Technical Report for the
2009 Howard University
College Student Needs Assessment Survey
(CSNAS)

Prepared by the

Office of Institutional Assessment & Evaluation

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Prepared by the Office of Institutional Assessment and Evaluation
Levels of First-year Student Academic and Personal Need
College Student Needs Assessment Survey (CSNAS) Results - 2008

Background and Rationale: Assessing Student Needs
There is consensus among educators that student self-perceptions of ability, which make a contribution to their self-esteem, self-confidence and sense of self-efficacy, are highly related to educational achievement. Students who see themselves as competent and effective, with a realistic view of themselves and their abilities, are over three times as likely to be high achievers than low achievers (45% vs. 13%). Conversely, students with a less positive and/or realistic view of themselves are more likely to be low achievers than high achievers (The American College Testing Program /ACT, 1999).

All students arrive at college with personal and academic needs that are specific to them. Related to any number of mediating factors, the areas and levels/degree of need varies among students. It has been found that students tend to have a good/accurate appreciation of their academic capabilities and the subject areas in which they need help. In a large-scale national study of high school seniors with aspirations for post-secondary education, it was reported that students who said they needed any degree of help (ranging from some to a lot), with reading comprehension, study skills, or mathematics skills are two to four times as likely to be low achievers than high achievers. In comparison, students who said they needed no help in these areas were more likely to be high achievers than low achievers (ACT, 1999).

All stakeholders surely share important roles and responsibilities in addressing the needs of students, in order to positively affect student academic outcomes and personal growth. The addressing and fulfillment of these needs by the institution, along with other resources, have great potential to affect the success of students in completing their courses of study and reaching their goals. Of course, before needs can be met, they must be identified/assessed.

Assessment of the Needs of Howard University Freshmen: Basic Methodology
The Office of Institutional Assessment and Evaluation (OIAE) administered the College Students Needs Assessment Survey (CSNAS) to incoming students during the opening weeks of the fall semester (September, 2008). The standardized instrument, developed by the American College Testing Program (ACT) to gather specific information from college students about their perceived academic and personal needs, was administered to students in as many freshman orientation classes as were available within each school and college via paper mode by trained OIAE staff using standardized procedures. The schools and colleges included the College of Arts and Sciences (COAS), the School of Business (SOB), the College of Engineering, Architecture and Computer Science (COEAC), the School of Communications (SOC), the School of Education (SOE), and the College of Pharmacy, Nursing and Allied Health Sciences (CPNAH). A total sample of 737 students completed surveys.
Selected CSNAS results from each survey subscale are reported in the following tables and figures. The CSNAS subscales of focus in this report include Career Development (CD), Educational Planning (EP), Intellectual Skills Development (ISD) and Life Skills Development (LSD), which comprise the Educational and Personal Needs (EPN) section of the instrument. The report begins by focusing on the five areas in which incoming students indicate the greatest amount of need. Other areas were selected based on their basic relative importance and priorities set by University administrators.

Findings and Recommendations
In summary, the areas of perceived need most cited by Howard University students surveyed relate to the financing of their education, followed by needs for work experience while in college that relates to their area of career interest, and the opportunity to interact with people already working in these fields. The need to learn about educational opportunities beyond graduation is also cited by a substantial proportion of incoming students. Results also indicate incoming-student self-perceptions of academic need in a number of critical areas that are under the category of general education. These include such needs as improving study skills and habits, improving test-taking skills, increasing mathematics and writing skills, and improving problem solving/reasoning skills. Additional needs identified by this sample of freshman students are in the area of critical and fundamental life skills, such as learning to manage time more effectively. Recommendations include administrative consideration of reallocation of resources in order to continue and better provide student support services (e.g., Center for Academic Reinforcement), particularly in relation to the general education skill areas, and relative to the reported levels of need in the various areas.

Results/Conclusions: Five Areas of Greatest Need Cited by Howard Students
As Table 1 and Figure 1 indicate, the two sources of greatest need cited by responding Howard University students relate to financial matters. Approximately half of these students indicate need in obtaining adequate funds to finance their education, as well as the need to learn more about other available sources of financial aid. This is nearly double the proportion of students of the national sample that attend private colleges, reporting the highest degree of such needs.

