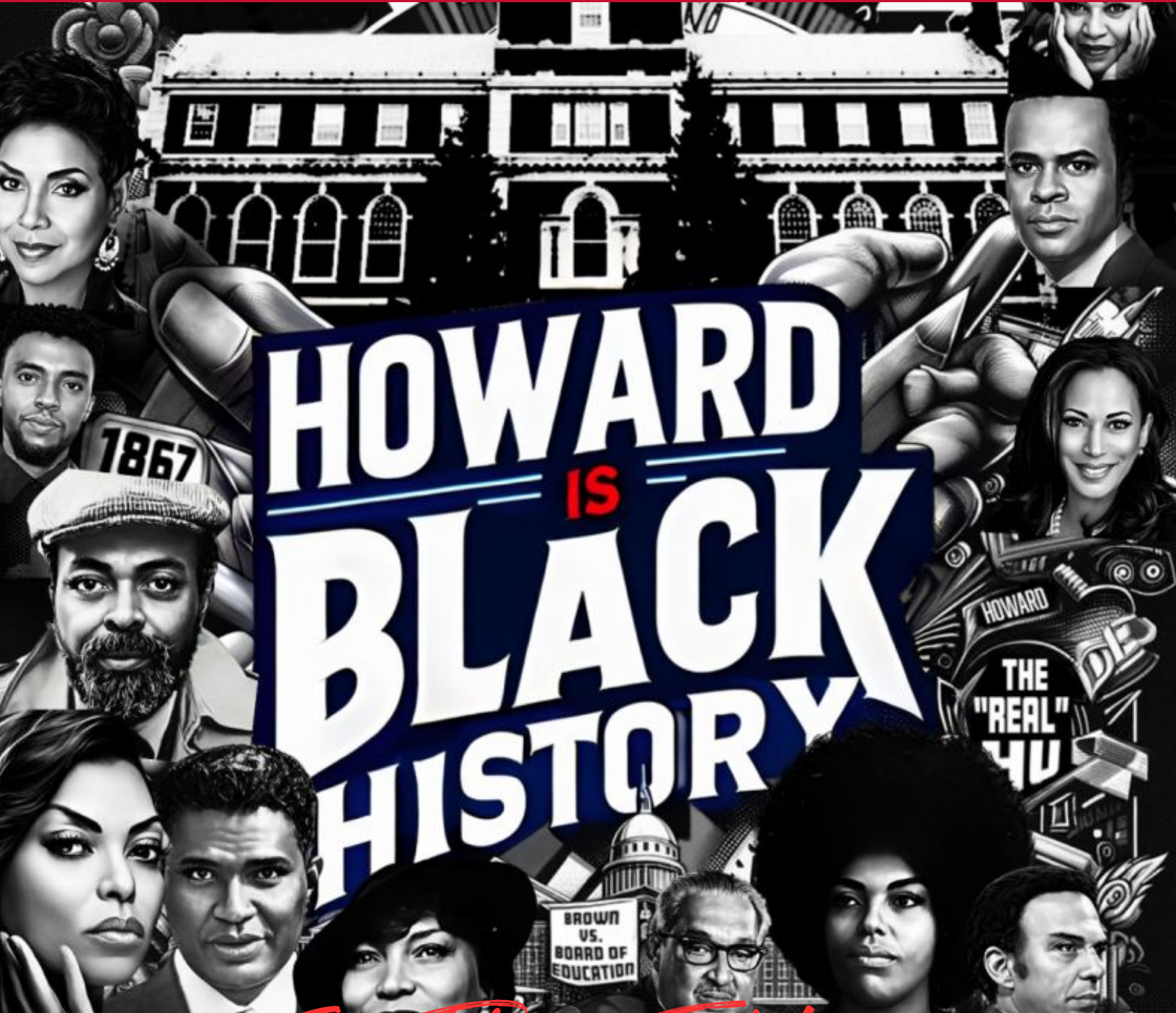


THE IRA NEWSLETTER

Volume 23 Edition 1



In This Edition

- IRA on the Move
- IRA Staff
- Assessment Updates
- Institutional Research Updates
- Accreditation Updates
- Breaking News!
- Highlights and Photos
- Looking ahead! Important Dates

IRA *On The Move*

The hallmark event of Spring 2023 was Assessment Day. The event marked the launch of an annual day devoted to institutional assessment. Assessment Day provided the campus community with proven practices in institutional assessment and promoting interdepartmental collaboration and conversation in HU assessment processes.

2023

January February March April

May June

During Fall 2023, members of IRA attended and presented at professional conferences. At The Assessment Institute, the IRA team presented a poster on **“Assets-Based Approaches for HBCUs”**. At North East Association for Institutional Research, some of the IRA team attended professional development sessions and met keynote speaker and mentor to President Vinson, Dr. Freeman Hrabowski.

