The webinar will begin soon!

THANK YOU FOR JOINING US
EXEMPLARY OF ASSESSMENT in Higher Education

Diverse Approaches to Addressing Accreditation Standards

EDITED BY
Jane Marie Souza and Tara A. Rose

FOREWORD BY HEATHER PERFETTI

AALHE
A publication of the Association for the Assessment of Learning in Higher Education (AALHE)

HIGHLIGHTS FROM AALHE’S “EXEMPLARY OF ASSESSMENT”
LOGISTICS

- Up to 1.0 CPH recertification credit
- Slides & recording on website within 24 hours
- FAQs and Webinars page
Access this and past presentations

FAQs and Webinars

General FAQs
- Consultation visits, interim reports, substantive changes, site visits, data collection, etc.

Archive of past presentations and webinars
- Criteria-related webinars, Trends 2020 overview, capsule interviews, annual report overview, presentations from past conferences, etc.
All questions should go in Q&A, not in chat. We don’t want to miss your question!
SPEAKERS

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Editors: Jane Marie Souza and Tara A. Rose
Foreword by Heather F. Perfetti
BUILDING PARTNERSHIPS WITH ACCREDITORS

- AALHE involvement with accreditors dates back to at least 2014
- Interviews with accreditors in Intersection
- Conversations with Accreditors conference panel sessions
- Reaching out to accreditors for exemplars

ACCREDITORS

• Accreditation Council for Pharmacy Education (ACPE)
• Accrediting Commission for Community and Junior Colleges (ACCJC)
• Accrediting Comm. for Schools Western Assoc Schools & Colleges (WASC)
• Association to Advance Collegiate Schools of Business (AACSB)
• Council on Education for Public Health (CEPH)
• Council on Podiatric Medical Education (CPME)
• Distance Education Accrediting Commission (DEAC)
• Higher Learning Commission (HLC)
• Middle States Commission on Higher Education (MSCHE)
• New England Commission of Higher Education (NECHE)
• Northwest Commission on Colleges and Universities (NWCCU)
• Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
VISION:
A COLLECTION OF EXEMPLARS

All contributing institutions were suggested by the accreditors
## DIVERSITY OF INSTITUTIONS

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private not-for-profit, 4-year or above</td>
<td>12</td>
</tr>
<tr>
<td>Public, 4-year or above</td>
<td>9</td>
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<tr>
<td>Minority Serving Institution</td>
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</tr>
<tr>
<td>Hispanic Serving Institution</td>
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<tr>
<td>Land grant Institution</td>
<td>3</td>
</tr>
<tr>
<td>Public, 2-year</td>
<td>3</td>
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<tr>
<td>Tribal Institution</td>
<td>1</td>
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</table>
FOUR PARTS

Student Learning and Assessment

Student Learning and Assessment in the Disciplines

Faculty Engagement and Assessment

Institutional Effectiveness and Assessment
ASSESSMENT OF PUBLIC HEALTH COMPETENCIES AT MULTIPLE LEVELS

Sondos Islam

Department of Urban Public Health

Charles R. Drew University of Medicine and Science
Charles R. Drew University of Medicine and Science

- A Historically Black Graduate Institution (HBGI), and a Charter member of the Hispanic Serving Health Professions Schools in the Watts-Willowbrook area of South Los Angeles
MPH Program in Urban Health Disparities

- On-campus, cohort-based scaffolded curriculum of 45 semester units to be completed in 5 semesters.
- Full-time students for Fall semester matriculation.
- Designed for working adults (evening classes, 3 days/week).
- Faculty: 4 PIF; 11 non-PIF.
Goals of Assessment

1. Attainment of program competencies.

2. Application of MPH competencies expected of a highly skilled public health professional.

3. Achievement of the MPH program and CDU missions.

PH Curriculum and Outcome Assessment Committee

- Reviews the curriculum map to identify gaps and/or overlap of competency assessment tools.
- Ensures all course objectives are aligned with program competencies and learning outcomes.
- Ensures all syllabi clearly describe the assessment tools.
- Ensures all syllabi include an assessment tools table identifying the alignment of assessment tools to program competencies and learning outcomes.
- Recommends actions plans to faculty if the target outcome is not met.
Alignment of Course Objectives to Competencies and LOs

- Develop a causal loop diagram of a PH problem based on a literature review. (FPHC 22; FPHK-LOs 5, 7; UHDC 1; ILO 1,2)

- Apply the appropriate methods for the assessment of process, impact, and outcome evaluations of a public health program. (FPHC 2, 11; UHDC 4, 5; ILO 1,2,3)

- Develop a PH program line-item budget, and a budget narrative/justification including the management of human and non-human resources to achieve program outcomes. (FPHC 10; ILO 2)
Sample of an Assessment Tools Table