Other major areas of need cited most by Howard University students relate to opportunity for work experience while in college that is related to career interest, and opportunity for discussing career interests with individuals in their respective potential fields. When compared with the normative sample, two to nearly three times the percentages of Howard students indicated a lot of these types of need. Additionally, a lot of need in learning about educational opportunity after graduation was cited by slightly more than a third of Howard University respondents. This proportion also substantially exceeds the national normative statistic.
Table 1
Overall Areas of Greatest Need:
Howard University Students and Normative Sample from Private Colleges

<table>
<thead>
<tr>
<th>Area of Greatest Need</th>
<th>HU LOT</th>
<th>HU MED</th>
<th>HU LITTLE</th>
<th>HU NONE</th>
<th>HU N</th>
<th>NRM LOT</th>
<th>NRM MED</th>
<th>NRM LITTLE</th>
<th>NRM NONE</th>
<th>NRM N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtaining adequate funds to finance my education</td>
<td>50%</td>
<td>21%</td>
<td>14%</td>
<td>14%</td>
<td>674</td>
<td>26%</td>
<td>23%</td>
<td>26%</td>
<td>24%</td>
<td>4070</td>
</tr>
<tr>
<td>Learning more about other sources of financial aid available</td>
<td>50%</td>
<td>23%</td>
<td>17%</td>
<td>10%</td>
<td>688</td>
<td>26%</td>
<td>24%</td>
<td>28%</td>
<td>23%</td>
<td>4074</td>
</tr>
<tr>
<td>Obtaining work experience in career areas of my interest</td>
<td>44%</td>
<td>33%</td>
<td>16%</td>
<td>7%</td>
<td>717</td>
<td>16%</td>
<td>23%</td>
<td>26%</td>
<td>35%</td>
<td>3948</td>
</tr>
<tr>
<td>Arranging to discuss my career interests with people in my planned career area</td>
<td>33%</td>
<td>36%</td>
<td>24%</td>
<td>7%</td>
<td>716</td>
<td>18%</td>
<td>38%</td>
<td>31%</td>
<td>13%</td>
<td>4268</td>
</tr>
<tr>
<td>Learning about educational opportunities after graduation</td>
<td>34%</td>
<td>29%</td>
<td>25%</td>
<td>12%</td>
<td>704</td>
<td>21%</td>
<td>31%</td>
<td>31%</td>
<td>17%</td>
<td>4165</td>
</tr>
</tbody>
</table>

Note: Percentages may not sum to 100, due to rounding error.

Figure 1
Overall Areas of Greatest Need Cited by Howard University Class of 2012
Table 1a

Overall Areas of Greatest Need*:
Howard University Students and Normative Sample from Private Colleges

<table>
<thead>
<tr>
<th>Description of Item: Area of Consideration</th>
<th>HU</th>
<th>NATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtaining adequate funds to finance my education</td>
<td>85%</td>
<td>75%</td>
</tr>
<tr>
<td>Learning more about other sources of financial aid available</td>
<td>90%</td>
<td>78%</td>
</tr>
<tr>
<td>Obtaining work experience in career areas of my interest</td>
<td>93%</td>
<td>65%</td>
</tr>
<tr>
<td>Arranging to discuss my career interests with people in my planned career area</td>
<td>93%</td>
<td>87%</td>
</tr>
<tr>
<td>Learning about educational opportunities after graduation</td>
<td>88%</td>
<td>83%</td>
</tr>
</tbody>
</table>

*Note: Percentages include all levels of need (from a little to a lot).

Figure 1a

Overall Areas of Greatest Need: Howard University Students and Normative Sample from Private Colleges

*Note: Percentages represent all levels of need (from little to a lot).

Results/Conclusions: Additional Important Areas of Need

As shown in Table 2 (and Figure 2a), well over half of Howard University students responding report personal needs for help in the selected career development areas, related to the match between their overall life goals, potential career area, personal skills, abilities and interests. Concerning Educational Planning, a majority (approximately 56% and 70% respectively) of students responding report feeling confident that they are able to obtain remedial assistance and cope with academic difficulties on their own (See Figure 2b).