In Summer 2023, IRA asynchronously hosted the Annual Assessment Academy. This peer review process, delivered for the first time through Canvas, provided participants with a learning module to strengthen their assessment knowledge prior to evaluating their colleagues’ HAAP plans.

September

August July

October

At the annual conference of the Middle States Commission on Higher Education, our graduate assistant poster on “The Holistic Needs of Undergraduate Parenting Students”. Howard University was well represented on a panel with a handful of other university contributors to the publication *Exemplars of Assessment in Higher Education, Volume II: Strategies for a Changing Higher Education Environment*.

IRA enters the new year, building on momentum begun in the previous year. Through institutional research efforts that highlight distinctive program offerings to collaborative assessment processes that identify continuous improvements to fortify academic programs, IRA is prepared to support and enhance academic excellence throughout 2024.

November December January

2024

Meet the IRA Team



Taneika Thompson, MBA
Director of Institutional Effectiveness



Sammara Vanlo, MSA
Director of Institutional Research



Jie Zhang, PhD
Assistant Director of Assessment



Amleset Abrhale, MBA
Senior Research Analyst



Pavithra Suresh, MA
Assessment Coordinator



Christine Frederick
Data Analyst



Alexis Laster, MS, GCP
Graduate Assistant



Ruth Franks, MDiv
Administrative Officer

Assessment



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Howard Annual Assessment Process

noun. the process to which Howard University assesses their academic and administrative units for continuous improvement

Academic HAAP

outcomes and measures

80%

completion rate for the 23-24 academic year.

Administrative HAAP

outcomes and measures

73%

completion rate for the 23-24 academic year.

Let's Work Together!

Our goal is to achieve 100% completion rate for this academic year. If you have not submitted your plans and need assistance, please contact Pavithra Suresh via email [here](#).



Assessment



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What else is “HAAP”ening with HAAP?



pun well intended

The Assessment team reconfigured the Howard Assessment Committee (HAC) as the Interdisciplinary Evaluation and Assessment Society (IDEAS) to garner more energy around intentional assessment.

Questions about this? Click [here](#) for more information.



JOIN US

Our First
Quarterly
Meeting will be
held on
February 22nd!

This intentional transformation is part of a greater restructuring of the Howard Annual Assessment Process, which focuses on creating an Assets-Based Approach to Assessment, specifically for Historically Black Colleges and Universities (HBCUs). This initiative was piloted in Fall 2023, so stayed tuned for the Assessment team’s results and actions.

Assessment



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Course Evaluations

For Fall 2023, we are happy to report the following information:



Successful deployment of three sets of course evaluation projects for Traditional, Law, and Non-Traditional Doctor of Pharmacy (NTDP) students

Through collaboration, dedication, and our exceptional faculty, we can report

50,077 Student Responses

providing a

82% Engagement Rate

What's the verdict?



**4.03 Average Rating
for Courses**



**4.10 Average Rating
for Instructors**

Assessment



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Surveys

including: Graduating Student Exit Survey (GSES), Alumni/HEDS Survey

GSES

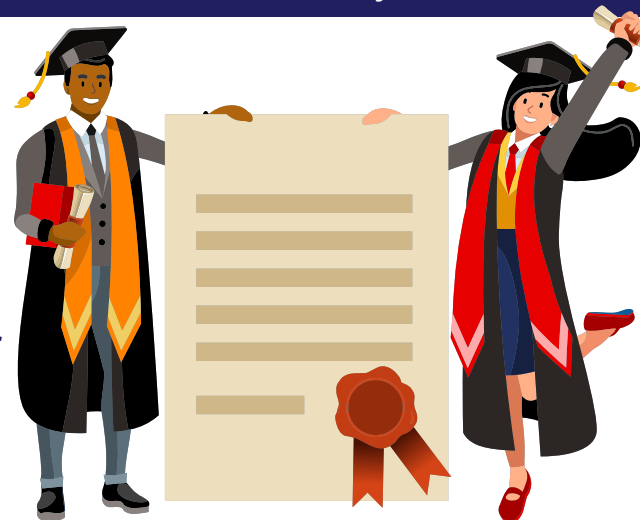
The purpose of this survey is to identify post-Howard plans for graduating students, and to let them reflect on their time at Howard University.

145

students, of the eligible 374 graduating students of Fall 2023, had completed the survey. Please encourage your graduating seniors to take a few moments to complete this significant survey about their student experience. A deeper analysis of these data will be performed at the close of the academic year.

Alumni/HEDS

This survey, deployed in Fall 2023, allowed the university to identify trends relating to alumni preparedness, connectedness, and indebtedness for our advanced degree alumni 1-, 5-, and 10-years removed from their experience at Howard University.



