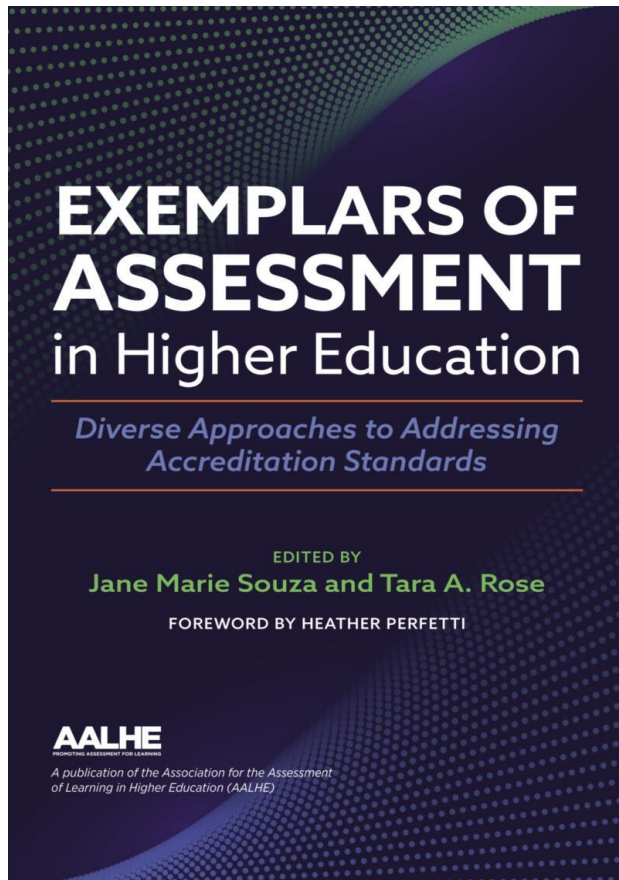




**THANK YOU FOR JOINING US**



**The webinar will begin soon!**



# HIGHLIGHTS FROM AALHE'S "EXEMPLARS 