In the focus area of Intellectual Skills Development, with the greatest number of selected items in this report, large proportions of students responding indicate having some level of perceived needs for assistance with a substantial number of critical general education areas. These areas of need for the largest majority of freshman students reporting include improving study skills/habits and
improving test-taking skills (approximately 84% and 81% respectively). A great majority of students also indicate the need for help in increasing mathematics skills, in learning to manage their time more effectively, and in improving their problem-solving abilities and reasoning skills (approximately 79%, 77% and 74% respectively).

Slightly smaller though large proportions of the students in the sample indicate perceived needs in strengthening their ability to express their ideas in writing, increasing their understanding of the arts, and learning how to better use the library facilities (approximately 70%, 69% and 69% respectively). Critically, well over half of those students responding indicate the need for assistance in improving reading comprehension and increasing reading speed (approximately 64% and 61% respectively).

Within the more personal psychological areas focused on in this report, situated in the Life Skills Development component of the survey, well over half (approximately 63%) of the responding freshman students indicate having needs to learn more about how to handle stress and anxiety, with slightly less than half (approximately 47%) of them needing assistance in learning how to solve personal problems.
Table 2
Levels of Student Self-Perceived Personal and Academic Needs
Howard University Sample and Private Colleges in Total National Normative Group

<table>
<thead>
<tr>
<th>Description of Item: Area of Consideration</th>
<th>HU LOT</th>
<th>HU MED</th>
<th>HU LITTLE</th>
<th>HU NONE</th>
<th>HU N</th>
<th>NRM LOT</th>
<th>NRM MED</th>
<th>NRM LITTLE</th>
<th>NRM NONE</th>
<th>NRM N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs in Personal Areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deciding what to do with my life (CD)</td>
<td>6%</td>
<td>19%</td>
<td>35%</td>
<td>41%</td>
<td>728</td>
<td>8%</td>
<td>25%</td>
<td>38%</td>
<td>29%</td>
<td>4244</td>
</tr>
<tr>
<td>Identifying career areas that fit my skills, abilities, and interests (CD)</td>
<td>10%</td>
<td>21%</td>
<td>31%</td>
<td>38%</td>
<td>724</td>
<td>11%</td>
<td>27%</td>
<td>34%</td>
<td>28%</td>
<td>4255</td>
</tr>
<tr>
<td>Learning how to handle stress and anxiety in my life (LSD)</td>
<td>13%</td>
<td>18%</td>
<td>33%</td>
<td>37%</td>
<td>723</td>
<td>11%</td>
<td>19%</td>
<td>37%</td>
<td>33%</td>
<td>4263</td>
</tr>
<tr>
<td>Learning how to solve personal problems (LSD)</td>
<td>4%</td>
<td>11%</td>