Noteworthy Findings

	1-Year Removed	5-Years Removed	10-Years Removed
Secured their first paying job after earning a graduate degree from Howard University	39%	42%	40%
Earned another degree or certificate from Howard University	21%	29%	43%
Has an annual income of at least \$60k	82%	91%	90%

Assessment



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Goodbyes and Hellos



Our former Associate Director of Assessment, Mrs. Britt Spears Rhymes, received a promotion to serve as the Director of the Assessment and Curriculum for the College of Dentistry.

We appreciate her two years of service, and for making considerable changes to our HAAP. Because of Britt's contributions and enthusiasm for Assessment, we are proud to continue her efforts of moving from "compliant to sustainable assessment" (Spears-Rhymes, 2022). We wish her all the best in her new role, and look forward to continuing our collaborations!

Jie Zhang, Ph.D. is a highly experienced institutional researcher and assessment professional with strong organizational, communication, problem-solving, and decision-making abilities in a complex university environment. She has proven skills in developing and advancing large-scale projects related to data reporting, business intelligence and analytics, academic program review, and continuous improvement strategies on campus with forward-thinking leadership.

With two decades of experience in the field, she is ready to confidently take on a challenging, growth-oriented role. She holds a Ph.D. in Higher Education from the University of Missouri (Columbia) and master's degrees in Higher Education and Administrative Sciences from a European joint program (Erasmus Mundus) offered by three European universities.



Welcome, Dr. Zhang. We look forward to the impact you will make at Howard.

Assessment



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More Welcomes!



Pavithra Suresh joined the Assessment Team as Assessment Coordinator in July 2023.

She is a social scientist and scholar pursuing a Ph.D. in Cultural Studies at George Mason University. Her research and professional interests focus on creating meaningful, intentional, and intersectional access and inclusion across different types of institutions. Pavithra utilizes comprehensive qualitative methodologies, including surveying, interviewing, focus groups, and ethnography, in her work.

Amleset Abrhale joined the Institutional Research team also in July 2023 as the Senior Research Analyst.

Amleset Abrhale is a seasoned professional with over a decade of experience in institutional research and statistical analysis. Recognized for her expertise in deriving actionable insights from complex data sets, Amleset has been instrumental in advancing the field.

She adeptly employs statistical software and methodologies for precise data extraction, furnishing accurate and reliable information crucial for decision-making. Her discerning eye for detail and patterns enables her to craft interactive dashboards that offer comprehensive visualizations of student data, ultimately enhancing program effectiveness and student success.

Amleset's dedication to leveraging data for organizational improvement makes her a valuable asset in any academic and research setting.





Institutional Research

HU Fact Book

The HU Fact Book

The Fact Book is designed to provide current and historical information about the University. It includes student admission, student enrollment, graduation, retention, and faculty data.

Specifically, the Fact Book provides information about HU's:

- student admission and student enrollment for the last five years;
- student retention rates for the past nine years;
- student four-year graduation rates for the past seven years;
- student six-year graduation rates for the past five years;
- student completion data for the past four years; and
- faculty information for the past one year.

Click on the seal to access more information.



To view Fall 2023 enrollment data, [click here.](#)

To view Spring 2023 admissions and enrollment data, [click here.](#)

To view Faculty profile data, [click here.](#)

To view IPEDS HBCU comparison data, [click here.](#)

To view IPEDS peer data, [click here.](#)