<table>
<thead>
<tr>
<th>Assessment Tools</th>
<th>MPH Competencies and Learning Outcomes (LO) Assessed</th>
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</thead>
<tbody>
<tr>
<td>Team Participation</td>
<td>FPHC 16</td>
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<tr>
<td>Assignment 1</td>
<td>FPHC 1, 22; UHDC 1; ILO 1,2</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>FPHC 9; FPHK-LOs 5; ILO 1,2</td>
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<tr>
<td>Assignment 3</td>
<td>FPHC 8, 10, 13, 18; UHDC 3; ILO 1,2</td>
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<tr>
<td>Assignment 4</td>
<td>FPHC 2, 11</td>
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<tr>
<td>Assignment 5</td>
<td>FPHC 2, 11; UHDC 4; ILO 1,2</td>
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<tr>
<td>PP Presentation</td>
<td>FPHC 8, 9, 10, 19; UHDC 5; ILO 1,2</td>
</tr>
<tr>
<td>Final Written Proposal</td>
<td>FPHC 8, 9, 10, 19; UHDC 1,5; ILO 1,2</td>
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</table>
In Summary

- Teaching faculty buy-in is critical.
- Start early.
- Continuous review of assessment results.
COMPETENCY-BASED ASSESSMENT IN ONLINE AND IN-PERSON MPH PROGRAMS

Kimberly Krytus, Sarah Cercone Heavey, and Gregory G. Homish

University at Buffalo
School of Public Health and Health Professions
COMPETENCY-BASED LEARNING & ASSESSMENT

Shift from gaining knowledge to gaining skills

Then
- Five core public health and cross-cutting areas

Now
- 22 foundational MPH competencies
### How to Assess Competencies

- Map competencies to courses
- Identify, revise assessments

<table>
<thead>
<tr>
<th>Collaborative file</th>
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<tbody>
<tr>
<td>Comprehensive paper</td>
</tr>
<tr>
<td>Group project</td>
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<tr>
<td>Quiz/exam questions</td>
</tr>
<tr>
<td>Demonstration, role play</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
</tbody>
</table>
HIGHER ORDER COGNITIVE PROCESSES

#22 apply a systems thinking tool to visually represent a public health issue

Root cause analysis added to position paper

Anderson, L.W., Krathwohl, D.R., Bloom, B.S., 2001
Vanderbilt University Center for Teaching, 2021
COMPREHENSIVE COMPETENCIES

#2 Select quantitative and qualitative data collection methods appropriate for given public health context

Select focus groups, interviews or observations to answer research question
INNOVATIVE ASSESSMENTS

#17 Apply negotiation & mediation skills to address organizational or community challenges

Create student negotiation parties and advocate for a position
ONLINE ASSESSMENTS

- Engaging, interactive
- Visual
- Employ active learning
- Authentic
- Case-based
WHAT NEXT?

STUDENT PERFORMANCE DATA

COURSE CONTENT

REVIEW AND REVISE

ONLINE TEACHING SUPPORT
EDITORS’ HIGHLIGHTS

Learning from Exemplars
ELEVATING ASSESSMENT PROCESS THROUGH STAKEHOLDER ENGAGEMENT (CH. 12)  
SETON HALL UNIVERSITY

<table>
<thead>
<tr>
<th>Alumni &amp; Industry Professionals</th>
<th>Faculty</th>
<th>Colleagues across the University</th>
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<tbody>
<tr>
<td>• Coaches/Evaluators</td>
<td>• Course Embedded Assessments</td>
<td>• Gen Ed Courses</td>
</tr>
<tr>
<td>• Case Study/Assessment Panels</td>
<td>• Community of Practice</td>
<td>• Sharing of Results</td>
</tr>
<tr>
<td>• Bookend Courses (launch experience and business consulting)</td>
<td>• Norming/Scoring Sessions</td>
<td></td>
</tr>
</tbody>
</table>
DESIGNING AND ASSESSING COCURRICULAR STRATEGIES TO PROMOTE PERSONAL AND PROFESSIONAL DEVELOPMENT (CH.14)

University of Michigan, Ohio State University, University of Oklahoma, Regis University

- High Impact Practices often reside outside of the classroom in the Cocurricular.

- Often high impact practice comes from aligning activities with prior didactic learning.

- Professional programs prepare students for positions in the field. Affective domain is critical.

- These ACPE accredited institutions offer examples of how Cocurricular can be tracked and assessed, as they prepare students for the profession.
Sample assessment plans are offered, including how to use reflections and Likert scale questions.

Mapping Cocurricular to the program outcomes can assist in meeting accreditation required outcomes.

Faculty can assist students in selecting Cocurricular activities that align with and support their professional aspirations.
SUMMARY

Accreditors are partners in promoting quality in education

Accreditors value innovation

Accreditors encourage risk-taking and transparency

20 Chapters affirm that institutions find real value in committing to assessment processes
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