Commission on Accreditation of Allied Health Education Programs

2018 Annual Meeting

“CAAHEP Accreditation: The Gateway to the Future”

April 15-16, 2018
Hyatt Regency Louisville
Louisville, Kentucky
2018 CAAHEP Annual Meeting
“CAAHEP Accreditation: The Gateway to the Future”

Sunday – April 15th

12:00 – 1:15 PM  Welcome Luncheon  1/2 REG B-Room South
Introductions and Preliminary Nominating and Elections Report

1:30 – 2:15 PM  Annual Meeting  1/2 REG B-Room North
Keynote Address: “The Next Generation of Employer Leadership”
Jason Tyszko, MA, Executive Director, Center for Education &
Workforce, U.S. Chamber of Commerce Foundation, Washington, DC

2:15 – 3:00 PM  Washington Update
Elise Scanlon, J.D., Elise Scanlon Law Group, Washington, DC

3:00 – 3:15 PM  Break

3:15 – 4:15 PM  “The Expanding Role of Employers in Preparing the Healthcare
Workforce”
Jackie Beard, Norton Healthcare and Christie Ralston, Norton
Healthcare

4:15 – 5:30 PM  Concurrent Sessions
1) What Does CAAHEP REALLY Do?  1/2 REG B-Room North
A Look “Behind the Curtain” and
The Value of Sponsorship in CAAHEP: Some Talking Points for Commissioners

2) “Questions and Answers with representatives from CoAs” (for
program directors, faculty, deans)
Here’s your chance to meet with leaders of CAAHEP’s largest
Committees on Accreditation:
   o Diagnostic Medical Sonography  Derby
   o Emergency Medical Services Professions  Oaks
   o Medical Assisting  Cherokee-Shawnee
   o Surgical Technology  Seneca-Iroquois
5:30 PM  Open Hearing – Proposed Lactation Standards  Conference Theater

6:00 – 8:00 PM  Welcome Reception  1/2 REG B-Room South

**Monday, April 16th**

7:45 – 8:45 AM  Breakfast  1/2 REG B-Room South

9:00 – 10:00 AM  *Introducing two professions new to CAAHEP*

**Orthoptics** – Alex Christoff, Vice President, American Orthoptic Council, Assistant Professor, Krieger Children’s Eye Center, Wilmer Eye Institute, Johns Hopkins University School of Medicine

**Rehabilitation/Disability Studies** – Penny P. Willmering, Ph.D, Director and Professor of Rehabilitation Science, Arkansas Tech University

10:00 – 10:15 AM  Break

10:15 – 11:00 AM  “NC-SARA – What is the Current Status and the Future of State Authorization Agreements?”

Marshall A. Hill, PhD, Executive Director, NC-SARA, Boulder, CO

11:00 AM – 12:15 PM  Commission Business Meeting

12:30 – 1:45 PM  Awards Luncheon  1/2 REG B-Room South

2:00 – 4:45 PM  “Curriculum Mapping”  1/2 REG B-Room North

Jackie Long-Goding, PhD, RRT-NPS, Executive Director of JRC-CVT & CoA-NDT, Whitinsville, MA and Glen Mayhew, DHSc, NRP, Dean for Institutional Effectiveness, Chair, Rehabilitation & Wellness Department, Jefferson College of Health Sciences, Roanoke, VA

4:45 PM  Wrap-up and Adjourn
Please join CAAHEP for the 2019 Annual Meeting
April 14-15, 2019
The Menger Hotel
San Antonio, Texas
The Expanding Role of Employers in Preparing the Healthcare Workforce
Collaborative Speakers

**Jackie Beard**  
Norton Healthcare  
System Director, Talent Acquisition & Workforce Development  
Past Chair, Health Careers Collaborative of Greater Louisville  
jackie.beard@nortonhealthcare.org

**Christy Ralston, BSN**  
Norton Healthcare  
Director, Workforce Development  
Sub-Committee Chair, Health Careers Collaborative of Greater Louisville  
christian.ralston@nortonhealthcare.org
Norton Healthcare Overview

Faith-Based Integrated Delivery Network of:
- 5 Not-for-Profit Hospitals
- 15 Outpatient Centers
- 250+ Physician Practices

- 2.4 million yearly patient encounters
- ~$2 billion yearly revenue
- 14,497+ employees (45% frontline)
- 700+ employed providers
- 2,000 physician medical staff
- 1,857 licensed beds
- 63,135 admissions/year
Norton Healthcare Workforce Development Timeline

- **2000**: Workforce Development
- **2005**: Norton University
- **2010**: Institute for Nursing
- **2017**: Frontline Focus
  - Career Center
  - NLN Nursing Center of Excellence
  - Elevating Frontline Employee Program
  - Mayor’s SummerWork’s
  - Frontline Worker Champion
  - Nurse Apprentice
  - High School Champion

**EMPLOYEES**
- 2000: 6,936
- 2005: 9,221
- 2010: 10,762
- 2017: 14,497
The Answer to “Why?”

Louisville MSA Healthcare Jobs 2001-2017
(Not incl. RNs and CNAs)

2001 - 2017 Job Growth

2017 Jobs

Education level:

2017 Jobs:

- 0
- 1,000
- 2,000
- 3,000
- 3,627

Education level:

- 0.000
- 2.000

Median Annual Wage:

- $0
- $20,000
- $40,000
- $60,000
- $80,000
- $100,000
- $120,000
- $140,000
- $160,000
- $180,000
- $200,000
- $220,000
- $240,000
Data Drives Decisions

Workforce Forecasting Tool

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Using Workforce Investment to Drive Business Impact

https://www.youtube.com/watch?v=lT9Ce1LGrvg
Health Careers Collaborative of Greater Louisville

The Health Careers Collaborative of Greater Louisville (HCCGL) is a regional health professions collaboration involving local health industry organizations, secondary, post-secondary and higher education institutions, community-based organizations and health care providers to identify potential health care workers and support career pathways to meet the demanding needs of the health care institutions.

The following HCCGL members helped form the collaborative and have guided the development of the Kentucky Health Career Center.

Employer Partners
Baptist Health Louisville
Clark Memorial Hospital
Floyd Memorial Hospital and Health Services
Hardin Memorial Health
KentuckyOne Health
Kindred Healthcare
Louisville VA Medical Center
Norton Healthcare
Signature HealthCARE
The Brook
Trilogy Health Services

Education Partners
Bellarmine University
Capella University
Galen College of Nursing
Ivy Tech Community College
Jefferson Community and Technical College
Jefferson County Public Schools
Kentucky Community and Technical College System
Spalding University
Spencerian College

Community Partners
Greater Louisville Medical Society
KentuckianaWorks
Kentucky Hospital Association
Louisville Metro Public Health and Wellness
North West Area Health Education Center
WorkOne Southern Indiana

Kentucky Health Career Center
Chart Your Pathway Here
Kentucky Health Career Center

Looking for a job in healthcare? Already in healthcare and looking to advance? We can help!

- Career assessments
- Training funds for in-demand occupations
- Job leads and referrals
- Career advice for entering the healthcare field
- Work-based learning opportunities

Direct connections to the region’s top healthcare employers!

The healthcare sector is booming. The Kentucky Health Career Center can help you increase your career potential!

Contact Us (502) 574-3344 • 746 S. 5th Street
(Formerly of 5th & York; 1 block south of Broadway and I-71 North Route 2)
For hours and directions visit: www.kentuckiana.org

Centro de Carreras de la Salud en Kentucky

Estas buscando empleo en el área de la salud? Ya eres parte del área de la salud y estas en búsqueda de crecimiento? Te podemos ayudar!

