**Assessment Requirements by CEPH Criterion**

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|  | **Criteria/Assessment** | **Informed by:** | **CEPH Form** | **Cross links** |
| B2 | AY cohort grad /retention rates followed 6 years | IR Grad Report | B2-1  CEPH AR |  |
| B3 | Grad Outcomes 🡪 1 year post grad assess: work/school | IR Grad Report for list  1 year Alumni Survey | B3-1  CEPH AR |  |
| B4 | Alumni Perceptions 🡪 3 yr. post grad assess for MPH and BSPH | IR Grad Report for list  3 year Alumni Survey |  |  |
| B5 | Goal Measures  Instructional Goal:  Cultivate an educational experience that is integrative, comprehensive, and interdisciplinary based on current best practices in public health.  I1. Courses embed applied practice experiences  I2. Courses use guest lectures by PH and PH-related practitioners  I3. Extracurricular workshops/ trainings by PH and PH-related practitioners  I4. Students satisfaction with instructional quality  I5. Higher-order course objectives and assessments  I6. Courses employ case/problem-based learning techniques  I7. Interdisciplinary electives and certificates that complement public health practice.  I8. Faculty participate in professional development related to instruction  Service Goal: Facilitate a culture of service that is collaborative, inclusive, and beneficial to diverse communities*.*  S1. Applied practice experiences serving diverse communities  S2. Faculty and student service collaborations  S3. Community-based service projects  S4. Service to profession  S5. Student curricular and co-curricular service projects  S6. Professional development workshops/trainings provided to priority populations  S7. Students participate in student organizations  Scholarship Goal: Promote a collaborative environment conducive to timely and innovative scholarship that contributes to evidence-based public health practices and policies.  R1. MPH students complete CITI training  R2. Student research collaborations with faculty and other students  R3. Students and faculty disseminate research through presentations and publications  R4. Faculty teaching load conducive to research  R5. Faculty grant applications  R6. Courses embed scholarship | Faculty Annual I1b;  Faculty Annual I1a  Faculty Annual S4  M-Exit Survey 15  Syllabi Assessment  Curricular Review  Faculty Annual I1f  List/ Grad School  Faculty Annual I2  GrAPE tracking  Faculty Annual S3, S6  Faculty Annual S3  M-Exit Survey 5  Faculty Annual S1  Faculty Annual I1b, I1c  Faculty Annual S4  M-Exit Survey 3, 4  Blackboard audit  M-Exit Survey 6a  Faculty Annual R1, R2, R4f  Faculty Annual R1, R2  M-Exit Survey 7, 8  Faculty Annual R9  Faculty Annual R4  Faculty Annual I1e | B5-1 | D5  E2  E2  E3  E3  E3  F4 |
| B6 | Eval Use:   * Annual Report/Strategic Plan | Compilation of surveys and other materials |  |  |
| C2 | Faculty Resource adequacy   * Advising ratios by degree level * # UG internship (avg, min, max) * # ILES (avg per faculty, min, max) * Student perception of class size (by BSPH, MPH) * Student perception of faculty availability (by BSPH, MPH) | Infoview Report  AY Class census sum  ILE Tracking form  M-Exit Survey 14, 14a  M-Exit Survey 12, 12a | C2-1  C2-2 |  |
| DI | MPH Foundational Knowledge | Syllabi Assessment  Course Alignment | D1-1 |  |
| D2 | MPH Foundational Competencies | Syllabi Assessment  Course Alignment | D2-1 |  |
| D4 | MPH Competencies | Syllabi Assessment  Course Alignment | D4-1 |  |
| D5 | MPH APEs   * # courses w/ embedded * # courses whole class * # GrAPE hours 🡪 service | Faculty Annual: I1b  GrAPE tracking  GrAPE tracking | D5-1 | B5 |
| D7 | MPH ILE   * Grading guideline/rubric scores/examples | ILE tracking  Need | D7-1 |  |
| D10 | BSPH Foundational Domains | Syllabi Assessment  Course Alignment | D10-1 |  |
| D11 | BSPH Foundational Domains | Syllabi Assessment  Course Alignment | D11-1 |  |
| D12 | BSPH Cumulative and Experiential Activities | Syllabi Assessment  Course Alignment | D12-1 |  |
| D13 | BSPH Cross Cutting Concepts & Experiences | Syllabi Assessment  Course Alignment | D13-1 |  |
| E2 | Integration of Faculty with Practice Experience   * # Adjuncts who are PH practitioners * Co-curricular workshop/training by PH practitioner * Practice into classroom   + # PH Guest Speakers   + Field trips | List of adjuncts by AY  List/Sign-in  Faculty Annual: I1a  Faculty Annual: I1g |  |  |
