

**Developing A Model Program  
Assessment Plan for  
Higher Education:  
With a Focus on Teaching & Learning  
--Preliminary Report--**

Presented by  
Laura E. Liang, DrPH, CHES, CPH  
Associate Dean for Academic Affairs  
Rutgers School of Public Health

# The Problem

- ◆ Schools and colleges may be required by an accreditor to monitor progress on a continuous basis
  - Our public health education accreditor requires us to monitor and track how we:
    - 1) advance the field of public health (addressing instruction, scholarship and service); and
    - 2) promote student success

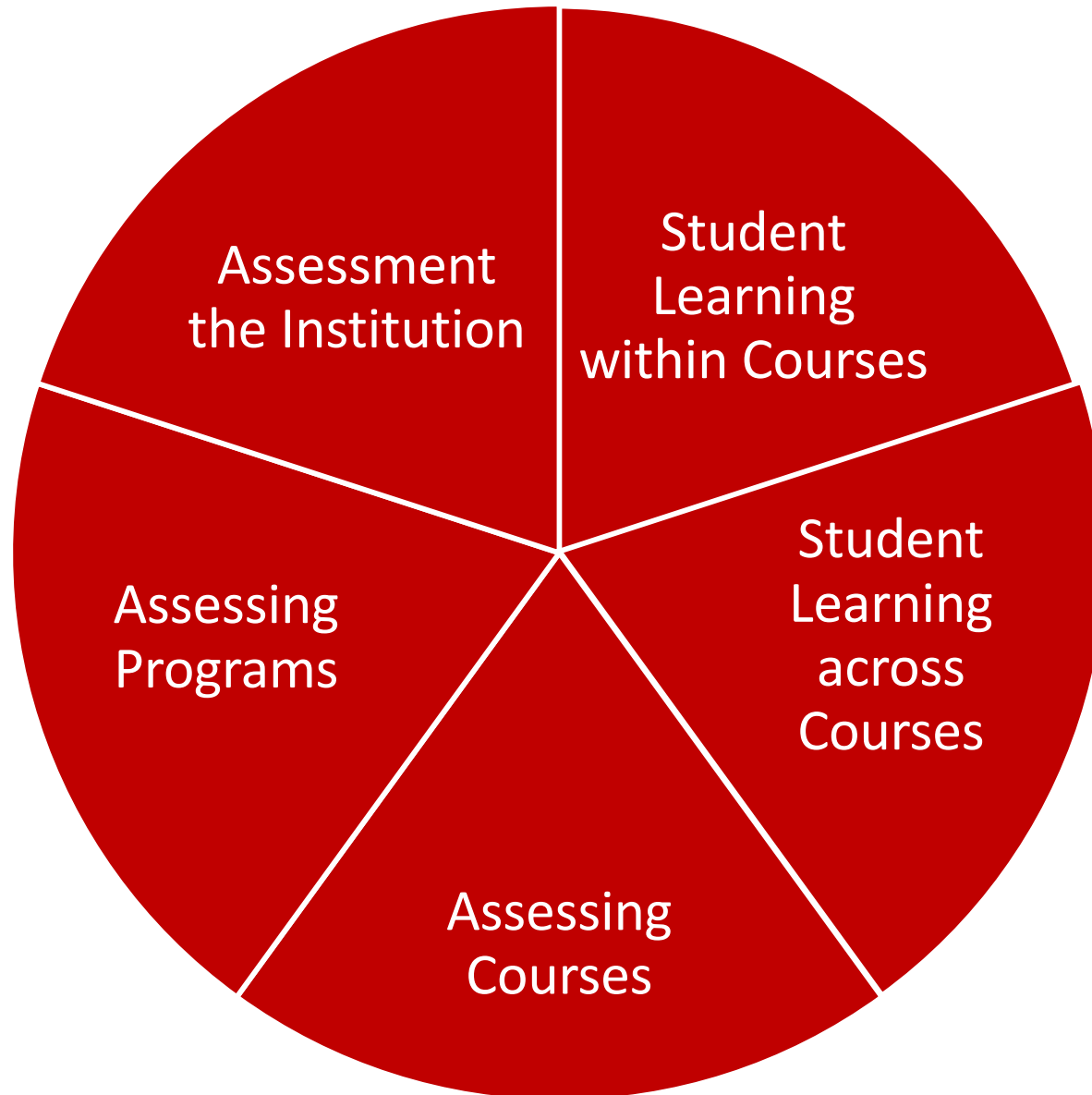
# Institutional Effectiveness

- ◆ Ongoing, systematic, organized process aimed at understanding and improving:
  - Student learning
  - Student success
  - Operations
- ◆ Relies on the assessment of administrative and support area in deciding how well a school/college is doing in meeting goals/fulfilling the mission

# Assessment Methods

- ◆ Formative and Summative
- ◆ Qualitative and Quantitative
- ◆ Direct – Indirect – Support Evidence

# Five Levels of Assessment



Source: Miller R and Leskes A. (2005). *Levels of Assessment: From the Student to the Institution*. Association of American Colleges and Universities. Washington DC.

# Level 1: Student Learning Within Courses

- ◆ Assessment of individual student learning within courses
  - measure learning as the student progresses through a specific course
  - should provide data that highlights student strengths and weaknesses and guides development with actionable recommendations for improvement

# Level 1: Student Learning Within Courses

## Best Practices (preliminary)

- ◆ Student work embedded in the course  
(instructor-assigned assessments and graded)
- ◆ Using rubrics and checklist
- ◆ Providing useful feedback
- ◆ Aligning assessments with course outcomes

# Level 2: Student Learning Across Courses

- ◆ Assessment of individual student learning across courses
  - Measure student development as they move through their specific major or program curriculum
  - Provides students evidence of their development across courses
  - Provides students with actionable feedback over time
  - Provides insight into how well students are performing against program competencies
  - Informs remediation efforts needed to address development gaps and improve educational quality



# Level 2: Student Learning Across Courses

## Best Practices (preliminary):

- ◆ Practicum/capstone experience, including external evaluation
- ◆ Portfolios
- ◆ Standardized tests
- ◆ Performance on licensure, certificate, or professional exams
- ◆ Self-reflections

## Level 3: Assessing Courses

- ◆ Evaluate the effectiveness of courses in helping students meet learning objectives, prepare for future courses, and obtain expected levels of knowledge and skills proficiencies

### Best Practices (preliminary):

- Course evaluations
- Peer review

# Level 4: Assessment Programs

- ◆ Assessment of programs with the goal of measuring the alignment between curriculum designs and learning objectives
- ◆ Demonstrates how well a program prepares students to meet learning objectives and further highlights educational gaps within the curriculum
- ◆ Requires the collection of data at the entry, midpoint, and end of the program

# Level 4: Assessment Programs

## Best Practices (preliminary):

- ◆ Curriculum analysis and maps
- ◆ Course taking patterns
- ◆ Faculty/student ratios
- ◆ Faculty qualifications
- ◆ Alumni perceptions

# Level 5: Assessing Institution

- ◆ Measuring the effectiveness of the institution in educating students and preparing them for success post-graduation
- ◆ Results used to improve curriculum designs and meet both internal and external requirements for educational quality
- ◆ Multiple stakeholders are crucial for this level of assessment to ensure the continuous improvement of educational quality

# Level 5: Assessing Institution

## Best Practices (preliminary):

- ◆ Time to degree
- ◆ Graduation rates
- ◆ Job placement data
- ◆ Student publications
- ◆ Diversity of student body and faculty
- ◆ Employer perceptions