- Evaluación de carrera
- Fondos para entrenamiento en empleos de alta demanda
- Pistas de empleos y referencias
- Orientación profesional para entrar en el campo de cuidado de la salud
- Oportunidades de aprendizaje basadas en trabajo

Conexiones directas con los principales empleadores de la región!

El área de la salud está en auge. El Centro de carreras de la salud en Kentucky puede ayudarte a incrementar tu potencial de carrera.

Contactanos (502) 574-3344 • 746 S. 5th Street
(Fuera de 5th & York; 1 cuadra sur de Broadway y I-71 Norte Ruta 2)
Para horas y direcciones visita: www.kentuckiana.org
Value of a Collaborative

• Unified Voice and Bridge Pathways
• Promote Healthcare and Leverage Federal, State, and Local Support
• Balance Supply and Demand
• Promote Industry Recognized Stackable Credentials – Best Practices
• Address Critical Regional Needs and Issues
• Grant and Financial Resources
Outcomes

• Career Center
• JCPS Partnership Stackable Credential Model
• Acute Care Nurse Assistant Certification
• Sub Committees
  – Surgical Tech
  – Respiratory
  – Laboratory Services
  – Nursing Assistant
  – Long Term Care
  – Advocacy and Outreach
  – Legislative Committee
### Why Participate?

**Why Participate?**

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Benefits</th>
</tr>
</thead>
</table>
| - Smart Business  
- Increased access and alignment  
- Pipeline development  
- Increased tracking & resources  
- Streamlining educational systems  
- Leveraging technology  
- Access to current best practice | - Decrease duplication of resources  
- Fewer meetings  
- Cost savings on bundled programmatic efforts  
- Decreased recruitment costs |
Effective Partnerships

– Curriculum Development
– Experience and Didactic together
– Contextualized Learning
– Integrated learning models/ practice application
– Stackable Credentials
– Career Pathways vs. Jobs
– Diversity and Inclusion Strategies
– Graduate Placement
Basic Health Care Foundations

The first level of the new Health Care Foundations stackable certificate program will be piloted in the spring. Students can complete this certificate by taking four courses:

- NSG 299 (for HST 101) – Health Care Core Curriculum: Basic Skills I (3)
- RCP 299 (for HST 102) – Health Care Core Curriculum: Healthcare Delivery & Management (3)
- MAI 299 (for HST 103) – Health Care Core Curriculum: Healthcare Communications (2)
- AHS 115 or 120 – Medical Terminology (1-3)

Intermediate Health Care Foundations

The second Health Care Foundations Certificate (Intermediate) is to be added in the summer and/or fall.

- HST 121 - Health Care Core Curriculum: Pharmacology (2)
- HST 122 - Health Care Core Curriculum: Pathophysiology (3) (A&P is prerequisite)
- HST 123 - Health Care Core Curriculum: Basic Skills II (2)

☆ These two certificates will be applicable toward the Health Science Technology Degree, but can also help better prepare students for other health career programs.
### Pipeline Development

**Talent Development Academies**
Office of College and Career Readiness

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**Prepared, Empowered, Inspired**

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**IMPLEMENTATION GUIDE** This document outlines essential strategies for full implementation of Talent Development Academies. Using this tool principal can set goals and measure progress.

<table>
<thead>
<tr>
<th>Category</th>
<th>Strategy</th>
<th>Implementation Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; Learning</td>
<td>Project Based Learning</td>
<td>Teacher training rosters, student exhibits, professional development plans.</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Teacher Specific Training (CPT, OSHA, etc.)</td>
<td>Master schedule, PLC minutes, teacher certifications held.</td>
</tr>
<tr>
<td>Scheduling &amp; Logistics</td>
<td>Self-learners, community organized in career academy theme</td>
<td>Building layout, master schedule, academy planning schedules, cross-curricular projects by academy.</td>
</tr>
<tr>
<td>Advising</td>
<td>Freshman Academy with personal, social, and career exploration course with mission partner</td>
<td>Advocacy strategies, personalized learning plans, freshman career exploration course, student project exhibits.</td>
</tr>
<tr>
<td>Experiential Work-Based Learning</td>
<td>All students participate in work-based learning opportunity</td>
<td>Master schedule, work-based learning logs, and WBL hours earned, CFSE data and reporting, summer project exhibitions.</td>
</tr>
<tr>
<td>Industry Advisory Councils &amp; Post-Secondary Partners</td>
<td>Strong industry partnerships</td>
<td>Advisory Council Minutes, alignment documents pathway to post-secondary, dual credit arrangements.</td>
</tr>
<tr>
<td>Student Outcomes</td>
<td>Student data by name and by need ensuring all students earn competency status in career pathway</td>
<td>Number of seniors transition ready, number of industry certifications earned, number of college credits earned, post-secondary report.</td>
</tr>
</tbody>
</table>

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**JCP Vision**

ubic Schools students graduate prepared, empowered, and inspired to contribute as thoughtful, responsible citizens of our diverse, shared world.

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**Projected Enrollment**

<table>
<thead>
<tr>
<th>Year</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>263</td>
<td>313</td>
<td>363</td>
<td>961</td>
<td>1507</td>
<td>1550</td>
</tr>
</tbody>
</table>

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**Certificate in 4 years**

- **Medical Transcriptionist:** Medical Records Clerk
  - 230 job postings in the last 12 months
  - $13.46 to $20.00 hourly rate
- **Medical Underwriter:**
  - 130 job postings in the last 12 months
  - $12.26 to $16.46 hourly rate
- **Radiologic Technologist:**
  - 109 job postings in the last 12 months
  - $15.40 to $21.43 hourly rate
- **Pharmacy Technician:**
  - 385 job postings in the last 12 months
  - $13.03 to $21.35 hourly rate
- **Medical Secretary:**
  - 385 job postings in the last 12 months
  - $9.65 to $13.10 hourly rate

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**High School GED**

- 963 job postings in the last 12 months

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**Certifications**

- Nursing Assistant: Emergency Technicians: Paramedics
- Medical Assistants: Licensed Nurses
- Respiratory: Critical Care Respiratory Therapist
- Dental Assistants: Surgical Technologists: Phlebotomists
- Optometry: Medical Technicians
- Physical Therapist Aides: Patient Transporters: Sterile Processing Technicians
- Endoscopy Technicians: Emergency Room Technicians
- Pharmacy Clics: Pharmacy
- Home Health Aides: Dietary Cooks
- Case Managers
THE HEALTH CARE CURRICULUM

**Three Foundation Courses**

- **Medical Terminology (AHS 115) - Dual Credit: 3 hours**
  A study of anatomical, physiological, and pathological terminology with emphasis on word structures and definitions of root words, suffixes, and prefixes from Greek and Latin. Additional emphasis is placed on spelling and pronunciation. Primarily designed for individuals preparing for a career in health care. No previous knowledge of Greek or Latin is required. Lecture.

- **Health Science Technology 102 - Healthcare Delivery Management - Dual Credit: 3 hours**
  Introduces delivery and management of health care including professionalism, health care roles, health care delivery models, and types of health care coverage. Explores legal/ethical issues including HIPAA and confidentiality, electronic medical records, and patient rights as well as analysis of current trends in healthcare today. Lecture & Projects.

