



Assessment and Discipline-Specific Accreditation

Howard University boasts 38 different accredited programs. For all discipline-specific accredited programs, accreditors require evidence of student learning. This evidence is best captured through systematic and organized assessment activities.

For those programs with discipline-specific accreditation, the assessment activity built into your annual or periodic reports can be used for Howard University's assessment requirement.

“Double-Dipping”

For those programs that regularly assess student learning as part of their discipline-specific accreditation, they are free to “double-dip” or reuse the assessment activity for both purposes. These programs can also house all student learning assessment activities in Taskstream and capture assessment activities at their convenience to use for accreditation self-studies or reports.

Please note that aspirational targets for Howard University's assessment process may be higher or more complex than discipline-specific standards. This discrepancy is one of the reasons Howard requires acceptable and aspirational targets.

Exploration Assessment

The Howard University assessment process is a useful place to consider assessment activities that may not be used for discipline-specific accreditation. This use of the assessment process is good for assessing new programs, new classes, and new projects/assignments.

Remember that many assessment requirements for discipline-specific accreditation are about showing that a program or students enrolled in a program meet a particular benchmark or requirement. Programs should recognize that the goal of annual assessment is to identify areas for improvement and not provide evidence of compliance.

Therefore, it is common for assessment goals to be loftier or more aspirational than the required benchmarks of different accreditation agencies.