<td>32%</td>
<td>53%</td>
<td>722</td>
<td>4%</td>
<td>12%</td>
<td>37%</td>
<td>47%</td>
<td>4239</td>
</tr>
<tr>
<td>Managing my time more effectively (LSD)</td>
<td>19%</td>
<td>26%</td>
<td>32%</td>
<td>23%</td>
<td>724</td>
<td>11%</td>
<td>21%</td>
<td>36%</td>
<td>31%</td>
<td>4247</td>
</tr>
<tr>
<td>Needs in General Academic Support Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtaining remedial/tutorial assistance (EP)</td>
<td>6%</td>
<td>13%</td>
<td>26%</td>
<td>56%</td>
<td>721</td>
<td>5%</td>
<td>15%</td>
<td>35%</td>
<td>46%</td>
<td>3841</td>
</tr>
<tr>
<td>Coping with academic difficulties (EP)</td>
<td>4%</td>
<td>8%</td>
<td>18%</td>
<td>70%</td>
<td>726</td>
<td>4%</td>
<td>11%</td>
<td>27%</td>
<td>58%</td>
<td>3406</td>
</tr>
<tr>
<td>Improving my study skills and habits (ISD)</td>
<td>23%</td>
<td>29%</td>
<td>31%</td>
<td>16%</td>
<td>724</td>
<td>15%</td>
<td>27%</td>
<td>36%</td>
<td>23%</td>
<td>4302</td>
</tr>
<tr>
<td>Improving my test-taking skills (ISD)</td>
<td>24%</td>
<td>27%</td>
<td>30%</td>
<td>19%</td>
<td>725</td>
<td>16%</td>
<td>26%</td>
<td>34%</td>
<td>23%</td>
<td>4303</td>
</tr>
<tr>
<td>Understanding and using computers (ISD)</td>
<td>5%</td>
<td>11%</td>
<td>32%</td>
<td>52%</td>
<td>724</td>
<td>10%</td>
<td>22%</td>
<td>38%</td>
<td>30%</td>
<td>4247</td>
</tr>
<tr>
<td>Learning how to make better use of library facilities (ISD)</td>
<td>10%</td>
<td>24%</td>
<td>35%</td>
<td>31%</td>
<td>723</td>
<td>6%</td>
<td>20%</td>
<td>40%</td>
<td>34%</td>
<td>4257</td>
</tr>
<tr>
<td>Needs in General Education Areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increasing skills in mathematics (ISD)</td>
<td>25%</td>
<td>26%</td>
<td>29%</td>
<td>21%</td>
<td>722</td>
<td>20%</td>
<td>23%</td>
<td>31%</td>
<td>25%</td>
<td>4457</td>
</tr>
<tr>
<td>Expressing ideas in writing (ISD)</td>
<td>14%</td>
<td>21%</td>
<td>35%</td>
<td>30%</td>
<td>725</td>
<td>10%</td>
<td>21%</td>
<td>37%</td>
<td>32%</td>
<td>4273</td>
</tr>
<tr>
<td>Improving my understanding of what I read (ISD)</td>
<td>11%</td>
<td>18%</td>
<td>35%</td>
<td>36%</td>
<td>724</td>
<td>10%</td>
<td>19%</td>
<td>36%</td>
<td>35%</td>
<td>4271</td>
</tr>
<tr>
<td>Increasing my reading speed (ISD)</td>
<td>16%</td>
<td>17%</td>
<td>27%</td>
<td>39%</td>
<td>724</td>
<td>14%</td>
<td>22%</td>
<td>30%</td>
<td>34%</td>
<td>4276</td>
</tr>
<tr>
<td>Improving my problem-solving abilities and reasoning skills (ISD)</td>
<td>12%</td>
<td>23%</td>
<td>39%</td>
<td>26%</td>
<td>725</td>
<td>9%</td>
<td>21%</td>
<td>42%</td>
<td>28%</td>
<td>4284</td>
</tr>
<tr>
<td>Increasing understanding of art, literature, and culture (ISD)</td>
<td>10%</td>
<td>21%</td>
<td>39%</td>
<td>31%</td>
<td>722</td>
<td>7%</td>
<td>21%</td>
<td>42%</td>
<td>31%</td>
<td>4213</td>
</tr>
</tbody>
</table>