- **Health Science Technology 103 - Healthcare Communication - Dual Credit: 3 hours**
  Introduces communication and its various forms as it exists in the healthcare field. Focuses on verbal, nonverbal, written, and oral communication between members of the health team, patient, and caregivers through an interdisciplinary approach. Examines each role with discussion from the perspective of the involved parties. Emphasizes diversity, sociocultural influences, and teamwork. Includes discussion of the media's role in health care, as well as how health promotion campaigns may be implemented and managed. Appropriate for anyone interested in a career in allied health or nursing. Prepares the student for entry level healthcare positions by incorporating certifications for American Heart Association Cardio pulmonary Resuscitation (CPR), Lecture, Projects, Skill Practice.
Future for HCCGL

• What has been the evolution of the HCCGL and what does the future hold?
  – Multi year evolution process
  – Collaborative Agreement – Mission, Vision, Bi Laws
  – First Project = Glue
  – Health Career Center
  – Sub Committees / Work Groups
  – Advocacy
  – Apprenticeship
  – Grants
IMPOSSIBLE IS JUST A BIG WORD THROWN AROUND BY SMALL MEN WHO FIND IT EASIER TO LIVE IN THE WORLD THEY'VE BEEN GIVEN THAN TO EXPLORE THE POWER THEY HAVE TO CHANGE IT. IMPOSSIBLE IS NOT A FACT. IT'S AN OPINION. IMPOSSIBLE IS NOT A DECLARATION. IT'S A DARE. IMPOSSIBLE IS POTENTIAL. IMPOSSIBLE IS TEMPORARY.

IMPOSSIBLE IS NOTHING.
Thank You
U.S. Chamber of Commerce

- Over 2,500 state and local chambers of commerce
- Over 3 million businesses representing all industry sectors and firm sizes

U.S. Chamber of Commerce Foundation

- Non-profit affiliate focused on strengthening America’s long-term competitiveness
- Center for Education and Workforce, Corporate Citizenship Center, Hiring our Heroes
The Skills Gap: Aligning Supply and Demand

- Employers compete on talent
- Learners connect education to employment
- Education/Workforce programs create pathways to careers
From “Demand-Driven” to “Employer-Led”

- Transforming employer engagement
- Reinventing employer signaling
- Driving Innovation in quality assurance
Employer-Led not Employer-Alone: Implications for Education/Workforce Systems

- Competency-based education
- Assessment/demonstrations of learning
- Quality assurance
- Career advising/services
- Apprenticeship/work-based learning
- Labor market information
- Program advisory boards

- Credentialing
- Learner records
- Public-private partnerships
- Performance, learner outcomes, and ROI
- Longitudinal outcomes data
- Prior learning assessment
- Employability skills
Moving to a Talent Supply Chain Approach

1. 
   - Raw Materials
   - Supplier
   - Manufacturer
   - Distributor
   - Retailer
   - Customer

2. 
   - Student/Worker
   - Provider
   - Support
   - Work Based Learning
   - Employer

3. 
   - Students/Workers
   - Provider
   - Support
   - Work Based Learning
   - Employers
An End-to-End Talent Management Process

Strategy 1: Organize Employer Collaboratives

Strategy 2: Engage in Demand Planning

Strategy 3: Communicate Competency and Credential Requirements

Strategy 4: Analyze Talent Flows

Strategy 5: Build Talent Supply Chains

Strategy 6: Continuous Improvement
A Peer Network, Curriculum, and Tools
# Data Driven Decision Making

## Competency and Employability Skill

<table>
<thead>
<tr>
<th>Skill</th>
<th>Employer Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-Important; 5-Not Important</td>
</tr>
<tr>
<td>Processes Requests and Supplies Orders</td>
<td>8 1 1 0 0</td>
</tr>
<tr>
<td>Maintains Inventory Controls</td>
<td>6 3 0 1 0</td>
</tr>
<tr>
<td>Completes Inventory Reports</td>
<td>5 4 1 0 0</td>
</tr>
<tr>
<td>Communicates Clearly</td>
<td>1 1 5 3 0</td>
</tr>
<tr>
<td>Time Management</td>
<td>10 0 0 0 0</td>
</tr>
<tr>
<td>Teamwork</td>
<td>1 5 1 2 1</td>
</tr>
</tbody>
</table>

## Academic Level and Credential

<table>
<thead>
<tr>
<th>Credential</th>
<th>Employer Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>10 0 0</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>1 2 7</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>0 0 10</td>
</tr>
<tr>
<td>Warehousing and Distribution Certificate</td>
<td>2 2 6</td>
</tr>
<tr>
<td>IWLA Certified Logistics Professional</td>
<td>0 1 9</td>
</tr>
</tbody>
</table>
Mapping Talent Flows and Preferred Provider Networks

- Tier 2: High Schools, Vocational School & Colleges
- Tier 1: Military, College, Community-based Nonprofit, Employer, Staffing Agency
- Distribution: Large Employers, Small Employers

TRANSFORMING EMPLOYER ENGAGEMENT
Reinventing Employer Engagement to Support Student Learning
Building the Value Stream with Partners

TRANSFORMING EMPLOYER ENGAGEMENT
Reinventing Employer Engagement to Support Student Learning
## Keeping Score and Measuring ROI

<table>
<thead>
<tr>
<th>Shared Pain Point Measures</th>
<th>Performance</th>
<th>Relative to Expectation</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of applicants from talent providers meeting requirements</td>
<td>55%</td>
<td></td>
<td>↓</td>
</tr>
<tr>
<td>Average number of days for filling open positions</td>
<td>128 days</td>
<td></td>
<td>↓</td>
</tr>
<tr>
<td>Percent of hires retained in first year of employment</td>
<td>75%</td>
<td></td>
<td>↑</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Driver/Transition Measures</th>
<th>Performance</th>
<th>Relative to Expectation</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students completing education and training programs</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students enrolled in education and training programs</td>
<td>95</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Engaging in Continuous Improvement

TRANSFORMING EMPLOYER ENGAGEMENT
Reinventing Employer Engagement to Support Student Learning

Step 1: Identify Improvement Opportunities
Step 2: Analyze Root Causes
Step 3: Develop Solutions
Step 4: Test Solutions
Step 5: Implement Proven Solutions
Reinventing Employer Signaling through a Job Registry

• Not just an employer engagement challenge, but a technology challenge

• Limitations of existing labor market information
## From Human Readable to Machine Readable

