty.

Source: Howard University.
Frequency: Annually.
Next Update: 2000.

Validation Procedure: No formal validation procedure used.

Limitations of Data and Planned Improvements: None.

OBJECTIVE 2: TO PROMOTE EXCELLENCE IN RESEARCH.

Indicator 2.1 Grants received: The number of grant proposals that are funded will increase.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality

Year	Actual Performance	Performance Targets
1997:	232	
1998:	279	
1999:	**299**	**Continued increase**
2000:		301
2001:		304
2002:		307

Status: Target achieved.

Explanation: Funded grant proposals continued to increase in 1999.

Source: Howard University.
Frequency: Annually.
Next Update: 2000.

Validation Procedure: No formal validation procedure used.

Limitations of Data and Planned Improvements: None.

Indicator 2.2 Grant funding: The total funds received through research grants will increase.

Targets and Performance Data					Assessment of Progress	Sources and Data Quality
Year	Actual Performance		Performance Targets		**Status:** Target achieved.	**Source:** Howard University.
	Value of Grants Received	% Change	Value of Grants Received	% Change		*Frequency:* Annually. *Next Update:* 2000.
1997:	$45,268,427				**Explanation:** Receipt of over $47 million in research grants in 1999 demonstrates improvement in obtaining research grant funding.	
1998:	$44,057,827	–2.7				**Validation Procedure:** No formal validation procedure used.
1999:	**$47,533,841**	**7.9**	Continuing increase			
2000:			$48,009,180	20% over 1997		**Limitations of Data and Planned Improvements:** None.
2001:			$48,489,272			
2002:			$48,974,165			

OBJECTIVE 3: INCREASE HOWARD UNIVERSITY'S FINANCIAL STRENGTH AND INDEPENDENCE FROM FEDERAL APPROPRIATIONS.

Indicator 3.1 Endowment: The value of the endowment each year will increase.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Market value of endowment			**Status:** Target achieved.	**Source:** Howard University.
Year	Actual Performance	Performance Targets		*Frequency:* Annually. *Next Update:* 2000.
1997:	$211.2 million		**Explanation:** The market value of Howard University's endowment increased 17 percent in 1999, from $253 million to $297 million.	
1998:	$252.9 million			**Validation Procedure:** No formal validation procedure used.
1999:	**$297.0 million**	Continuing increase		
2000:		$320 million		
2001:		$346 million		**Limitations of Data and Planned Improvements:** None.

Indicator 3.2 Outside support: The funds raised from all private sources will increase.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Alumni contribution			**Status:** Target achieved.	**Source:** Howard University.
Year	Actual Performance	Performance Targets		*Frequency:* Annually. *Next Update:* 2000.
1997:	$11.8 million		**Explanation:** Outside support increased to $9.2 million in 1999.	
1998:	$8.4 million			**Validation Procedure:** No formal validation procedure used.
1999:	**$9.2 million**	Continuing increase		
2000:		$11.0 million		
2001:		$14.5 million		**Limitations of Data and Planned Improvements:** None.
2002:		$18.0 million		

Indicator 3.3 Outside support—alumni: The participation rate of alumni who contribute to the school will increase.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Participation rate			**Status:** Did not meet target.	**Source:** Howard University.
Year	Actual Performance	Performance Targets		*Frequency:* Annually. *Next Update:* 2000.
1998:	11.4%		**Explanation:** The 9.4 percent participation rate is below the desired goal. The university's fundraising operations have been completely restructured to ensure greater congruence with the goals.	
1999:	**9.4%**	Continuing increase		**Validation Procedure:** No formal validation procedure used.
2000:		25.0%		
2001:		30.0%		
2002:		32.0%		**Limitations of Data and Planned Improvements:** None.

Indicator 3.4 Cost savings at the Howard University Hospital: The difference between the hospital's net revenue (excluding Federal appropriations) and total expenses will decrease.

Year	Net Revenue		Total Expense		Assessment of Progress	Sources and Data Quality
	Actual	Target	Actual	Target	**Status:** Did not meet target.	**Source:** Howard University.
1997:	$170,084,807		$209,761,348			*Frequency:* Annually.
1998:	$183,789,977		$211,689,178		**Explanation:** The difference between the hospital's net revenue and total expenses ($204,360,845 and $234,841,266) results in a slightly higher deficit of $30.5 million from the previous year's deficit of $27.9 million. Changes in net revenue brought about by managed health care, coupled with uncompensated health care to indigenous populations, made achievements of the goal in this period unattainable.	*Next Update:* 2000.
1999:	**$204,360,845**		**$234,841,266**			**Validation Procedure:** No formal validation procedure used.
2000:		$184,510,111		$225,813,215		
2001:		$193,735,617		$237,103,876		**Limitations of Data and Planned Improvements:** None.
2002:		$203,422,397		$248,959,070		

KEY STRATEGIES

Strategies Continued from 1999
None.

New or Strengthened Strategies
❖ Recruit good students by targeting high-ability students in schools across the country; by convening summer high school counselors in a symposium and honors student weekend; by encouraging alumni to identify and contact high-ability students; and by expanding publicity on student leaders and achievers, as well as outstanding programs.
❖ Increase retention and graduation rates by improving orientation programs; by replacing the Mid-term Deficiency Report with a Midterm Status Report to alert all undergraduate students of their standing at midterm; by continuing regular assessment of students' academic standings; by convening faculty adviser workshops; and by providing written correspondence to faculty on retention goals and issues.
❖ Implement degree adult program.
❖ Expand research support by improving postaward grant administration and faculty support by the Office of Research Administration; by conducting faculty workshops on "how to win grants and contracts"; by increasing the distribution of grant announcements; and by installing computer workstations for all full-time faculty.
❖ Continue to monitor external money managers who invest Howard's endowment fund to ensure continued healthy returns.
❖ Improve fundraising by conducting a national media campaign with articles in national publications (e.g., the New York Times, Washington Post, Christian Science Monitor, Chronicle of Higher Education) featuring Howard University; by intensifying and broadening the direct mail campaign; by inaugurating an annual fund campaign and a systematic program of communication with alumni; by continuing to manage to contain costs; by continuing marketing efforts to feature recent improvements in equipment and service; and by undertaking a long-term strategic planning effort spearheaded by a special committee from the Howard University Board of Trustees.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES
❖ Efforts under this initiative are coordinated with the White House Initiative on Historically Black Colleges and Universities (HBCUs) and Title III.

CHALLENGES TO ACHIEVING PROGRAM GOAL
❖ There are a number of factors beyond the control of Howard University that can affect student recruitment, retention, and graduation rates.
❖ Marketwide stock market fluctuations significantly influence endowment growth.
❖ Finally, economic conditions and changes in the health care industry also potentially affect Howard University's efforts toward fiscal independence of the University Hospital.

INDICATOR CHANGES
From FY 1999 Annual Plan (two years old)
Adjusted—None.
Dropped—None.
From FY 2000 Annual Plan (last year)
Adjusted—None.
Dropped—None.
New—None.