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

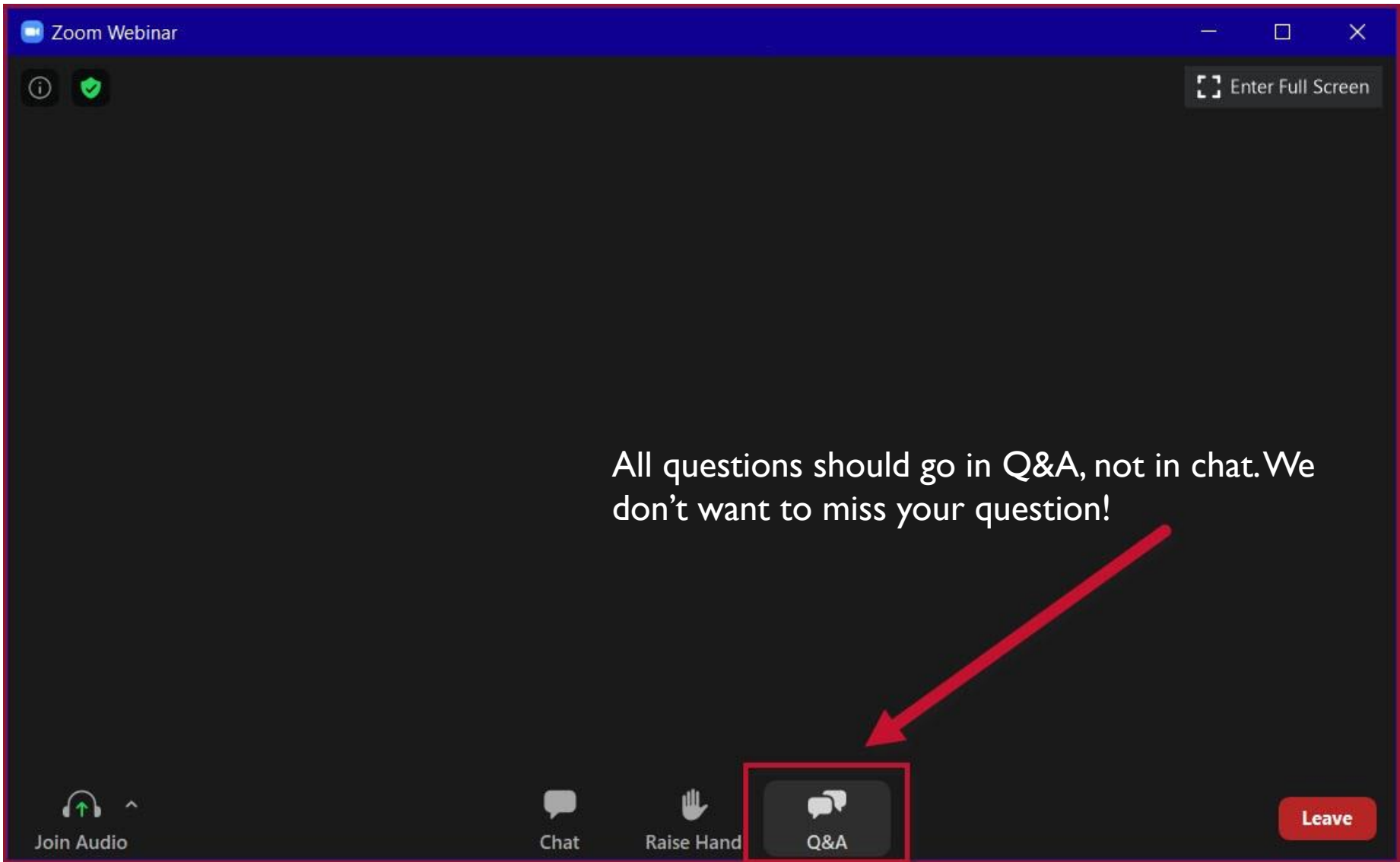
### General FAQs

- 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.