### REINVENTING EMPLOYER SIGNALING
Reinventing Employer Engagement to Support Student Learning

### NIMS document for exclusive use by - [PDF]

#### CODE COMPETENCY REQUIREMENTS
NIMS CREDENTIAL MACHINIST

<table>
<thead>
<tr>
<th>APPRENTICE CORE COMPETENCIES</th>
<th>NIMS CREDENTIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Identify and Demonstrate Use of Machine Safety and Personal Protective Equipment</td>
<td>Measurement, Materials, and Safety Level I</td>
</tr>
<tr>
<td>2: Demonstrate Compliance with Lock-out/Tag-out Procedures and OSHA Requirements and Guidelines</td>
<td></td>
</tr>
<tr>
<td>3: Machine Operations and Material Handling, Hazardous Materials Handling and Storage, including EPA, Hazmat, and OSHA</td>
<td></td>
</tr>
<tr>
<td>4: Part Inspection</td>
<td></td>
</tr>
<tr>
<td>5: Process Control</td>
<td></td>
</tr>
<tr>
<td>6: Process Adjustment – Single Part Production</td>
<td></td>
</tr>
<tr>
<td>7: Participation in Processes Improvement</td>
<td></td>
</tr>
<tr>
<td>9: Manual Operations: Benchwork</td>
<td></td>
</tr>
<tr>
<td>10: Sawing</td>
<td></td>
</tr>
<tr>
<td>11: Job Process Planning</td>
<td></td>
</tr>
<tr>
<td>12: Drilling Operations</td>
<td>Drill Press Skills Level I</td>
</tr>
<tr>
<td>13: Turning Operations: Turning Between Centers</td>
<td>Turning Between Centers Level I</td>
</tr>
<tr>
<td>14: Turning Operations: Turning Between Centers</td>
<td>Turning Between Centers Level II</td>
</tr>
<tr>
<td>15: Turning Operations: Chucking</td>
<td>Chucking Level I</td>
</tr>
<tr>
<td>16: Turning Operations: Chucking</td>
<td>Chucking Level II</td>
</tr>
<tr>
<td>17: Milling: Square Up a Block</td>
<td>Milling Level II</td>
</tr>
<tr>
<td>18: Manual Milling: Vertical and Horizontal</td>
<td>Milling Level II</td>
</tr>
<tr>
<td>19: Manual Milling: Vertical and Horizontal</td>
<td>Milling Level II</td>
</tr>
<tr>
<td>20: Surface Grinding, Grinding Wheel Safety (Optional)</td>
<td>Grinding Level I</td>
</tr>
<tr>
<td>21: Surface Grinding, Horizontal Spindle, Reciprocating Table (Optional)</td>
<td>Grinding Level II</td>
</tr>
<tr>
<td>22: CNC Programming, Milling and/or CNC Programming, Turning</td>
<td></td>
</tr>
<tr>
<td>23: CNC: Write a Simple CNC Milling and/or CNC Turning Program and Arrange Tool Paths</td>
<td></td>
</tr>
</tbody>
</table>

### Example JSON Document

```json
{
  "fcontext": "https://schema.org",
  "@type": "JobPosting",
  "jobTitle": "CNC Machinist",
  "jobLocation": {
    "address": {
      "type": "PostalAddress",
      "addressLocality": "Kirkland",
      "addressRegion": "WA"
    }
  },
  "jobDescription": "An experienced CNC Machinist is needed for a full-time position. The ideal candidate will have at least 3 years of experience in CNC machining, proficiency in CAM software, and the ability to work independently.

  Responsibilities:
  - Setting up and operating CNC machines
  - Programming and troubleshooting CNC programs
  - Quality control and inspection

  Skills:
  - Proficiency in SolidCAM or similar CAM software
  - Understanding of CAD/CAM processes
  - Ability to read and interpret engineering drawings

  Benefits:
  - Health insurance
  - 401k with matching
  - Paid vacation and sick leave
",
  "employmentType": "Full-time",
  "benefitType": "Healthcare",
  "experienceRequirements": "At least 3 years of experience in CNC machining",
  "educationRequirements": "High School Diploma or equivalent",
  "salary": "Competitive salary with potential for advancement",
  "industry": "Manufacturing"
}
```

---

**REINVENTING EMPLOYER SIGNALING**

Reinventing Employer Engagement to Support Student Learning
T3 Innovation Network: The Public-Private Data Infrastructure of the Future

• Applying Web 3.0 technologies to learner record, credentialing, and HR systems

• Identifying high-impact use cases and pilots
Improving the Talent Marketplace

Interoperability/Harmonization
Technical Standards

Trust
Distributed Ledger Technologies
Smart Contracts

Analytics
Artificial Intelligence
Machine Learning
Big Data Analytics

Transparency
Semantic Web Technologies

Talent Marketplace Applications
Innovation Silos

Supply-side Innovation
(Learner and Educator Applications)

Software & Systems:
- Student Information Systems
- Catalog Systems
- Transcript Systems
- Badging Systems
- Career Guidance Systems
- Longitudinal Data Systems
- Web Content Systems
- Registries

Demand-side Innovation
(Worker and Employer Applications)

Software & Systems:
- Applicant Tracking Systems
- Human Resources Systems
- Job Posting Systems
- Resume Systems
- Social Media Networks
- Recruitment Systems
- Registries
Technical Standards Landscape

Workers
- HR Open Standards

Employers

Learners
- CEDS Standards
- IEEE LTSC Standards
- IMS Global Standards
- PESC Standards
- MedBiquitous Standards

Universities & Colleges
- ...
REINVENTING EMPLOYER SIGNALING
Reinventing Employer Engagement to Support Student Learning
<table>
<thead>
<tr>
<th>Data Collected</th>
<th>Employment &amp; Wage Record, Resume</th>
<th>Student Transcript</th>
<th>Employment &amp; Wage Record Skills &amp; Competencies</th>
<th>State Dept. for UI Claims &amp; Case Management System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where stored/managed</td>
<td>Human Resources Information System (HRIS) System Online</td>
<td>Student Information System (SIS)</td>
<td>HRIS System Payroll System Online Profile</td>
<td>State UI Database &amp; Case Management System</td>
</tr>
<tr>
<td>Who controls</td>
<td>School District</td>
<td>Institution of Higher Education</td>
<td>Employer</td>
<td>State Dept. for UI &amp; Local Workforce Agency</td>
</tr>
<tr>
<td>Where reported</td>
<td>State Board of Education</td>
<td>State Board of Higher Education Dept. of Education</td>
<td>State Dept. of UI Labor &amp; Federal Government</td>
<td>State Dept. of Labor &amp; Federal Government</td>
</tr>
<tr>
<td>Who else accesses</td>
<td>Parents, Foundations, Programs, Researchers</td>
<td>Future Employers Creditors</td>
<td>Employee, Future Employers Creditors</td>
<td>Other State Programs, Training Programs, Researchers</td>
</tr>
</tbody>
</table>

**REINVENTING EMPLOYER SIGNALING**

Reinventing Employer Engagement to Support Student Learning
Learner/Worker-centered Approach: Distributed Lifetime Verifiable Claims

- Verifiable
  - Linked Open Data
  - Personally Identifiable Information

High School

First Job

Third Job

Technical Training

Unemployed

Government Agencies

Distributed Lifetime Education & Work Record

- Student record
- Employment & Wage Record, Resume
- Student Transcript
- Employment & Wage Record Skills and Competencies
- UI Claims
- Workforce Case Management Record
- Student Record
- Employment & Wage Record Skills and Competencies
Employer-Led Quality Assurance for Earn and Learn Pathways

- Work-based learning innovation spreading in postsecondary education
- Employers making more sophisticated “Make” and “Buy” decisions when it comes to talent
America Needs a new Pathway to Opportunity

20 million learners annually
$407 billion in public investment annually

24 million learners annually
$12 billion in public investment annually

43 million un-served individual ages 25-64
19 million individuals ages 35-64 with some postsecondary education but no credential
One that Leverages Employer Leadership and Investment

$590 billion in private sector investment to be leveraged
Reinventing Employer Engagement to Support Student Learning

Broad and Diverse Earn and Learn Continuum

BUY
Employers offload all risk, but there is often a disconnect between employers’ needs and learners' skills

MAKE
Employers absorb all risk, but there are concerns about cost and workers not being retained long enough for a return on investment

BUY
Earn and Learn Continuum (e.g., internships, apprenticeship, clinicals)
High-Quality and Employer-Led

