



HOWARD
UNIVERSITY

Intro to HAAP (Howard Annual Assessment Process)

Date: 9/07/2022 at 12:00 pm (EST)

Assessment is the process institutions use to determine the degree to which they are meeting their goals and outcomes. This presentation will clearly articulate the steps involved in the Howard Annual Assessment Process (HAAP). This presentation will also serve as an opportunity to interact with assessment staff and inquire about the upcoming assessment cycle beginning in October.

Britt Spears, M.S. Interim Director of Assessment

Reminder

AY 21-22 RESULTS and
ACTIONS for administrative
and academic units are still
outstanding!



Session Learning Outcomes

01

As a result of participating in this session, you will be able to:

02

Determine the benefits of the HAAP to your academic or administrative department/program

03

Navigate the Planning and Self-Study platform

04

Add outcomes, measures, results, and actions to your plan



Why HAAP?

These plans serve three inter-related purposes:

1. Annual assessment activities help units continuously improve and track the degree to which improvements contribute to unit success.
2. Annual assessment plans constitute evidence that institutions are working towards institutional effectiveness for regional and discipline-specific accreditors.
3. Annual assessment plans help units make data-driven decisions and support resource requests and annual reports to administration.



Benefits of the HAAP

Accreditation

Presentations

Resource
Requests

Performance
Standards

Clarity

Positive
Reinforcement

Environmental
Conditions

Data
Integration

Goal
Alignment

Disaggregation



Assessment Connections

The Howard Annual Assessment Process is an anchor to a variety of assessment-related activities at Howard which all have the ultimate goal of continuous improvement.

Assessment and Regional Accreditation

Assessment and Discipline-Specific Accreditation

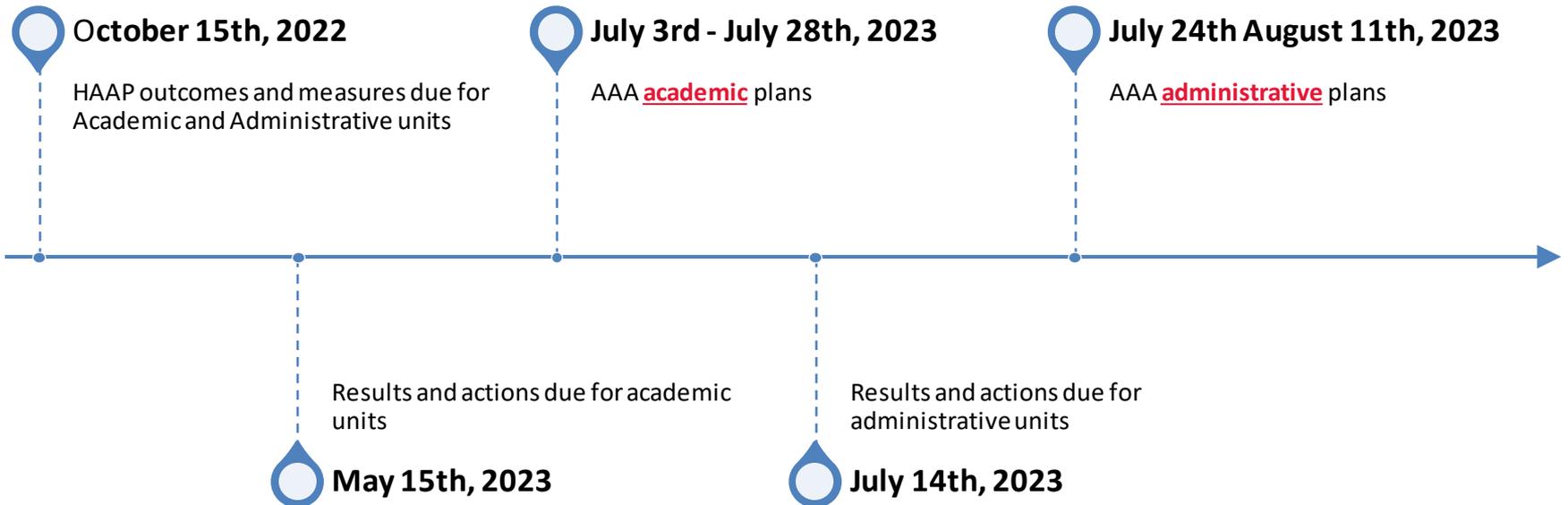
Assessment and Program Prioritization

HAA(P)rocess

- All academic programs (degrees, certificates, and “orphan” minors) will have a plan based on assessing student learning outcomes.
- All administrative units (non-instructional and academic administrative units (departments, schools, and colleges) will have a plan built on assessing operational objectives. These annual reports will serve as the basis of the HAAP.



HAAP Timeline



What are best practices for submitting the plan (academic)?

- Plans should rely on direct measures (faculty or industry experts assessing students' ability to meet a student learning outcome).
- Plans can include indirect measures (students assessing their own ability to meet an outcome), but this should be done only to support direct assessments.
- Course grades (final grade submitted for a course) should not be used as an assessment measure as it is not granular enough to be useful.
- Plans should focus on “end-of-program” experiences or activities (capstone courses, comprehensive exams, defenses, final projects, etc.).
- Programs with assessment plans already in place (particularly those related to discipline-specific accreditation) should use those measures as part of their assessment cycle. There is no need to “re-invent the wheel.”

What are best practices for submitting the plan (non-instructional)?

- Plans should be focused on data streams that are already collected by the units.
- Plans should be directly linked to the objectives of the unit.
- Units should only measure things that they can control (ex: Admissions may assess the “turn-around time” for an application to be processed, but they would not assess how many applications they receive if they are not directly involved in recruitment.
- Measures must be measurable and meaningful.
- Measures should try to include “student/client-facing” measures like student/customer satisfaction.



To the website!
To Planning & Self Study!



Your program assessment planning should include the following:

- What means of assessment will you employ?
- Who will you assess? Consider the course, class sections, activity, workshop, term, etc.
- How do you expect your students to fare? Establish a minimum value for success and indicate the number (e.g. percentage, fraction, actual number) of students who you expect to meet the minimum value.
- How will you collect the evidence?
- When will you collect your evidence?
- Who will be responsible for the administration of the assessment?
- Who will be responsible for the evaluation of the data collected?
- If you have conducted assessment in the past, do you have any previous data to use as a marker for comparison?
- How do you plan to use the results?



Reminders:

- As staff and department chairs change please keep us in mind and let us know ASAP
- Pass previous assessment information to your successor



Meet with me!

- Lets review your plans and change outcomes.
- New department? Don't see your plan!? Let me know!
- Need consultation or guidance on in-house assessment initiatives? Let's chat!

[Book time with Spears, Britt](#)





Announcements & Resources

Website: ira.howard.edu

Email: assessment@howard.edu

Fall 2022 Workshops:

- Developing and Aligning Learning Outcomes: September 13, 2022 12 PM ET
- Proactive Planning Assessment: October 12, 2022 12 PM ET
- Exploring Equity in HBCU Assessment: November 16, 2022 12 PM ET
- HAAP Check-In: November 16, 2022 2-4 PM ET

Planning & Self-Study 101 Course: A Primer:

- <https://academy.watermarkinsights.com/planning-self-study-onboarding-course>



A 3D rendering of a field of dark grey question marks. In the center, one question mark is highlighted in a bright yellow color. The word "Questions?" is written in white text across the yellow question mark.

Questions?