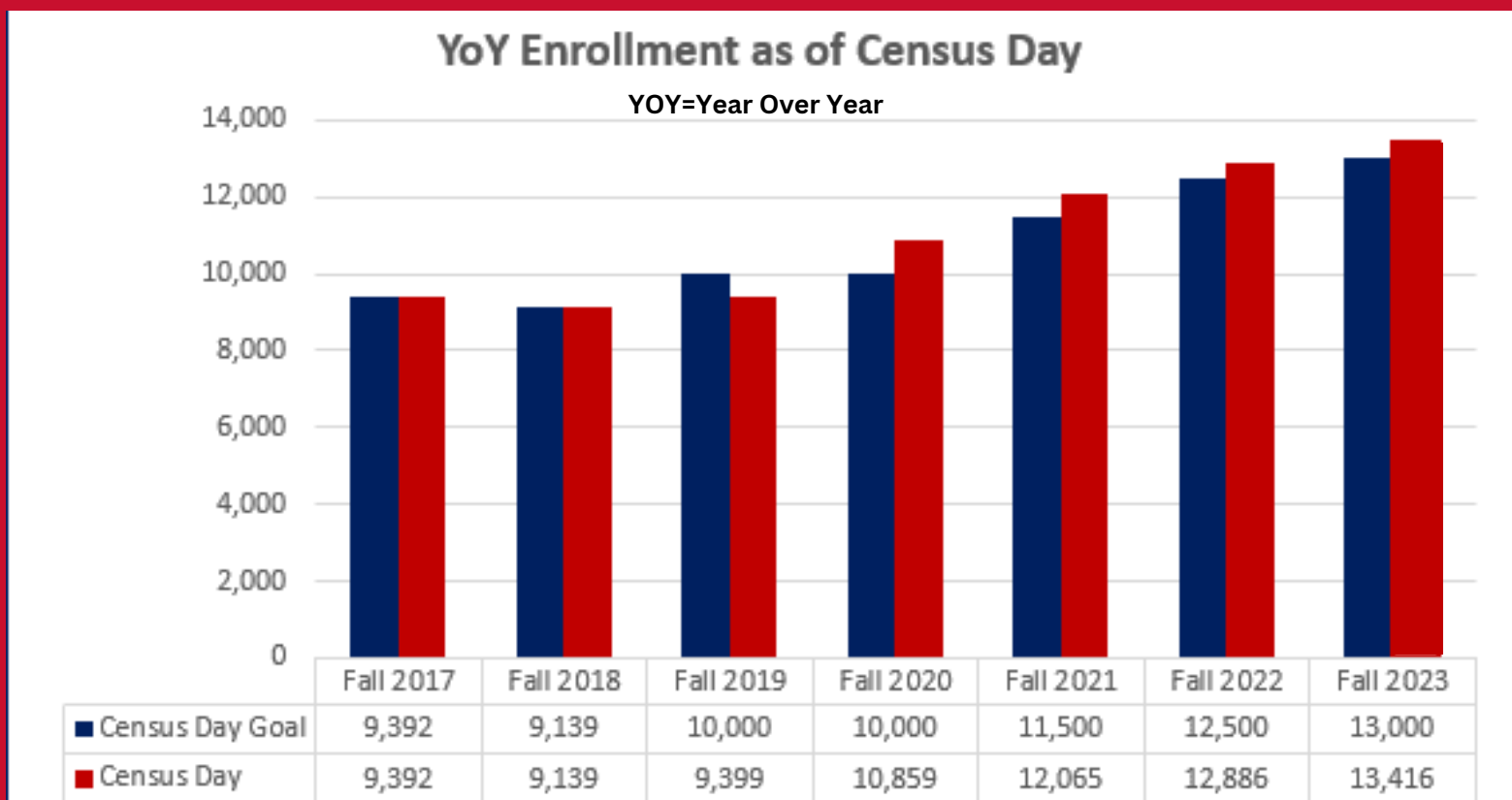
To view student outcomes data, [click here.](#)

Navigate the links on the left side of the page.



Institutional Research

Fall Total Enrollment



Key Finding from the Census Report

- Total student enrollment increased **4%** overall compared to where we were at census last year (13,416 vs. 12,886).
- Since 2017, our total enrollment has increased nearly **43%!**