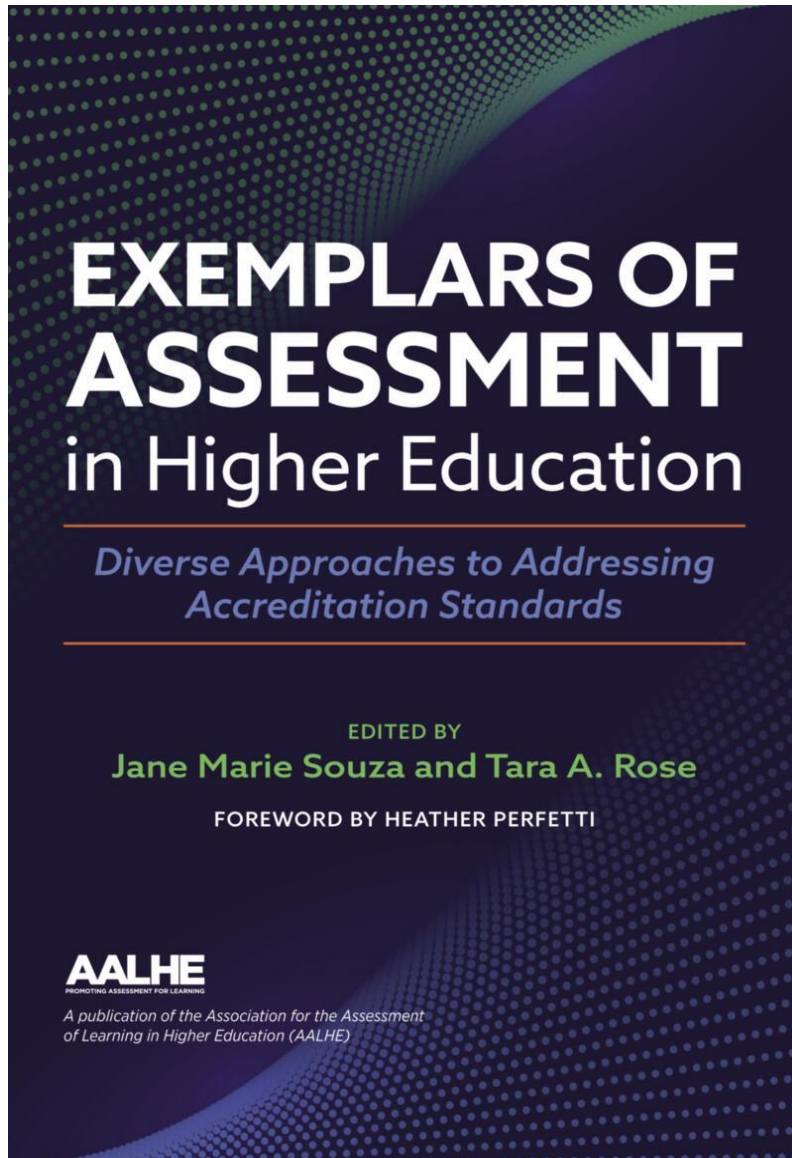




All questions should go in Q&A, not in chat. We don't want to miss your question!



# SPEAKERS



## **Jane Marie Souza, PhD**

University of Rochester

Co-Editor, Exemplars of Assessment

## **Tara A. Rose, PhD**

Louisiana State University

Co-Editor, Exemplars of Assessment

## **Kimberly A. Krytus, MSW, MPH, CPH**

University at Buffalo School of

Public Health and Health Professions

## **Sondos Islam, PhD**

Charles R. Drew University of Medicine

and Science





# CONTRIBUTING AUTHORS

Scott Carnz, Sarah Cercone Heavey, Keryn Chalmers, Sonya Christian, Jay Cohen, Patricia Coward, Dana S. Dunn, Dave Dworak, Lara M. Evans, Jessica Greene, Rebecca Gullan, Jana M. Hanson, Brian Harlan, Dawn Hayward, **Sarah Cercone Heavey**, Mary Kay Helling, Elisa Hertz, **Gregory G. Homish**, Burton Howell, **Sondos Islam**, Ryan Jopp, Katherine Kelley, **Kimberly Krytus**, Jeffrey R. Lindauer, Sandra Luxton, Mary Mara, Marianne McCollum, Melissa Medina, Kristina Meinking, Marlena O.P. Montague, Bill Moseley, Shawn Moustafa, Leigh M. Onimus, Amy Portwood, Nancy Ritze, Michael Sacco, Kevin Sackreiter, Dan Shapiro, Roxie Smith, R. Ray D. Somera, Eric Stamps, Joyce A. Strawser, Burgunda V. Sweet, Porter Swentzell, Carol Traupman-Carr, Stephen Wall, Debra Wetcher-Hendricks

