



AUPHA Certification Outcomes: An Analysis Of Certification Review Results For Program Evaluation And Improvement Criteria

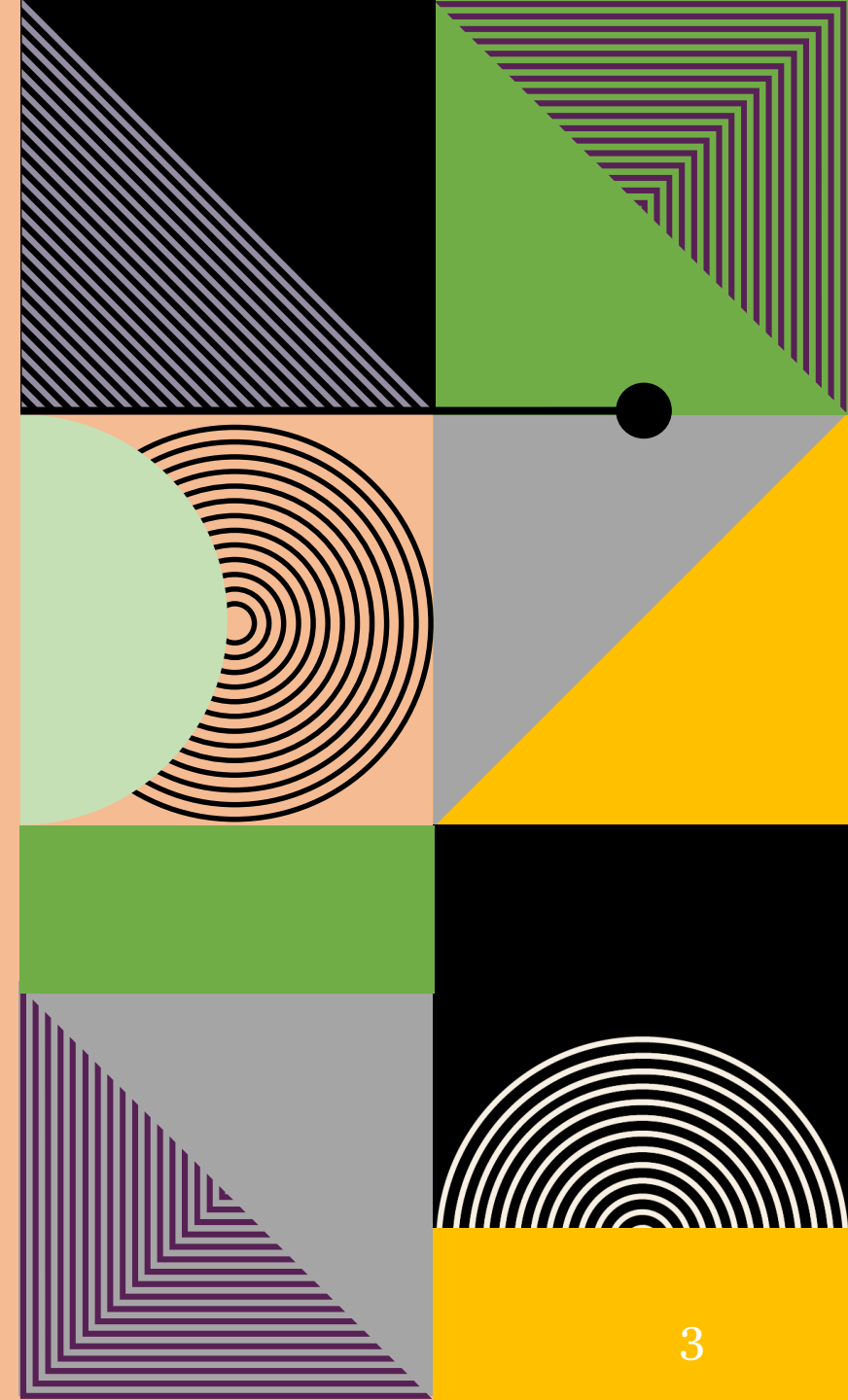
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GOALS: INTERACTIVE SESSION

1. To provide a macro-level perspective of the program accreditation process
2. To review the results of a study exploring the frequency of partial and not met findings
3. To provide attendees an opportunity to discuss program accreditation solutions

DOES ACCREDITATION MATTER?

