Criteria & Evaluation Workshop
San Diego, CA
November 10, 2018
Welcome! Meet your colleagues!
Agenda

- Top Tips presentations
- Discussion 1
- Check-in on discussion 1
- Discussion 2
- Check-in on discussion 2
- Networking reception
Top Tips Presentations

1. Guiding statements, data, evaluation
2. MPH curriculum
3. Bachelor’s curriculum
4. Concentration competencies
Guiding statements, data, evaluation
What’s this topic all about?

- Starting with a solid foundation
  - Guiding statements in good shape
  - Know what you need to know
- Building clean, smooth data collection
- Course correcting as needed
Clean up your guiding statements & “research questions” now!

Strategies

• Put a meeting on the calendar within the next 3 months
  • Assemble a team that includes the right people

• Ask the right questions
  • Are we measuring all of the key words in our guiding statements?
    • If not, do we revise the statement OR do we develop new measures?
  • Is this meaningful? Will it give us information we can act on?
  • Is this practical? Will we be able to collect the information?
Tip 2

Get REALLY specific on your data sources

Strategies

• Task an individual or group with testing your data collection & thinking through contingencies
  • Where are the gaps? What will need to be cleaned or extracted?

• Fill the gaps
  • As soon as you identify an issue, identify a fix!
    • Do we revise the measure? Find a new data source? Find a new process for cleaning/extracting data?
    • Do we need to revise our calendar/schedule? Do we need to build in more time?
Tip 3

Scrubiniz your data review & use your calendar

Strategies

• View the next year as your pilot year
  • Task an individual with keeping track of what worked & didn’t

• Keep notes & keep revising
  • If something didn’t produce actionable data, track why & what you need to do differently next year

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**Bonus Tip! New Resource!**

**Data Guides**

For PHP/SPH: Guide to Required Data and Documentation (Extended version)
For SBP: Coming soon!

**Note:** This guide is intended as a helpful reference and is not a replacement for CEPH criteria, procedures, and/or requests for information from the Council.
MPH curriculum
What’s this topic all about?

- Dealing with D2 competencies!
- Shifting thinking from practicum to APE
- Do you have the “I” in ILE?
Tip 1

Go back to basics on D2

Strategies

• Always look at the verb in the competency. Does your assessment match the verb?

• Write 2-3 sentences in the D2 template that captures the heart of the assessment activity’s alignment

• Assemble the RIGHT documentation
  • The syllabus is often not enough!
Tip 2

The key to APE compliance is the work products, NOT the process

Strategies

• Do you have your syllabus/handbook/expectations structured correctly to clarify what students need to submit to you?

• Are you getting work products that are useful to the practice site?

• Are the work products linked to competencies?
You may THINK your ILE is integrative, but is that documented?

Strategies

• Make sure it’s explicit, not implicit!

• Use syllabus/handbook instructions & grading rubrics (not required) to clearly document expectations

• Focus on SPECIFIC competencies
Bachelor’s curriculum
What’s this topic all about?

- Mapping to the domains
- Mapping to the competencies
- Anticipating challenges
Tip 1

Not all domains & comps will be equally challenging for your curriculum

Strategies

• Sit down & look at your required major courses next to the domains & comps
  • Any sense of the likely gaps?
Tip 2

Make your plan realistic for your review timeline

- What can you do to address gaps?
  - Add to or revise the list of required courses for the major
  - Change the content within a course that is already required
Tip 3

Curriculum may be a lesser challenge than data & evaluation for bachelor’s degrees!

Strategies

• Double down on evaluation & data tips mentioned earlier!

• Don’t assume that challenges will be similar to those with your grad degrees’ accreditation, if applicable
Concentration competencies
What’s this topic all about?

- Identifying which competencies won’t pass muster
- Replacing them with competencies that will!
Tip 1

Some of the concentration comps overlap with foundational comps

Strategies

• Put a meeting on the calendar within the next 2 months
  • Assemble a team that includes the right people

• Project the foundational competencies or give everyone a handout

• Flag the problems
Tip 2

Some comps could use a “bump” in level of rigor

Strategies

• Make this round 2—after your first pass for overlap with foundational

• Bring a Bloom’s Taxonomy list of verbs

• Would this be a skill a grad could cite in a job interview?

• Flag the problems
Tip 3

Writing replacements may seem daunting

Strategies

• Brainstorm based on required classes for this concentration
  • What are the major projects in those classes? Are they all covered?

• Brainstorm based on the simple question of what you want students to get out of this concentration
  • Why would they take this concentration rather than another?
What Happens Next? Discussions & Check-ins

- Structure & expectations for discussions
- Structure & expectations for check-ins
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