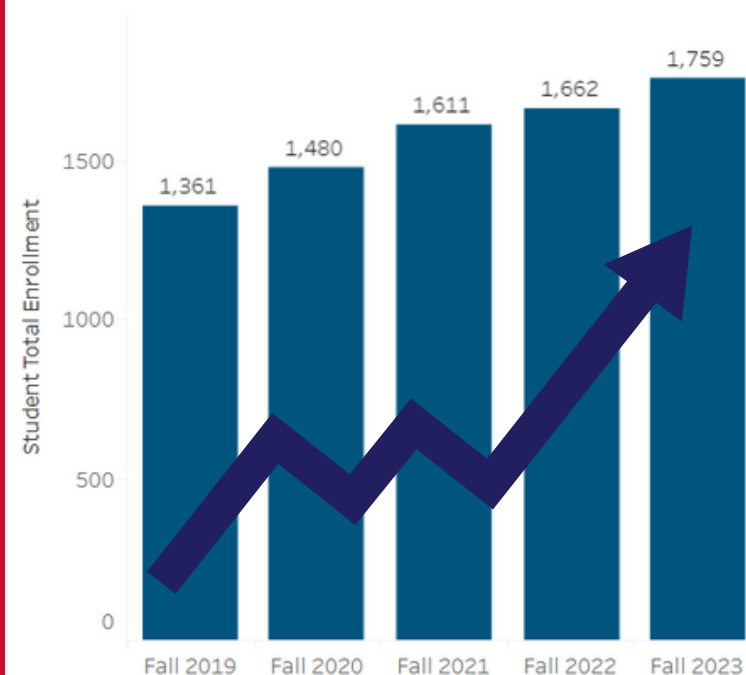
Institutional Research

Fall Enrollment

Graduate Students

Fall 2019 - Fall 2023 Student Enrollment Trend

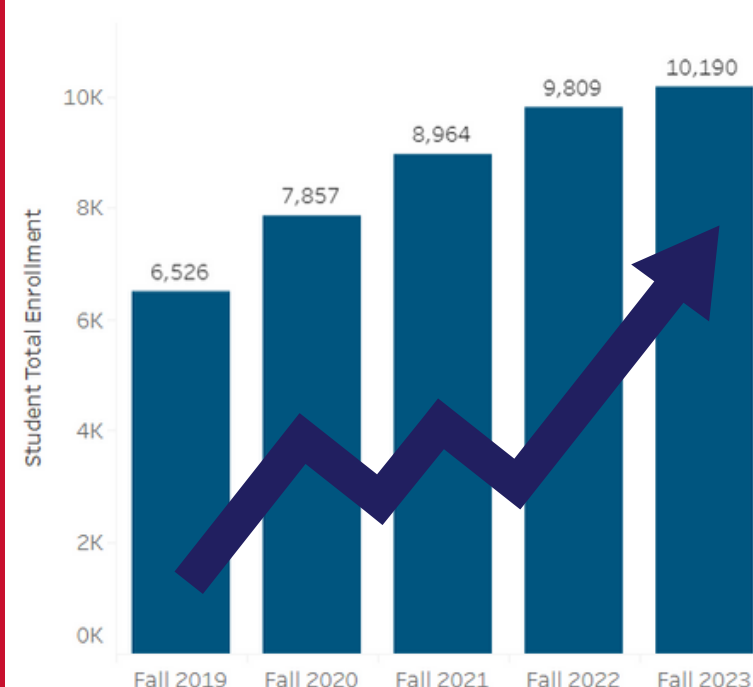
Total Enrollment



Undergraduate Students

Fall 2019 - Fall 2023 Student Enrollment Trend

Total Enrollment



Key Findings from the Census Report

- Of note, our **Graduate/professional degree-seeking student** population increased by **5.8%** from 1,662 students to 1,759 students.
- Our **Undergraduate student** population increased by **3.9%** from 9,809 students to 10,190 students.
- Not pictured here is our **continuing and returning student** population, which has increased by **7%**, and the **transfer student** population has also increased by **9%**.

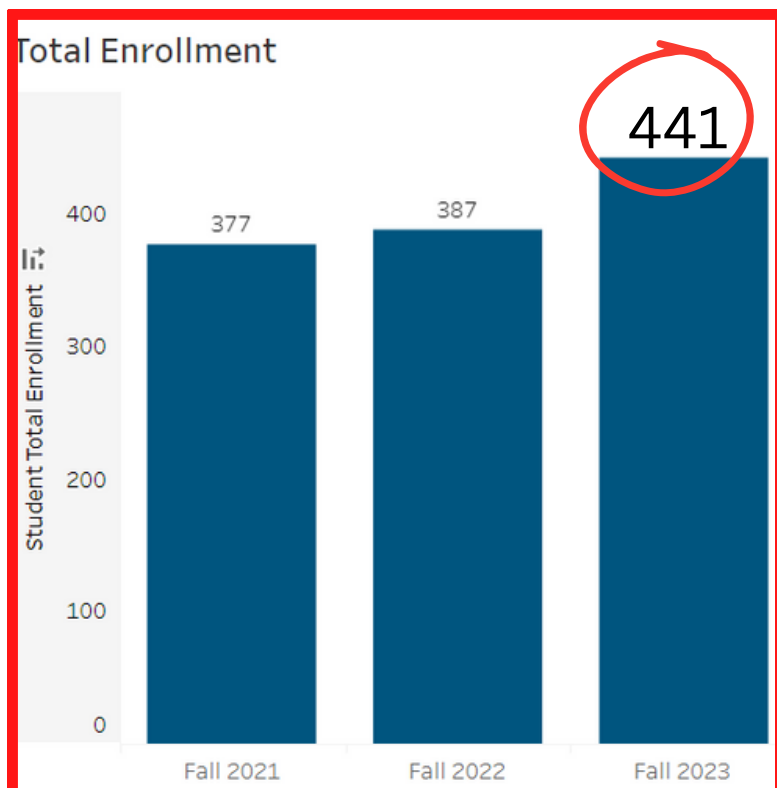
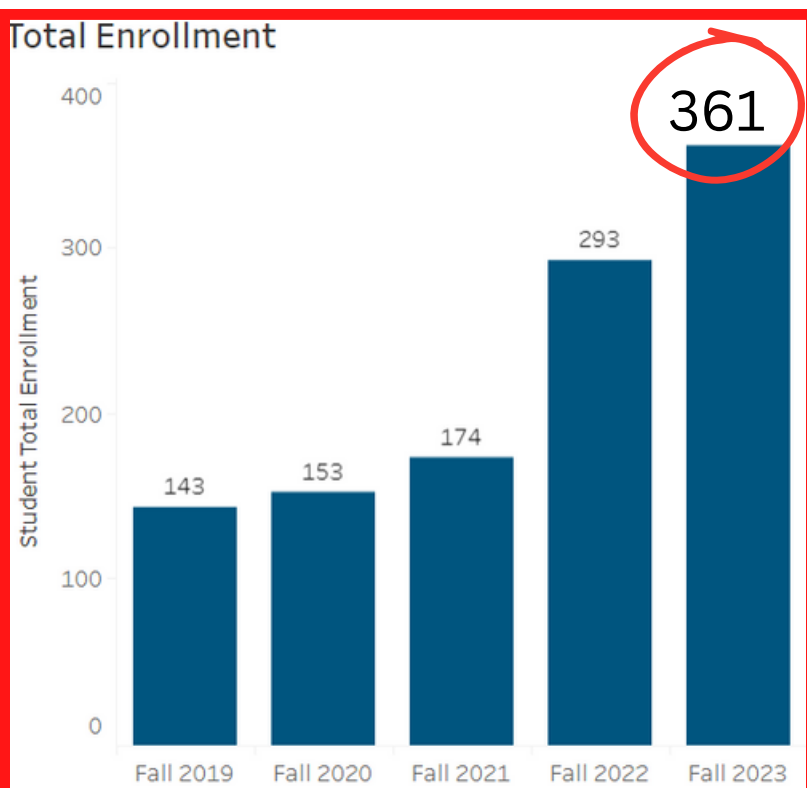