*Editors: Jane Marie Souza and Tara A. Rose*

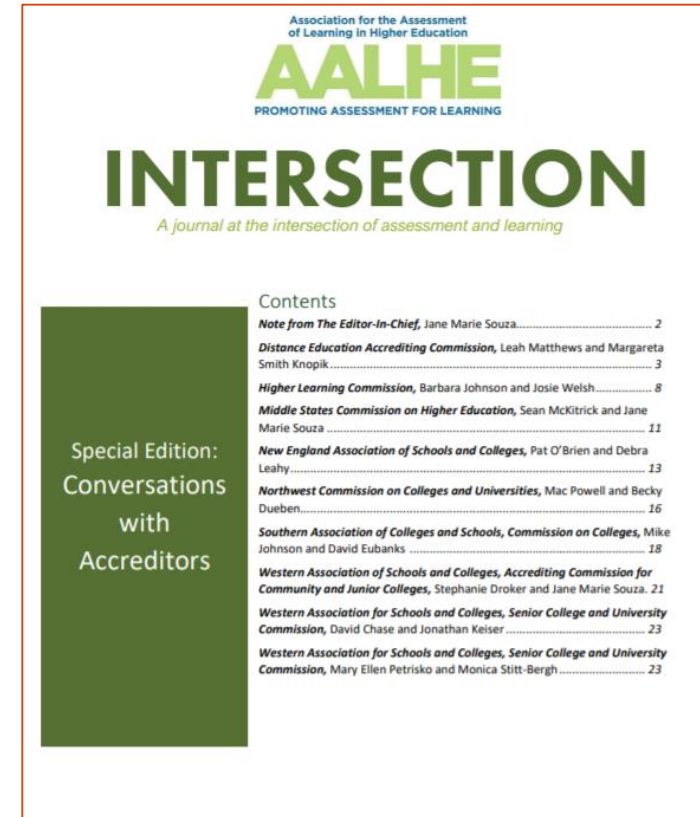
*Foreword by Heather F. Perfetti*

THANK  
YOU



# 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



[https://www.aalhe.org/assets/docs/AALHE\\_Special\\_Edition\\_2018\\_I.pdf](https://www.aalhe.org/assets/docs/AALHE_Special_Edition_2018_I.pdf)





# 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)





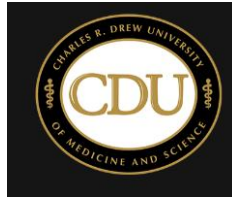
VISION:  
A COLLECTION  
OF EXEMPLARS

All contributing institutions were  
suggested by the accreditors

# DIVERSITY OF INSTITUTIONS

Private not-for-profit, 4-year or above	12
Public, 4-year or above	9
Minority Serving Institution	7
Hispanic Serving Institution	4
Land grant Institution	3
Public, 2-year	3
Tribal Institution	1