Note: Percentages may not sum to 100, due to rounding error.
Note: HU=Howard University Sample; NRM=National Normative Group
Note: LOT=Lot of help needed; MED=Medium amount of help needed; LITTLE=Little amount of help needed; NONE=No help needed
Levels of HU Student Needs in Personal Areas

Figure 2a

Levels of HU Student Needs in General Academic Support Skills

Figure 2b

Levels of HU Student Needs in General Education Areas

Figure 2c

Note: Similar graphs of normative group data can be found in the Appendices (Figures 2d-2f).

Prepared by the Office of Institutional Assessment and Evaluation
As indicated in Table 3 and the accompanying figures (3a-3c), when compared with the national normative group, Howard University freshmen of this sample exceeded that group in having some level of perceived needs in the highly critical academic support skill areas of improving study habits, improving test-taking skills and increasing skills in mathematics. In the personal area, Howard students reported more need in learning to effectively manage their time, than did the national sample.

<table>
<thead>
<tr>
<th>Description of Item: Area of Consideration</th>
<th>HU</th>
<th>NATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs in Personal Areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deciding what to do with my life (CD)</td>
<td>59%*</td>
<td>71%*</td>
</tr>
<tr>
<td>Identifying career areas that fit my skills, abilities, and interests (CD)</td>
<td>62%</td>
<td>72%</td>
</tr>
<tr>
<td>Learning how to handle stress and anxiety in my life (LSD)</td>
<td>63%</td>
<td>67%</td>
</tr>
<tr>
<td>Learning how to solve personal problems (LSD)</td>
<td>47%</td>
<td>53%</td>
</tr>
<tr>
<td>Managing my time more effectively (LSD)</td>
<td>77%</td>
<td>69%</td>
</tr>
<tr>
<td>Needs in General Academic Support Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtaining remedial/tutorial assistance (EP)</td>
<td>44%</td>
<td>54%</td>
</tr>
<tr>
<td>Coping with academic difficulties (EP)</td>
<td>30%</td>
<td>42%</td>
</tr>
<tr>
<td>Improving my test-taking skills (ISD)</td>
<td>81%</td>
<td>77%</td>
</tr>
<tr>
<td>Improving my problem-solving abilities and reasoning skills (ISD)</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>Understanding and using computers (ISD)</td>
<td>48%</td>
<td>70%</td>
</tr>
<tr>
<td>Learning how to make better use of library facilities (ISD)</td>
<td>69%</td>
<td>66%</td>
</tr>
<tr>
<td>Needs in General Education Areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increasing skills in mathematics (ISD)</td>
<td>79%</td>
<td>75%</td>
</tr>
<tr>
<td>Expressing ideas in writing (ISD)</td>
<td>70%</td>
<td>68%</td>
</tr>
<tr>
<td>Improving my understanding of what I read (ISD)</td>
<td>64%</td>
<td>65%</td>
</tr>
<tr>
<td>Increasing my reading speed (ISD)</td>
<td>61%</td>
<td>66%</td>
</tr>
<tr>
<td>Improving my study skills and habits (ISD)</td>
<td>84%</td>
<td>77%</td>
</tr>
<tr>
<td>Increasing understanding of art, literature, and culture (ISD)</td>
<td>69%</td>
<td>69%</td>
</tr>
</tbody>
</table>

*Note: Percentages represent all levels of need (from little to a lot).
Figure 3a

Student Needs in Personal Areas at Any Level*: Comparison of HU Student Sample with the National Norm Group

*Note: Percentages represent all levels of need (from little to a lot).

Figure 3b

Student Needs in General Academic Support Skills at Any Level*: Comparison of HU Student Sample with the National Norm Group

*Note: Percentages represent all levels of need (from little to a lot).

Figure 3c
Student Needs in General Education Areas at Any Level*: Comparison of HU Student Sample with the National Norm Group

*Note: Percentages represent all levels of need (from little to a lot).
Implications

Many Howard University students, from the outset of their matriculation, are concerned about and in need of financial aid and even more useful related information. In order to better ensure student academic success and personal growth at Howard University, very foundational educational and personal needs, many of them related to general education areas, should be addressed as soon as possible in the matriculation of the students. Timely allocations of supportive University resources to address the identified student needs will have potential to influence positively student retention and academic outcomes. Several very basic life skills need to be bolstered for many new students, in order to prepare and enable them for the rigors and requirements of post secondary academic pursuit (e.g., stress and time management).

Recommendations

- Continue to place particular emphasis on and effort in providing comprehensive, detailed, and timely information to incoming students (and their families) about financial aid and many of its various sources. This type of information is especially critical for prospective students.

- Continue to build rich opportunities for students to have internship/practicum experiences in their fields of interest, which may include in some cases summer employment. Continue to conduct career fairs and to create other opportunities for students to interact directly with professionals in their fields of career interest for guidance and assistance in personal planning.

- Inform the administrations and faculties of the departments of the College of Arts and Sciences (COAS) in particular of the self-perceived needs of new students, due chiefly to the responsibilities of these units in providing the fundamentally important general education experiences. Share this report broadly and encourage its use, along with other related information, for planning and implementing appropriate student supports.

- Strongly consider allocation or reallocation of sufficient resources (and levels of such) that will provide the student support services necessary to address the identified and targeted student educational needs. Direct student support services, such as the Center for Academic Reinforcement (CAR), should be sustained and considered for expansion and enhancement, relative to the level of need. Indirectly, the Center for Excellence in Teaching, Learning and Assessment (CETLA) must be maintained in order to train and sensitize the faculty regarding the meeting of identified student needs.

- Strongly consider allocation or reallocation of sufficient resources (and levels of such) that will provide the student support services necessary to address the identified and targeted student personal needs. These needs include such areas as stress and time management, which have great bearing on daily functioning and success. Units such as the Counseling Center are particularly crucial to addressing these needs. The supportive services that the Center offers should be familiar to all students from the beginning of their Howard experience, and the use of the services promoted.