Institutional Research

Special Mention Enrollments

School of Social Work

College of Fine Arts



Key Findings from the Census Report

- The **School of Social Work** experienced a 23% enrollment increase this fall, from 293 students to 361 students.
- The **College of Fine Arts** saw an increase of 14%, from 387 students to 441 students.





Accreditation

noun. the process of reviewing and evaluating of the quality of higher education institutions and their academic program offerings.

BREAKING NEWS

Howard University celebrates the monumental achievement of having **ALL** of its specialized accredited programs fully accredited!



Such a tremendous feat could only be achieved with the dedicated faculty and staff, a supportive administration, and the demonstrated success of the amazing students that we serve.



Accreditation

What's the BIG DEAL with accreditation?

Here are three reasons why accreditation matters.

1

Attending an accredited program assures potential employers that students have received a quality education.

2

Other colleges will recognize your coursework as that of quality and rigor when pursuing advanced degrees.

3

Programmatic accreditation is especially necessary for professional, high-demand, skill-specific fields.

Graduating from an accredited program ensures that our degrees, as well as any certifications or licenses you get afterward, hold value in the competitive job market.





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Accreditation

Spotlight: Radiation Therapy

The Radiation Therapy program celebrates the reaffirmation of its accreditation! In July 2023, the Joint Review Committee on Education in Radiologic Technology (JRCERT) voted to continue the accreditation of the baccalaureate degree radiation therapy program for a period of five years. Here is how the program's chair, **Professor Marquise Frazier**, describes the pivotal turnaround success of the program under his leadership.

How has the RT program been transformed over the past 5 years under your leadership?

With new leadership, typically comes a fresh perspective. With the change of leadership in the Radiation Therapy Program, came the opportunity to review and revisit industry standards for competent entry-level radiation therapists. In a field with less than 16,000 clinical practitioners in the United States, The Program established/reestablished several local prestigious institutional affiliations and has created pipelines of talent for the local industry, via restructuring of the current curriculum, selection of a diverse cadre of faculty, and admission of qualified candidates that can manage the rigor to a clinically intense experiential learning process.



Memorable Quote:

"Education is not the learning of facts, but the training of the mind to think!" ~ Einstein

What factors were most significant in the RT program coming into full compliance with accreditation standards?

The factors that most contributed to the radiation therapy program regaining full accreditation and removal from probationary status, was the continuous quality improvement conducted on behalf of the faculty by way of semi-annual programmatic assessment. By assessing The Radiation Therapy Program twice per year, faculty are able to assess real-time "wins" as well as areas in need of improvement. This helps The Program to remain current with assessment as opposed to an annual evaluation, which may take a longer time to correct any deficiencies. For example, it has become the Program's ideology to teach disease sites across all courses simultaneously. Therefore, as each clinical topic is taught, the topics will transcend all courses at the same time, garnering deeper understanding from students.

What quality assurance plans are in place to ensure the program's continued accreditation status?

Semi-annually, the Faculty conduct assessment at the conclusion of each semester. As most faculty are clinically engaged outside of the classroom, the needs of the industry remain at the forefront of these assessments. Faculty assesses student clinical practice commensurate with student station in the program. In addition, annually, the faculty and the program's Advisory Committee meet to discuss measures of program effectiveness, including board passage rate. The committee completes a full assessment of content areas included on the American Registry of Radiologic Technologists (ARRT) credentialing examination, taking a deep dive into any perceived deficiencies and areas of improvement needed for the next set of course offerings.



Accreditation

Spotlight: Media, Journalism, and Film Communication (MJFC) and Strategic, Legal, and Management Communication (SLMC)



The Media, Journalism, and Film Communication (MJFC) and Strategic, Legal, and Management Communication (SLMC) undergraduate programs celebrate their reaffirmed accreditation! In April 2023, the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) voted to continue the accreditation of the baccalaureate degree Media, Journalism, and Film Communication and Strategic, Legal, and Management Communication programs for a period of six years. Here is how the program's chair, **Dr. Ingrid Sturgis**, describes the achievement and the continued success of the programs.