Employer-Led Quality Assurance (benefits—expands choice, manages risk, and improves quality)

Provider Role

Accreditation

Registered Apprenticeship

Employer Role

BUY

Earn and Learn Continuum (e.g., internships, apprenticeship, clinicals)

MAKE
The Solution: Employer-Led Quality Assurance

Verify alignment of Program B with Level 2 and Program C with Levels 1 and 2 earn and learn standards

Verify alignment with Level 1 earn and learn standards

Auditor B

Earn & Learn Standards and Requirements Setting

Level 1 Standards
Industry-Wide Coordinating Council (Sets foundational standards for all industry-recognized earn & learn programs)

Level 2 Standards (Layered on top of Level 1 Standards)
Manufacturing Committee (Sets standards specific to one or more business functions)
Other Sector Committee (Sets standards specific to one or more business functions)

Earn and Learn Program A (Community college partnership with employer)
Earn and Learn Program B (High school partnership with employer)
Earn and Learn Program C (Community-based organization partnership with employer)
Federal and State System Alignment

- Align funding streams and investments
- Align accreditation, program approval, and eligible provider lists
- Align performance and accountability systems
- Align tax policy and incentives
- Align education and credentialing policy
Concluding Thoughts

• Create shared value for all stakeholders
• Be pro-risk and dare to try something different
• Avoid turf wars and language games
• Join with the ready and the willing
THANK YOU

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TheTalentSupplyChain.org
uschamberfoundation.org/cew/tpm
Higher Education Accreditation: A New Conversation?

CAAHEP 2018 Annual Conference
Elise Scanlon
Elise Scanlon Law Group
www.elisescanlonlawgroup.com
Presentation Outline

• Evolving Policy Themes in Accreditation
  • Drivers
  • Presumptions

• How is it playing out?
  • Legislation (HELP & House Education and the Workforce Committee)
  • Regulation
    • USDE/CHEA Recognition

• What about the future?
Evolving Policy Themes in Accreditation

Drivers

- Cost/Debt (> $1 trillion)
- Questions about rigor and effectiveness
  - Academically Adrift
- Law suits and investigations
  - All sectors

- High profile school closures
- ITT, Corinthian, Others
- Workforce considerations
- Political views
  - Public v. private higher education
Presumptions Questioned

• Self-regulation
• Continuous Improvement v. Accountability
  • Data Science
• Peer review v. conflict of interest
• Inputs v. Outcomes
• Reliability
• Quality assurance

• Title IV gatekeeping
• Consumer protection
• Structure (regional/national)
• Innovation
  • Competency Based Education
• Non-Traditional Providers
  • Coding
  • Resurgence of MOOCS
  • Equip Initiative
How is this playing out?
HELP Committee Reauthorization White Papers

• Chairman Lamar Alexander (R-TN)
• Focused on Department of Education’s role as a member of the TRIAD
• Urges re-examining current regulations focused on accountability (GE, BDR)
• Suggests repayment rates as an important measure

HELP Ranking Member Murray D-WA

• Principles: Access, Affordability, Accountability and Student Safety and Rights.

• “The “triad” system of the federal government, states, and accreditors must be strengthened to meet its obligation to protect consumers, focus on outcomes, and promote continuous quality improvement at all institutions of higher education. In particular, accreditation must be improved to serve as an effective gatekeeper of federal dollars and a centralized mechanism for improving college quality. Accreditors must identify, collect, and analyze key data indicators on student achievement, avoid conflicts of interest, and rigorously hold low-performing institutions to high standards.”

GAO Recommendations Approaches for Accreditation Reform

1) Modifying oversight roles and responsibilities
   • Differentiated review
   • Levels of accreditation

2) Strengthening communication and transparency (TRIAD)
   • Outcomes and process

3) Using academic quality measures and expanding accreditation options
   • accreditation of non-traditional providers

4) Changing the structure of the accreditation system
   • Higher Education Commission to oversee accreditation
   • Institutional choice (ED or accreditation oversight for Title IV eligibility)

Warren Places a Marker

• Requiring **USDE to establish standards for student outcome data** to be used by accrediting organizations when reviewing and evaluating colleges and universities, including student graduation rates, loan repayment rates, loan default rates and job placement rates, and setting minimum standards that colleges must meet.

• Requiring that accrediting organizations carry out an **enhanced accreditation review** immediately upon learning of any fraud investigations or lawsuits by federal or state governments and requiring that accreditors take action in the case of any warning signs of institutional instability.
Warren places a marker

• Increasing the information that accrediting organizations must provide to USDE and make publicly available and directing accreditation to establish common definitions for accreditation statuses and actions.

• Giving the Secretary of Education increased authority to fine accreditors or terminate recognition under a variety of conditions.

• Recent request to NACIQI to consider policy on F-P/N-P conversions (With Senators Durbin and Murray)
House Education and the Workforce Committee introduces PROSPER

• Reforms federal education policies to allow the pursuit of lifelong learning
• Promotes innovation, access, and completion—for students.
• Simplifies and improves student aid—for students
• Empowers students and families to make informed decisions
• Ensures strong accountability and a limited federal role so institutions spend less time complying with outdated federal requirements and spend more time and resources on students.

Opening Remarks of Chairwoman Virginia Foxx at committee markup 2018
Important Features of PROSPER for Accreditation

• Accrediting organizations may accredit “entities”
• Removes current language requiring specific outcomes measures (completion, placement, licensure)
• Accrediting organizations have discretion to establish outcomes measures and/or to rely on outcomes measures established by institutions/programs
• Reduces list of changes considered to be substantive
• Removes provisions related to distance education
• Adds provisions related to competency-based education: accreditors evaluated according to capacity
• Requires greater transparency of accreditation decisions and reasons for those decisions (public as a matter of course)
Important Features for Accreditation

• Strengthens separate and independent requirements (separately incorporated- defined)

• Accreditors to require institutions to publish transfer of credit policies including reasons why credits would not be accepted

• Adds section on complaints against accreditors by institutions on the basis of religious mission

• Permits the new Secretary of Education to appoint new NACIQI members notwithstanding terms
Other legislative proposals

• Mike Lee (R-UT) introduced legislation that would permit states to establish alternative accrediting agencies (illustrative of bi-partisan support for accreditation reform)

• Congressman Bradley Byrne (R-Alabama) introduced H.R. 3869, the Innovation in Accreditation Act-reduce regulatory burden on accreditation

• AIM Higher: House Democrats issue White Paper describing intent to focus on access, affordability, accountability
Regulation

• Department of Education
  • Executive Order results in Regulatory Reform roll back of 600 items of regulatory guidance and 398 guidance documents

• Accreditation aspects informed by CHEA White Paper

• Secretary DeVos announces Department restructuring
• Negotiated Rulemaking
  • Gainful Employment
  • Borrower Defense to Repayment Rules
Office of Inspector General HEA Recommendations

• Predicated on the view that reliance on states and accreditors has not always been effective to protect students and tax payers

• Challenges will only increase with innovations including competency-based education, direct assessment and distance education
Office of Inspector General Recommendations

- Do not adopt a single definition of higher education
- Simplify and strengthen 90/10
- Preserve Gainful Employment Regulations
- Preserve current requirements for regular and substantive interaction in DE courses/programs
- Preserve the definition of Credit Hour
- Other details on FSA administration
OIG Recommendations re: Accreditation

• Retain and strengthen expectations for accrediting agencies to assure quality

  • Ensuring compliance with Federal Student Aid rules

  • Establish and enforce meaningful standards for student achievement

https://www2.ed.gov/about/offices/list/oig/misc/lettertocongressonoighearecommendationsmarch2018.pdf
Current Recognition Status
The Future: Disruption?