| E3 | Faculty Instructional Effectiveness  Faculty currency   * External reviews of proposed or existing courses or curricula, outside of normal university processes * Peer/internal review of syllabi/curricula for currency of readings, topics, methods, etc. * Annual or other regular reviews of Faculty productivity, relation of scholarship to instruction * Faculty maintenance of relevant professional credentials or certifications that require continuing education   Faculty instructional technique   * Frequency of internal quality reviews of existing courses or curricula * Participation in professional development related to instruction * Peer evaluation of teaching * Student satisfaction with instructional quality   School- or program-level outcomes   * Courses that involve community-based practitioners * Courses that integrate service learning * Courses that integrate community-based projects * Courses that use higher-level assessments * Courses that employ active learning techniques | Curricular Review  Curricular Review  Faculty Annual I2  M-Exit Survey 15  Faculty Annual I1a  Faculty Annual I1b  Faculty Annual I1c  Curricular Review  Curricular Review |  | B5 |
| E4 | Faculty Scholarship   * Percent of Faculty (specify primary instructional or total Faculty) participating in research activities * Number of Faculty-initiated IRB applications * Number of community-based research projects * Number of articles published in peer-reviewed journals * Total research funding * Presentations at professional meetings * Number of grant submissions | Faculty Annual:R8  Faculty Annual:R3  Faculty Annual:R6  Faculty Annual:R1  Faculty Annual:R4b  Faculty Annual:R2  Faculty Annual:R4 |  | B5 |
| E5 | Faculty Extramural Service   * Percent of Faculty (specify primary instructional or total Faculty) participating in extramural service activities * Number of Faculty-student service collaborations * Number of community-based service projects * Public/private or cross-sector partnerships for engagement and service | Faculty Annual: S  Faculty Annual: S6  Faculty Annual: S3  Faculty Annual: S7 |  | B5 |
| F1 | Community Involvement in Program Assess/Eval 🡪 articulate plan   * Advisory: Student outcomes, curriculum, operations (guiding statements, self-study, etc.) * Assessment of student competence * Assessment of changing practice needs | GrAPE; NEED OTHER  NEED |  |  |
| F2 | Student Involvement in Comm/Prof Service 🡪 articulate plan; develop communication system   * Examples of service projects * KPHA Membership * Membership in other profession organizations * Professional development (workshops, training) | M-Exit Survey 5, 5a  M-Exit Survey 4  M-Exit Survey 22, 22a  M-Exit Survey 21, 21a |  |  |
| F3 | Assess Comm Prof Dev needs –> articulate plan;   * Assess professional development needs | Need (combine w/F1) |  |  |
| F4 | Deliver prof dev 🡪articulate plan   * PD delivered by Faculty | Faculty Annual S4 |  |  |
| G1 | Diversity and Cultural competence: Create ad hoc   * Priority Population (student)   Hispanic/Latinx; AA  Imm/1st gen  Medically underserved  Under-rep/Marginalize   * Goals, Strategies, Actions * Student assessment of culture: quant and qual * F/S assessment of culture: quant and qual | Infoview Report  Orientation D3  Orientation D2  Orientation D5  Diversity Report  M-Exit Survey 19, 19a  NEED: WKU Div |  |  |
| H1 | Academic Advising :   * Student satisfaction w/advising * Assessment plan   Headcounts (see C2) | M-Exit Survey 17 |  |  |
| H2 | Career Advising:   * student satisfaction w/ career services * Student satisfaction w/ career from Faculty * Assessment plan | Exit Survey 9, 9a  Exit Survey 2, 2a |  |  |
| H4 | Student Recruitment and Admissions   * Quantitative scores (eg, GPA, SAT/ACT/GRE, TOEFL) for newly matriculating students * Percentage of newly matriculating students with previous health- or public health-related experience * Number of entering students with distinctions and/or honors from previous degree (eg, National Merit Scholar) * Percentage of multilingual students | Infoview  Orientation D6  Infoview?  Orientation D4 |  |  |