- ❖ External validation such as credentialing (and accreditation) in higher education are important in ensuring students are prepared with the knowledge and skill sets to be successful in their job
- ❖ Accreditation provides a benchmark stakeholders can use as a proxy for program quality



MY ROLE: THE TASKFORCE

- ❖ Involved in program reviews since 2007
- ❖ Chair ~8 program review committees
- ❖ Co-Chair of the Undergraduate Program Committee 2014 – 2021
- ❖ Chair of Certification Review Task Force
- ❖ Oct 2019, the AUPHA Board tasked the Committee to review interrater reliability:
 - ✓ Variations in recommendation



RESEARCH QUESTIONS

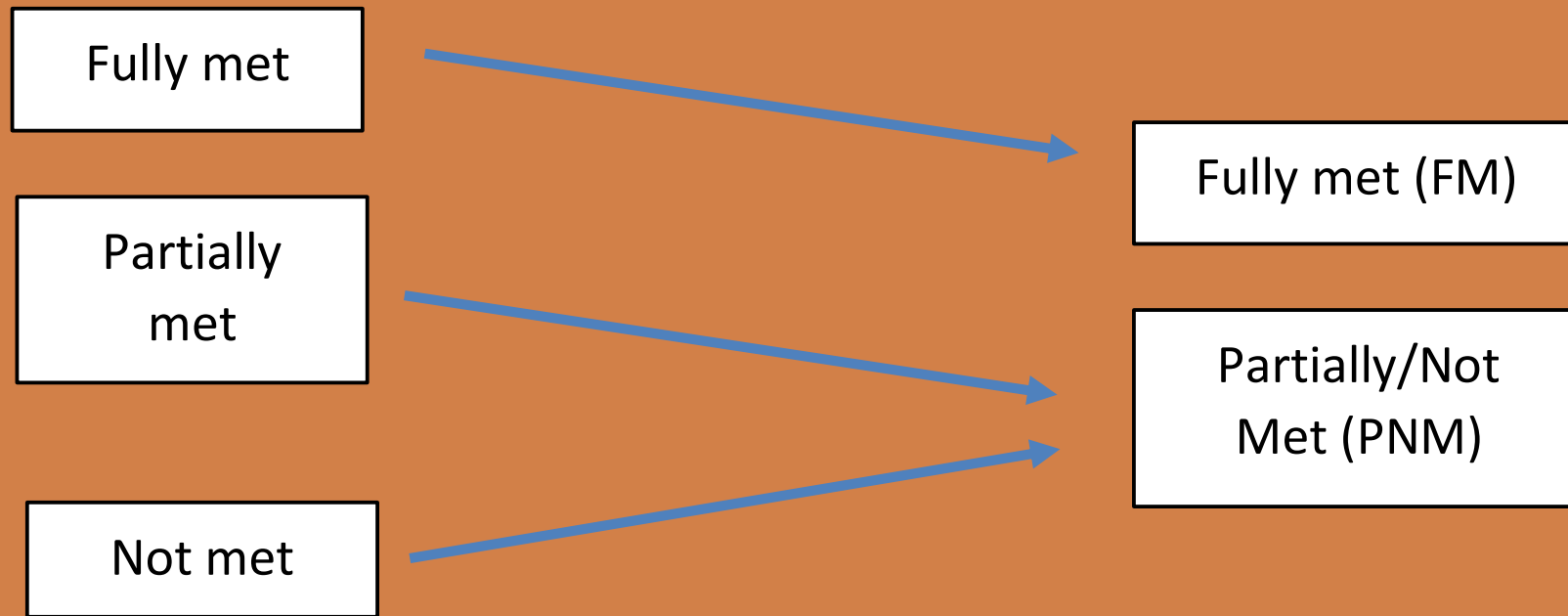
- 1: What is the frequency of ‘fully-met’ vs. ‘partially met’ or ‘not met’ for program evaluation and improvement criteria?
- 2: Of those programs receiving ‘partially met’ and/or ‘not met’ findings for program evaluation and improvement criteria, what themes explain the partially-met/not met criteria outcome(s)?

METHODS

- ❖ AUPHA Standards: 28 criteria organized into 8 domains
- ❖ Data comes from all review team reports from 2016 – 2019:
 - ✓ N = 27
- ❖ Criterion-by-criterion, of the last four cycles of certification reviews
 - ✓ Quantitative and qualitative



OPERATIONALIZATION



REVIEW TEAM RECOMMENDATIONS

	PNM n	PNM %	FM n	FM %	Total
2016	6	33%	12	67%	18
2017	10	37%	17	63%	27
2018	9	50%	9	50%	18
2019	6	27%	16	72%	22
Total	31	36%	54	64%	85