CHEA Examines the mismatch between how accreditors see their value vs. perceptions of stakeholders

The four major pillars of accreditation are (1) its scope of activity - what it chooses to examine, (2) its expectations - as presented in standards and policies, (3) its processes - how it goes about its work and (4) its decision-making - its judgments about quality.

Disruption in accreditation would ultimately mean a redesign of some and perhaps all of these pillars over time.
Questions of Disruption raised by CHEA

Scope: Must examine how to assess quality of non-traditional providers of higher education

Standards and policies: Examine focus and evidence of review. Fewer standards focused more precisely on student success

Decision-making: Levels of accredited status

Values: External validation as well as self-study and peer review
Common Ground for Future of Quality Assurance

• How to assure quality assurance for non-institutional providers
• How to assure quality of new delivery models (competency-based)
• How to re-focus accreditation on academic considerations
• How to permit greater flexibility (innovation) and, at the same time, insist on accountability
• How to use data more effectively to assess quality (unit records debate)
• How to become more responsive to negative information and complaints about accredited institutions
• How to communicate with other triad partners more effectively
• How to increase transparency of process and outcomes for student consumers
Questions?
Higher Education Accreditation: A New Conversation?

CAAHEP 2018 Annual Conference
Elise Scanlon
Elise Scanlon Law Group
www.elisescanlonlawgroup.com
Presenter

Marshall A. Hill
Executive Director
NC-SARA
mhill@nc-sara.org
I’m not sure I understand SARA
Goals

SARA establishes a state-level reciprocity process that supports the nation in efforts to increase the educational attainment of its people by making state authorization:

• more efficient, effective, and uniform in regard to necessary and reasonable standards of practice that could span states;

• more effective in dealing with quality and integrity issues that have arisen in some online/distance education offerings; and

• less costly for states and institutions and, thereby, the students they serve.
SARA: A negotiated compromise

- Institutions’ goals
- States’ and state regulators’ concerns
- Others
  - Accreditors
  - Regional compacts
  - National commission
The SARA Solution

A nation-wide system of reciprocity administered by the four existing regional compacts.
Benefits to States

• Expands educational offerings to residents.
• Allows SARA states to focus on their home-state institutions.
• Maintains state regulation of on-the-ground instruction offered by out-of-state institutions.
• Other SARA states helps resolve complaints.
• Reduces costs for institutions.
• No fees charged to states to participate in SARA.
Benefits to Institutions

• Enables more efficient provision of distance education to a broader market.
• Reduces number of applications to other states.
• Reduces number of other-state regulations to monitor for changes.
• Reduces costs.
• Reduced costs = potentially lower fees for students.
Benefits to Students

• Expands access to educational offerings
• Should lead to better resolution of complaints from students in SARA states
• Reduces a rapidly growing institutional cost that is in one way or another passed along to students
• Should enhance overall quality of distance education
The District of Columbia and U.S. Virgin Islands are also SARA members.
The Current SARA Landscape
SARA Participating Institutions
Institutions by Size

- 45% Fewer than 2,500 FTE
- 18% 2,500 - 9,999 FTE
- 37% Greater than 10,000 FTE
Institutions by Sector

41% Public
53% Private/Non-Profit
6% Independent/For-Profit
0% Tribal
What SARA Doesn’t Cover….

• Professional licensure board requirements.
• Secretary of State registration.
• “Agent for Service of Process” applications.
• Workers’ Compensation Insurance.
• Physical locations to offer instruction.
• Providing office space for faculty or staff.
• …..

(SARA Manual Section 5: Coverage and Limitations of SARA)
Do You Know Where Your Students Are?
2017 Enrollment Report

• 1,477 institutions reported
• 1,170,725 total reported out-of-state enrollments
• Report is available on the NC-SARA web page: www.nc-sara.org
  • Documents
    • SARA Development Documents
      • 2017
The 2018 Enrollment Data Reporting period will be **May 21 - June 11**

- All SARA institutions are required to participate in enrollment reporting.
- The 2018 *NC-SARA Enrollment Data Reporting Guide, Placement Reporting Guide* and *Data Sharing Agreement* are available on the NC-SARA website.
- The 2018 Guides provide an expanded FAQs section.
- Webinar on Data Reporting is on the NC-SARA website.
Website: NC-SARA.org
Experiential Learning Basics for Licensed Professions

- SARA basic provisions
  - Ten students/program/site
- Check with the state’s licensing entities for programs leading to licensure
- Meet their requirements and notify the student
- The institution may determine whether the course or program meets the requirements for professional licensure in the state where the applicant or student resides and provide that information in writing to the student, or
- After making all reasonable efforts to make such a determination, if unsuccessful, the institution may notify the applicant or student in writing that the institution cannot confirm whether the course or program meets requirements for professional licensure in the student’s state, provide the student with current contact information for any applicable licensing boards, and advise the student to determine whether the program meets requirements for licensure in the state where the student lives.

(SARA Manual Section 5: Coverage and Limitations of SARA)
Learning Placements

• New (but voluntary) for 2018, possibly required in 2019

• Report placements that:

  • Are outside the “home state” of the SARA institution;
  • Involve the physical presence of the student at the out-of-state location(s);
  • Are required for degree completion (a requirement of the student’s major, rather than a general institutional requirement) or professional licensure;
  • Carried out under the provisions of a formal agreement between the institution and the placement location; and
  • Started between January 1, 2017 and December 31, 2017.
Learning Placements (continued)

• Placements that meet the stated criteria should be reported as follows:
  • Report unduplicated headcounts;
  • Disaggregated by two-digit CIP code; and
  • Disaggregated by the state in which the placement was made.

• Example: Three University of Texas at El Paso nursing students each do a single clinical rotation at each of two hospitals in Las Cruces, New Mexico and one rotation at a hospital in Phoenix, Arizona. UTEP would report three placements in New Mexico and three placements in Arizona, all under CIP code 51.
Why?

• To meet commitments made to states and the state regulator community during the development of SARA;
• To include SARA-covered, on-the-ground learning activities in the counting of students benefiting from SARA provisions;
• To help institutions deal with obligations related to professional licensure and their related notifications to students;
• To support institutional compliance with coming federal regulations affecting institutions’ ability to participate in federal Title IV student assistance programs.
SARA News

• Student and Institution Support
  – Additional online resources (spring 2018)
  – Redesign of website (summer 2018)
  – Former SHEEO “State Surveys”
    – Joint Project with WCET/SAN
    – (late spring 2018)
  – Revised process forms (January 2018)
SARA News…continued

• Proposed searchable database of academic programs offered by SARA institutions (see blog at www.nc-sara.org)

• Coming events affecting state authorization
  • July 2018 federal rules?
  • “Dear Colleague” letter?
  • Repeal?
  • Delay implementation? Another neg-reg?
  • State’s authorization requirements & SARA remain

• HEA reauthorization
Marshall A. Hill

mhill@nc-sara.org

NC-SARA Website

www.nc-sara.org

Enrollment reporting questions

data@nc-sara.org

Questions for NC-SARA

info@nc-sara.org
The Value of Sponsorship in CAAHEP
Sponsoring Organizations

• Organizations or agencies that establish or support one or more Committee(s) on Accreditation (CoA) and support the CAAHEP accreditation system

