



Howard Assessment Committee

March 3, 2020

Agenda

Howard Annual Assessment Process

Course Evaluations

Institution-Wide Surveys

General Education Assessment

Survey Consultation & Workshops

Assessment & Accreditation Support

Assessment Fellows Program

Assessment Looking Forward



Driving Motivation

The purpose of assessment is **continuous improvement**. Data-based decision making must rely on periodic, meaningful, and measurable data.

Howard Annual Assessment Process

- Academic
 - Full 18-19 Cycle Complete
 - Full 19-20 Cycle in Process
- Non-Instructional
 - Partial 18-19 Cycle Complete
 - Full 19-20 Cycle in Process



Current Status of Assessment

- Waiting on confirmations or alterations
- Meeting by request
- Instituting a new assessment rubric to plans/results

Surveys

Internal Surveys

- Graduating Student Exit Survey
- 6-month Alumni Survey
- 1-year Alumni Survey

External Surveys

- NSSE – Spring 2021
- FSSE – Spring 2021
- HERI Faculty – Spring 2020
- HERI CIRP – Fall 2022

Ad-Hoc Surveys

- Department
- Satisfaction
- Program Evaluation

General Education Assessment

Oral Communication
Financial Literacy & Entrepreneurship
Critical Thinking

21 Learning Outcomes
(HUGE 21)

6 outcomes are assessed
three times a cycle

15 outcomes are
assessed once a cycle

8-year assessment cycle
with one year for
analysis, reporting, and
internal assessment

Course Evaluations

All courses must be evaluated by students

IRA offers a Qualtrics-based course evaluation for all School and Colleges.

Colleges and Schools that choose not to use the IRA-based instrument must show evidence that they are assessing their courses.

Fall 2019 Course Evaluation Response Rates

| College/School | Number of Evaluations | Number of Evals Completed | Response Rate |
|----------------------------|-----------------------|---------------------------|---------------|
| Business | 3686 | 1381 | 37.47% |
| CNAHS | 2104 | 780 | 37.07% |
| COAS | 25756 | 9469 | 36.76% |
| Dentistry | 3585 | 1407 | 39.25% |
| Divinity | 242 | 111 | 45.87% |
| Education | 809 | 352 | 43.51% |
| Engineering & Architecture | 2214 | 716 | 32.34% |
| Graduate School | 1786 | 741 | 41.49% |
| Law | 2189 | 996 | 45.50% |
| Social Work | 730 | 460 | 63.01% |
| Total | 43101 | 16413 | 38.08% |

Reasons Students did not Complete the Course Evaluations (n=755, 1.75%)

| Reason for not Completing Course Evaluation | Percentage of Respondents |
|--|---------------------------|
| I am no longer enrolled in the course. | 57 (7.55%) |
| I do not see the value in completing the course evaluations. | 149 (19.74%) |
| I do not believe faculty members value course evaluations. | 86 (11.39%) |
| I am concerned about how the information will be used. | 45 (5.96%) |
| I do not have the time to complete this course evaluation. | 233 (30.86%) |
| This is a non-traditional course (e.g. thesis, dissertation, research, or internship) and does not need to be evaluated. | 91 (12.05%) |
| Other | 94 (12.45%) |

Assessment & Accreditation Consulting

Consulting Services

- Consultation on assessment strategies for efficiency, effectiveness, impact, and satisfaction.
- Survey development and deployment strategies.
- Advice on protocol that could be used for qualitative interviews (individual or focus groups).

Assessment Fellows Program

Assessment Fellows Responsibilities

- Present Short White Paper for Publication

19-20 Assessment Fellows

- Applications Available on April 1, 2020
- Winners Announced by June 1, 2020
- Volunteer Reviewers Welcome

Assessment Looking Forward



Immediate Goals

- Improved response rates
- New Partners for general education assessment
- 100% participation in HAAP
- Expansion of the Fellows Program to include students and staff



Future Goals

- Development of additional assessment committees
- Continued training and education opportunities for faculty and staff

<https://ira.howard.edu/>

IRA Website