How have the MJF and/or SLM Communication programs been innovative / transformed over the past 5 years?

In a recent self-study review by the University's Program Prioritization Task Force, the Cathy Hughes School of Communications (CHSOC) was lauded for the School's reorganization and revised curriculum. CHSOC also was cited as having invigorated faculty and students at the undergraduate and graduate levels. The School's reorganization is bearing fruit, as the unit adopted new media as an area of focus.

Faculty members stay current with industry trends and advancements through professional skills development workshops, guest lecturers and by participating in numerous professional organizations.



What factors were most significant in the programs successfully being reaccredited?

"The self-study was comprehensive, well-written, easy to access and provided enough information that the site team was able to spend relatively little time tracking down clarifications or further information once at the school."

"On every occasion where the site team met with students, CHSOC students praised the faculty. . . . [All MJFC students] agreed on one aspect of their HU experience: their faculty cared for them like 'they have never experienced before, and they do all they can' to help them succeed. That was affirmed by the faculty themselves, who are a strong, cohesive, determined and resilient team, 100% dedicated to helping their students and unit succeed. Under this leadership, the faculty has been productive and prolific in scholarship and creative activity".

-the ACEJMC report

What future program plans excite you?

"We are excited by the university's changes in the General Education credits, which will allow us to offer some new courses and further tweak our curriculum to take advantage of the new technology and new developments in film, TV, audio and journalism. We would like to add more electives, including a sports/culture track, because of student demand for such a specialized track. We are planning other electives now that we have realigned general education curriculum to align with the learning outcome."

What are your thoughts on the value of program accreditation?

"It's really important to undergo the reaccreditation process to evaluate the work that we are doing. It helps to keep us sharp and focused on new developments in our field. We are always focused on how we can adapt to the future of media, journalism, film, TV, and audio, as well as public relations and advertising. The process, while rigorous, always provides an opportunity to reassess, rework, and reinvigorate what we do."

Professional Highlights



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Ms. Taneika Thompson Director of Assessment

Celebrated her one year work-a-versary

Attended professional conferences in assessment,
institutional reseach, and accreditation

Awarded doctoral student travel grant by Syracuse
University

Ms. Pavithra Suresh Assessment Coordinator

Presented poster with Assessment Team at the
Assessment Institute (IUPUI) in Oct 2023

New published chapter in *The Routledge International
Handbook of Disability Human Rights Hierarchies*

Forthcoming chapter in *The Routledge Media
Anthropology of India*



Ms. Amleset Abrhale Senior Research Analyst

First-time attendee at the annual conference of the
North East Association for Institutional Research

Professional Highlights



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Ms. Alexis Laster

Graduate Assistant

Passed her comprehensive qualifying exams in her doctoral program, and has begun drafting her dissertation proposal

Presented a poster session at the Assessment Institute and Middle States Commission of Higher Education, and facilitated a workshop at the Association for the Study of Higher Education conference

Forthcoming articles on Assets-Based Approaches for Assessment at HBCUs with Pavithra Suresh

Mrs. Ruth Franks Administrative Officer

Volunteered at President Vinson's welcoming cookout and had an opportunity to speak with him and take a photo

Attended the university's Benefit's Fair and enjoyed creating a smoothie while pedaling an exercise bike: "The Benefits Fair was informative and a lot of fun!"

Participated in the "Taste the Rainbow Nutrition Challenge"

Completed the "Get Moving Monday" challenge and won the raffle for this challenge, which was a heated back and shoulder massager!



Photos for Memories



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Special Mention



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Farewell to Mrs. Ruth Franks



Mrs. Franks is relocating to Houston, Texas to pursue a career in ministry.

Mrs. Franks has served in various roles at Howard University for over 30 years! In Spring 2023, she earned her Master of Divinity.

Though we will miss her tremendously, we are extremely proud of her. We are grateful for all of the support, encouragement, and love she has shown to the IRA team and Howard community.

If you would like to send well wishes, please email the department [here](#).

We will miss you



Looking Ahead

IRA Important Dates

Monday, February 26

Workshop: Assessment for Student Affairs & Student Development.

Wednesday, March 13

Workshop: Making the Most of Course Evaluation Feedback

*Monday, March 25
to Thursday, May 30*

Graduating Student Exit Survey deployment

*Friday, March 29
to Friday, April 12*

Faculty Survey of Student Engagement (FSSE) period

*Monday, April 8
to Monday, April 22*

Course Evaluations period for traditional programs

Wednesday, April 17

Assessment Day! RSVP Here!

Wednesday, May 15

HAAP Results and Actions are due

Join us for

Assessment Day 2024

9:30am-4pm
Wednesday
Apr 17, 2024
BLACKBURN CENTER

THEME: "EQUITY IN ASSESSMENT"

 REGISTER NOW

Participate in speed assessment planning!