• Have legitimate concerns about, and responsibilities for, the quality of personnel prepared in educational programs accredited by CAAHEP

• Largest category of membership in CAAHEP (62)
Sponsoring Organizations
CAAHEP Sponsoring Organizations
Sponsoring Organizations

• Petition the particular CoA for approval to join them as a sponsoring organization
• Recommended for sponsoring membership by CoA
• Approval determined/voted on by CAAHEP Commission
• Once accepted, provide support/sponsorship at both CAAHEP and CoA levels
Commissioners to CAAHEP

- Representatives appointed or elected by the Sponsoring Organization members
- 1 per Sponsoring Organization
- 3-year term
- Eligible to run for the CAAHEP Board of Directors
Commissioner Responsibilities

- Attend the Annual Business Meeting of the Commission (held annually in April)
- Participate in special webinar meetings, as necessary
- Approve CAAHEP Bylaws, mission, and vision statements
- Determine eligibility for health sciences professions entering CAAHEP
- Approve new sponsoring organizations and Committees on Accreditation
Commissioner Responsibilities

• Identify important issues and trends in accreditation and healthcare

• Elect the CAAHEP Board of Directors

• Participate in CAAHEP Committees including: Nominating and Elections; Audit/Finance; Bylaws; Standards; and other Special Committees formed as needed
Sponsoring Organization
Involvement at CoA Level

• Provide representation on CoA Boards’ of Directors

• Provide expertise in health science disciplines and related fields

• Provide an important voice in setting educational Standards used to accredit educational programs

• Provide financial support
Why Be a Sponsor?

Have a **VOICE** in...

- Promoting and supporting education of competent and caring allied health professionals
- Promoting continued improvement of allied health education programs
- Establishing minimum educational standards
- Maintaining integrity and assuring credibility in the accreditation process
- Developing collective approaches to resolution of critical issues facing accreditation, allied health education programs, and changing healthcare needs in society
Why Be a Sponsor?

Be part of a larger effort to provide invaluable services and benefits to diverse communities of interest including:

- Educators
- Administrators
- Surgeons
- Graduates
- Practitioner
- Physicians
- Students
- Employers
- The Public
Why Be a Sponsor?

Continuous opportunities to...

• Network with other health care practitioners and educators in similar and related professions

• Build relationships

• Exchange best practices

• Stay informed of issues facing healthcare, education, and accreditation
Where Do Your Sponsoring Organization’s Dues Dollars Go?

- CAAHEP and CoA Board Liability Insurance - $7,000/year
- Legal services and support – can reach tens of thousands
- Go-to-Meeting/Webinar and Survey Monkey - $5,500/year
- Accreditation and Educational Tools Development - thousands
- CoA Scholarships to attend professional accreditors meetings - $8,000/year
- CoA Member attendance at CAAHEP Leadership Conference and Summer Workshop - $168,000/year
- CHEA Recognition – significant staff resources
New CAAHEP Website went online May 15, 2017. Since that time:

- 468,229 visitors
- Nearly 58,000 visitors were referred to the CAAHEP website from a sponsoring organization’s site (over 26,000 from AAMA!)
A Look Behind the CAAHEP Curtain
History and Formation

• Originally the Committee on Allied Health Education Accreditation (CAHEA), a committee of the AMA

• In 1994, spun off from the AMA, and reorganized as the Commission on Accreditation of Allied Health Education Programs, a 501(c)3 organization
Suddenly, we weren’t in Kansas anymore...
History and Formation

• Mission: To assure quality health professions education to serve the public interest.

• Vision: To be the premier agency for programmatic accreditation services.
CAAHEP Recognition

Recognized by the Council for Higher Education Accreditation (CHEA)

• Assures quality and rigor of accrediting organizations

• Serves as a national advocate/voice for accreditation to the government and public

• Fosters communication among regional and specialized accrediting bodies

• Preserves diversity of colleges and universities
CAAHEP Recognition

Similar to what CAAHEP accredited programs go through, CHEA requires:

• CAAHEP submit a self-study
• Respond to request for information
• Report outcomes
• Follow up with progress reports
CAAHEP Relationships

Member of Association of Specialized and Professional Accreditors (ASPA)

- Provides a collaborative forum dedicated to assuring quality of specialized and professional higher education and schools
- Only unified, national voice that solely represents specialized and professional accrediting bodies in the U.S.
CAAHEP Relationships

Representation on Health Professions Network

The Health Professions Network (HPN) is a nationwide collaborative group of organizations representing leading health professions associations, accrediting agencies, and educational institutions, as well as federal and state workforce analysts and licensing and certification bodies.
Health Professions Accreditors Collaborative

HPAC is the newest collaborative that CAAHEP has joined. Established in 2014 as a platform for discussion, proactive problem solving, and sharing among health professions accreditors, all members of HPAC are also members of the Association of Specialized and Professional Accreditors. The Collaborative was formed to enhance accreditors’ ability to ensure graduates of health profession education programs are prepared for interprofessional collaborative practice.
CAAHEP Leadership Bodies

Committees on Accreditation (CoAs)

• 23 total CoAs
  increase of 35% over past 10 years
  4 review programs in multiple, related professions

• 30 professions represented
  increase of 33% over past 10 years

• 3 largest professions: EMS-Paramedic, Medical Assisting, Surgical Technology

• 3 new CoAs petitioning for membership this meeting
CAAHEP Leadership Bodies

Commission – total of 107 representative positions

- 62 Sponsoring Organizations
- 23 Committees on Accreditation
- 5 Association of Schools of Allied Health Professions (ASAHP)
- 5 National Network of Health Career Programs in Two-Year Colleges (NN2)
- 3 Hospitals and Department of VA Affairs
- 3 Department of Defense, Proprietary and Vo-Tech
- 2 Public Members
- 2 Institution representatives not affiliated with ASAHP or NN2
- 1 Associate Member
CAAHEP Leadership Bodies

Board of Directors - 16 members elected from Commission

• 4 Sponsoring Organization Commissioners
• 4 Committee on Accreditation Commissioners
• 2 ASAHP Commissioners
• 2 NN2 Commissioners
• 2 General Public Commissioners
• 1 Commissioner from an institution not affiliated with ASAHP or NN2
• 1 Recent Graduate Commissioner
CAAHEP Board Committees

**Governance**
Responsible for effective functioning of the CAAHEP Board, maintenance and development of the Board/Executive Director relationship.

**Performance Oversight**
Accountable for overseeing CAAHEP’s operational performance, its image building and stakeholder relations.
CAAHEP Board Committees

Planning and Development
Develops and leads the Board’s participation in corporate planning, including budget preparation and providing guidance in financial resource development.