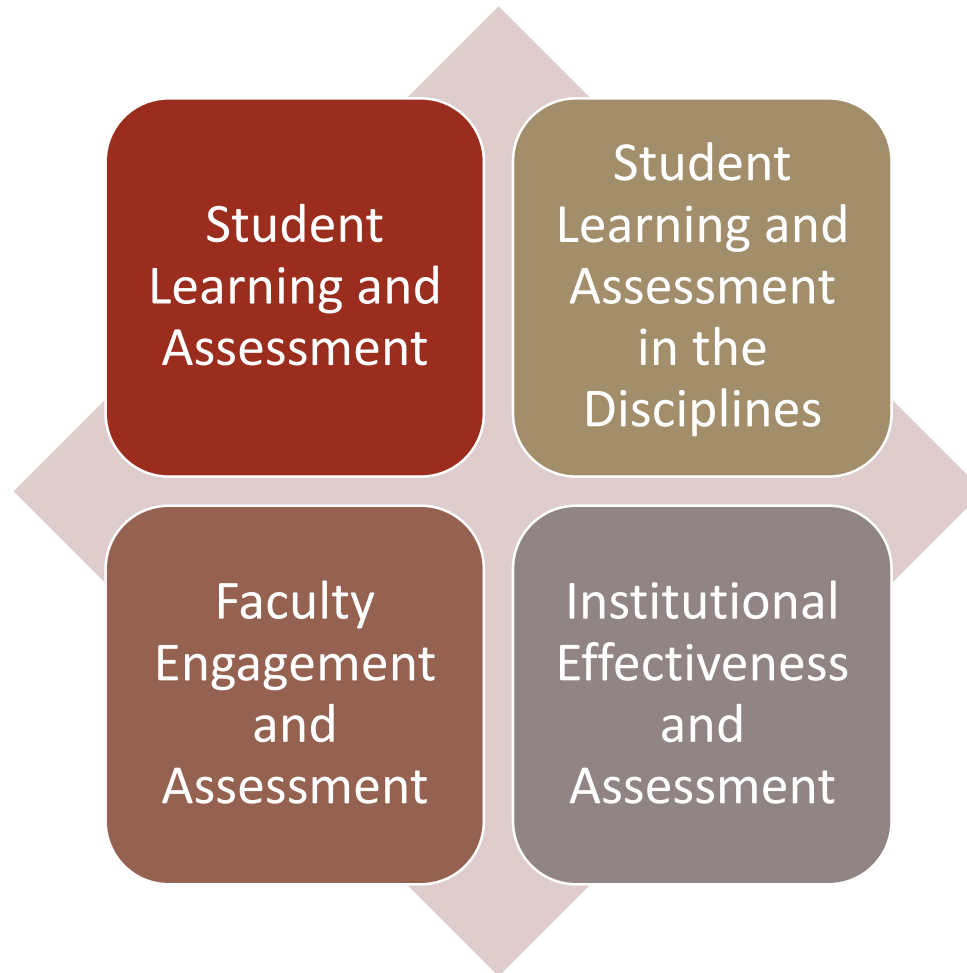




California State University  
MONTEREY BAY



# FOUR PARTS





Charles R. Drew University  
of Medicine and Science

*A Private University with a Public Mission*

# ASSESSMENT OF PUBLIC HEALTH COMPETENCIES AT MULTIPLE LEVELS

*Sondos Islam*

*Department of Urban Public Health*

*Charles R. Drew University of Medicine and Science*

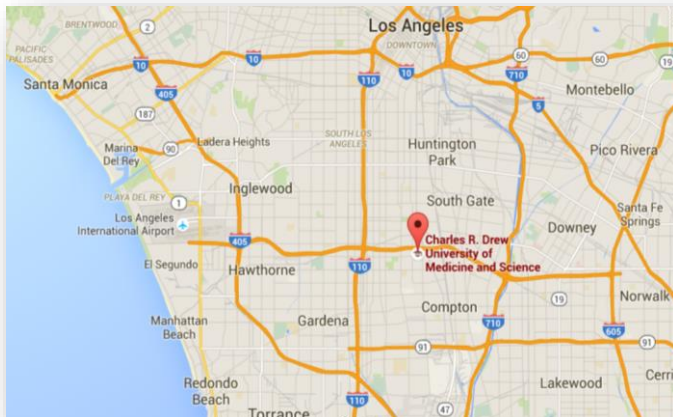




# Charles R. Drew University of Medicine and Science



- 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).
- First CEPH accreditation in 2012, reaccreditation in 2017, next reaccreditation in 2024.
- 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.
4. Maintain CEPH accreditation.



# 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



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





# In Summary



- Teaching faculty buy-in is critical.
- Start early.
- Continuous review of assessment results.