Engage with data-driven storytelling!

Learn about High Impact Practices!

Discover curricular redesign practices!

Center equity in assessment!



Featuring a keynote by

Dr. Anne Lundquist

of **the Hope Center** at Temple University

Morning refreshments & lunch will be provided!

FIRST-YEARS & GRADUATING SENIORS!



NSSE

("nessie")
is coming to HU!
National Survey of Student Engagement

**Your Voice Matters!
Take the survey today.**

Check your email on Feb 26 for a link to take the survey!

It takes less than 15 minutes!

The survey is open from
Feb 26 - May 13, 2024

Nessie

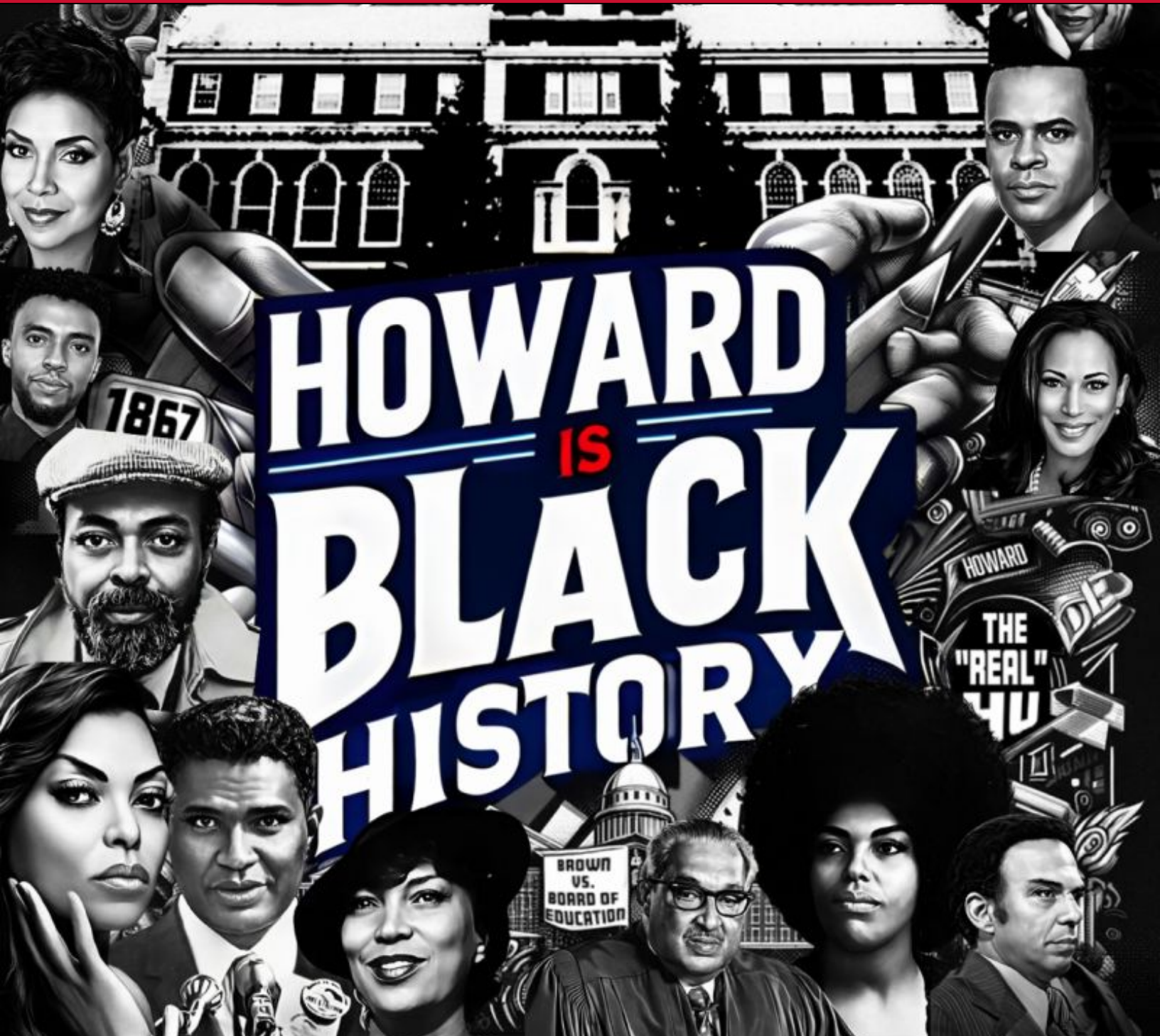


Scan the QR to access the survey

Institutional Research and Assessment | Office of the Provost | assessment@howard.edu

THE IRA NEWSLETTER

Volume 23 Edition 1



Happy Black History Month!

We can't wait to keep making history with the Howard community!

Newsletter Created by A. Lasater