- All departments and support units of focus (especially those of the COAS) should provide information to the Office of Institutional Assessment and Evaluation on the implementation of plans to address the identified immediate needs of new and continuing students in order to facilitate assessment and evaluation of program and student support.
service improvement strategies in relation to targeted student outcomes. The OIAE should conduct longitudinal analyses of student outcome data on the Class of 2012 cohort of students surveyed. The OIAE should interpret the findings of analyses in relation to the targeted critical outcomes outlined in the Student First Campaign.

**Limitations**

Survey data are indirect measures of perceptions at a certain period in time. Participation in the survey was voluntary for schools and colleges and for students within them.

**OIAE Concerns about the Responsiveness and Cooperation of the Schools and Colleges in the administration of the College Student Needs Assessment Survey (CSNAS)**

The *College Student Needs Assessment Survey* is designed to evaluate the educational and personal needs of college students. It was administered to approximately 737 (43%) freshmen students in Fall Semester 2008. The attempt was made to administer the instrument census-style. The size of the responding sample fell below the projected freshman enrollment of 1,701 (HU Office of the Registrar, July 2008).

One of the contributing factors to the relatively low response rate was the responsiveness and cooperation of the undergraduate schools and colleges in which the freshmen students were enrolled. The OIAE reviewed the response rates for all of the participating schools and colleges and discovered that there was differential responsiveness and cooperation with respect to the administration of the CSNAS. For example, there were several schools, colleges, and divisions that were very responsive and very cooperative. Professors and administrators in those schools and colleges allowed the OIAE to administer the surveys in organized large group settings or freshman seminar classes. In the latter cases, professors adapted schedules on their syllabi to accommodate us. These surveys were completed by September 12, 2008.

There was another group of schools, colleges and divisions that did not provide an opportunity for us to administer the surveys directly to students through the freshman seminar classes prior to our self-imposed deadline of September 15, 2008. In some cases, class schedules were unable to accommodate us; therefore, it was agreed that the surveys would be distributed to the students and they would return them during the next class. This procedure was followed in two cases and subsequently 59 of 320 or 18.4% and 5 of 125 or 4% of the surveys were returned.

The OIAE raises the issue of response rates when it comes to assessment activities because when response rates are too low, the credibility and validity of inferences that stem from assessment results are legitimately questioned and the perceived usefulness of the results is lowered. Concerns about whether the final sample is biased are also raised. For example, response rates for the 2008 *Howard University Self-Study Surveys* were low among students (6%), faculty (9%), senior administrators (26%) and staff (8%). The low response rates led members of the Self-Study Steering Committee to request a re-administration of the surveys – which requires additional time, effort and resources.

There must be a concerted effort campus-wide to echo the importance of participating in assessment activities when those requests are made. Doing so will not only give participants a “voice”, but will also assure that assessment results are valued and most importantly, are used.

**Reference**

American College Testing Program, ACT (February, 1999) What Helps or Hinders Students’ Educational Achievement?

*Prepared by the Office of Institutional Assessment and Evaluation*
Appendices

Figure 2d

Levels of Normative Group Needs in Personal Areas

- Deciding what to do with my life (CD)
- Identifying career areas that fit my skills, abilities, and interests (CD)
- Learning how to handle stress and anxiety in my life (LSD)
- Learning how to solve personal problems (LSD)
- Managing my time more effectively (LSD)

Figure 2e

Levels of Normative Group Needs in General Academic Support Skills

- Obtaining remedial/tutorial assistance (EP)
- Coping with academic difficulties (EP)
- Improving my study skills and habits (ISD)
- Improving my test-taking skills (ISD)
- Understanding and using computers (ISD)
- Learning how to make better use of library facilities (ISD)

Figure 2f

Levels of Normative Group Needs in General Education Areas

- Increasing skills in mathematics (ISD)
- Expressing ideas in writing (ISD)
- Improving my understanding of what I read (ISD)
- Increasing my reading speed (ISD)
- Improving my problem-solving abilities and reasoning skills (ISD)
- Increasing understanding of art, literature, and culture (ISD)