University at Buffalo

School of Public Health  
and Health Professions

## 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



Map competencies to courses

Identify, revise assessments

Collaborative file

Comprehensive paper

Group project

Quiz/exam questions

Demonstration, role play

Presentation

# HOW TO ASSESS COMPETENCIES



# HIGHER ORDER COGNITIVE PROCESSES




---

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

Root cause analysis added to position paper



# 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

---

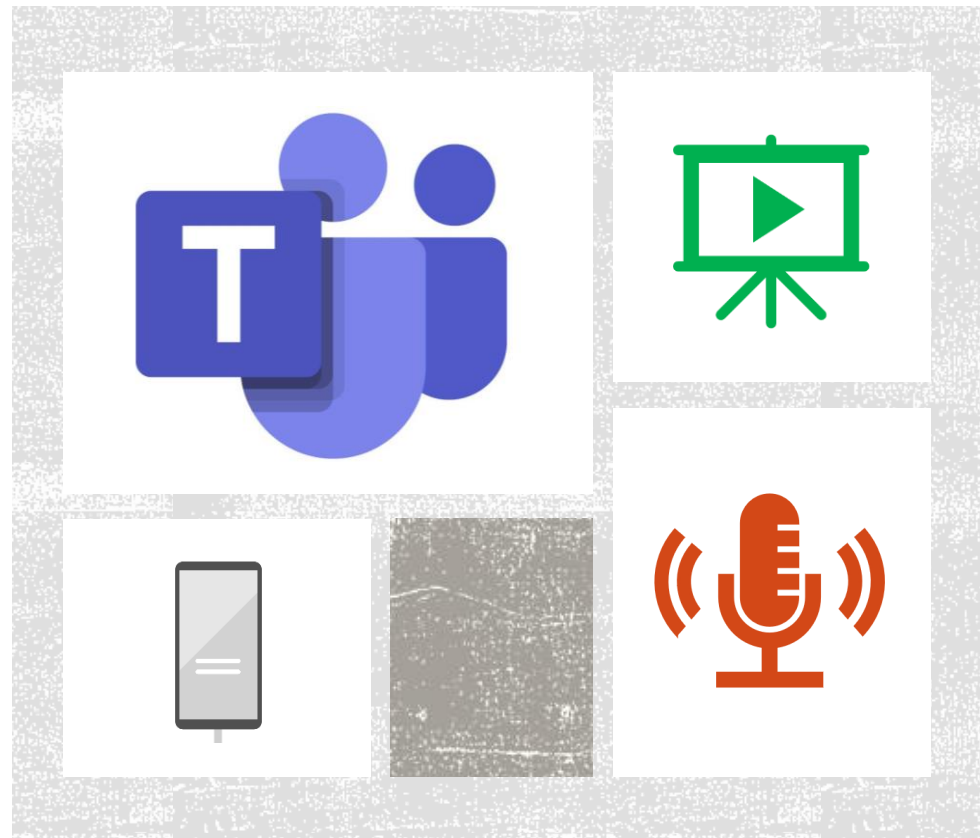
**#17 Apply negotiation & mediation skills to address organizational or community challenges**

**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*

## Alumni & Industry Professionals

- Coaches/Evaluators
- Case Study/Assessment Panels
- Bookend Courses (launch experience and business consulting)

## Faculty

- Course Embedded Assessments
- Community of Practice
- Norming/Scoring Sessions

## Colleagues across the University

- Gen Ed Courses
- Sharing of Results



# 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.



# DESIGNING AND ASSESSING COCURRICULAR STRATEGIES TO PROMOTE PERSONAL AND PROFESSIONAL DEVELOPMENT (CH.14)

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

- 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



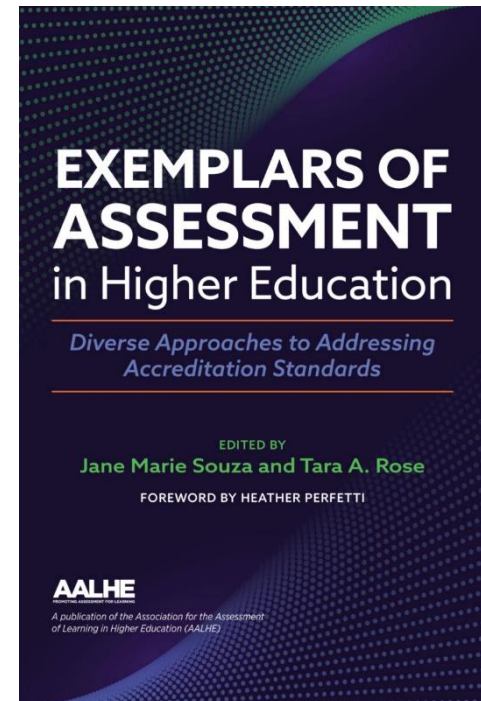
# Publication Details

Stylus Publishing, L.L.C.  
**ISBN-13:** 978-1642672480  
**ISBN-10:** 1642672483

<https://styluspub.presswarehouse.com/browse/book/9781642672497/Exemplars-of-Assessment-in-Higher-Education>

**Discount Code: EXAS20**

**(20% off + Free Shipping)**  
**Paperback, Hardback, E-Book Available**





**Q&A**





<https://ceph.org/>