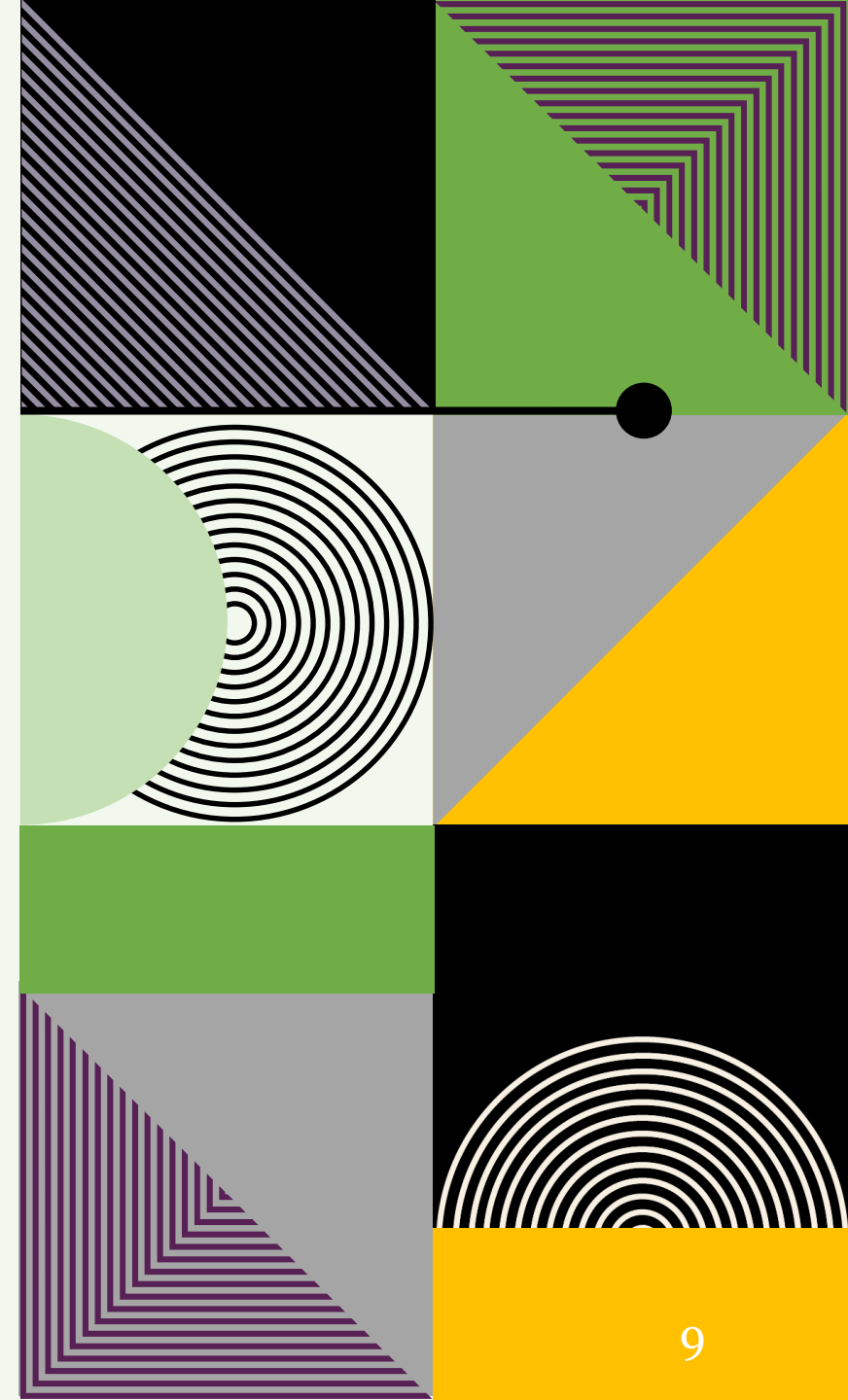
RESULTS: MOST P/NM

Criterion

The program must demonstrate an annual assessment process of **student learning outcomes**.

The program must demonstrate an annual assessment process of **programmatic outcomes**.

The program must demonstrate how the annual assessment of student learning and programmatic outcomes is used in **program revision and improvement**.



RESULTS

PNM	Student Outcomes	Program Outcomes	Program Revision	Total
2016	2 (33%)	2 (33%)	2 (33%)	6
2017	4 (40%)	3 (30%)	3 (30%)	10
2018	3 (33%)	3 (33%)	3 (33%)	9
2019	2 (33%)	1 (17%)	3 (50%)	6
Total	11 (35%)	9 (29%)	11 (35%)	31



REVIEW TEAM CONCERNS

- ❖ An over-reliance of college assessment/accreditation criteria and processes
- ❖ No metrics and/or program outcomes were provided
- ❖ Confusion between student and program assessment definitions



FOR YOUR CONSIDERATION

1. Is your FAMU program assessment linked to your accreditation?
2. How do you avoid parallel assessments?
3. Has your program received similar feedback?
4. What metrics do you use to measure program assessment or student learning outcomes?
5. How does your program share the assessment findings and with whom?



THANK YOU