Recommendation Review Committee
Assures thorough and consistent review of all accreditation recommendations prior to Board action and works to continuously improve recommendation and review processes.
Other CAAHEP Committees

• Audit and Finance
• Nominating and Elections
• Standards
• Annual Meeting Program Planning
• Public Policy
• Other ad hoc committees, formed as needed
CAAHEP Staff

Kathleen Megivern, JD, Executive Director

Length of Service: 20 years

- Board relations
- Organization management
- Financial governance
- Oversight of CHEA recognition process
- Staff liaison to Governance Committee, Bylaws Committee, and Audit & Finance

The “Wiz”
Cynthia Jackson-McNelll
Executive Assistant/Meeting Planner
Length of Service: 12 years
• Meeting/Hotel Logistics
• Registrations (All Meetings)
• Institution Invoicing
• CoA Support
• Reception Duties
• Staff Liaison to Planning & Development Committee
CAAHEP Staff

Lorna Frazier-Lindsey, Information & Communications

Length of Service: 10 years

- Communications & electronic publications
- Website content & management
- Hub management
- Surveys
- Webinar production management
- Staff liaison to the Performance Oversight Committee and Standards Committee
Theresa Sisneros, Accreditation Services

Length of Service: 10 years

- Coordinates accreditation recommendations
- Prepares accreditation materials for Board of Directors
- CoA support
- Annual Reporting tool support
- Staff liaison to Recommendation Review Committee
CAAHEP Staff

Katie Davis, Accreditation Assistant

Length of Service: 5 years

- Institution and program data updates and management
- Institution invoicing
- Accreditation award letters and certificates distribution
- Published program outcomes links management
- Reception Duties
Kalyani Naik, Standards Specialist
Length of Service: 3 years
- Standards consultation, review and interpretation
- CoA assistance with Standards
- Recommendations review/consistency
- Staff Liaison to Recommendation Review Committee and Standards Committee
CAAHEP Facts

- Largest programmatic/specialized accreditor in the health sciences field in the U.S.
- Approximately 1300 sponsoring institutions
- More than 2200 accredited programs
  - 46% Junior or Community Colleges
  - 22% Vocational or Technical School
  - 20% 4-year College or University
  - 6% Hospital or Medical Center
  - 3% Academic Health Center/Medical School
  - 3% Consortium, DOD, Non-health facility/service
CAAHEP Facts

• In the last 10 years, 12 new professions entered CAAHEP

• Of those, 10 have approved Standards

• Six of the 10 with approved Standards have accredited programs

• CAAHEP’s operating budget has increased 30% over last 10 years
CAAHEP Meetings

Leadership Conference
- Held annually in January, in Florida
- Designed for CoA Chairs
- Average of 55 attendees

Annual Meeting
- Held in April
- Location varies
- For Commissioners – Business Meeting
- For Other Communities of Interest
- Average of 115 attendees
CAAHEP Meetings

Summer Workshop
• Held annually in July
• Location varies
• Designed for CoA Staff/Members
• Average of 55 attendees

Board of Directors Meetings
• 2 face-to-face meetings per year, held in conjunction with Leadership Conference and Summer Workshop
• Conference Call Meetings in March, May, September, November
If you have ever attended a CAAHEP Conference or Workshop, you know that there’s always a good time at the reception...
Accreditation Activity

Averages over the past 10 years

• 355 accreditation actions taken annually
  66% Continuing Accreditation (236)
  29% Initial Accreditation (103)
  5% Probation/Withhold/Withdraw (16)
• 56 programs voluntarily withdrawal annually
CAAHEP Inquiries

Weekly Phone and Email Inquiries
- Average 30 from potential students
- Average 10 from programs/institutions

Website Activity
- Average weekly visits 11,038
- Number of visits since May 2017 475,357
- Top visited pages:
  - CAAHEP Home
  - Find an Accredited Program
  - Profession Description/Certification Info on DMS, Surgical Assisting, Perfusion, Surgical Technology
CAAHEP Website
CAAHEP Website

Accredited Programs Search

Summary Lists of Accreditation Actions

• Action Taken
• Next Comprehensive Evaluation
• Progress Report Due Date, if applicable

Glossary of Terms/Acronyms

Site Visitor Quiz
CAAHEP Communications

- Bi-monthly Communiqué Newsletter
- Bi-monthly For Commissioners Only
- Bi-monthly Liaison Link
- Monthly CoA Notes
- Annual Report
- CAAHEP Blog
- Public Notifications
- Daily Social Media
CAAHEP Resources

For Programs

• Accreditation ABC’s
• Standards and Guidelines
• Frequently Asked Questions
• CAAHEP Logo Use
• Links to Committees on Accreditation
• Webinars
• Opportunities for programs to meet with CoAs during CAAHEP’s Annual Meeting
CAAHEP Resources

For Students/Public

• Profession Descriptions
• Certification/Registration Information
• Careers/Professional Organization Links
• Frequently Asked Questions
• Searchable Database of Accredited Programs
CAAHEP Resources - HUB

Committees on Accreditation (CoAs)

- Sample policies
- Sample accreditation documents and tools
- Archived meeting presentation materials
- Summary CoA Processes and Data
- Standards Template
- Webinars
Remember...

We’re here to help.
Please contact us
727-210-2350

Questions?
Undergraduate Rehabilitation Education (URE) : a natural fit for CAAHEP

Penny Willmering, Ph.D., CRC, LPC
Arkansas Tech University

Gina Oswald, Ph.D., CRC, LPC
Wright State University
REHABILITATION HISTORY

• Started in 1917 with Smith Hughes Act

• Undergraduate Rehabilitation Education 1957

• “Rehabilitation generalists”

• 38 undergraduate programs
NEED FOR URE

• About 15% of world population lives with a disability (World Health Organization, 2011)

• A need for highly trained personnel to work with people with disabilities
REHABILITATION PHILOSOPHY

• Work or meaningful activity
• Activities of daily living-independence
• Community integration
• Quality of Life/Dreams-Reaching potential
• Self-Determination/Empowerment
• Capitalizes on strengths of individuals
URE UNIQUELY

- Serves Individuals with disabilities
  AND
- Work or meaningful activity is a primary focus
  AND
- Broad based and uses knowledge from career exploration, job placement, psychology and mental health, medical and psychosocial aspects of disability, and other related fields
EMPLOYMENT

• Vocational Evaluator
• Community Employment Specialist
• VR Caseload Assistant
• Substance Abuse Worker
• Intake Specialist
• Rehabilitation/Mental Health Technician
• DD Support Services

• Case Manager
• ILC Specialist
• Group Home/Residential Manager
• Applied Behavioral Analyst
• Disability Services Specialist
• Transition Specialist
• Aging in Place
GRADUATE SCHOOL GATEWAY

- REHABILITATION COUNSELING
- CLINICAL MENTAL HEALTH
- SCHOOL COUNSELING
- SOCIAL WORK
- APPLIED BEHAVIORAL ANALYSIS
- OCCUPATIONAL THERAPY
- PHYSICAL THERAPY
- SPEECH THERAPY
- ART THERAPY
URE ACCREDITATION BACKGROUND

• The Council on Rehabilitation Education (CORE) 2012

• CORE merged with CACREP 2017

• CACREP limited scope under CHEA

• URE taskforce
EVERY WALL is a DOOR.

- RALPH WALDO EMERSON
WHY CAAHEP?

• Team-based Approach

• Content Expert Structure
APPLICATION FOR CoRA

- Committee on Rehabilitation Accreditation (CoRA) proposal
- Plans for Membership
- Experienced Commissioners
URE and CAAHEP: A NATURAL FIT

• Employment in allied health fields

• History of working with allied health partners

• CAAHEP structure similar to CORE
QUESTIONS?
Curricular Mapping: “GPS for Student Outcome Success”

CAAHEP Annual Meeting, April 2018
Jackie Long-Goding, PhD, RRT-NPS, FAARC
Glen Mayhew, DHSc, NRP
Objectives

- Understand the purpose(s) of a curricular map and its components.
- Define assessment and evaluation.
- Explain the two primary types of assessment (direct, indirect).
- Describe the two types of direct assessment (formative, summative).
- Define student learning outcome (SLO).
- Develop appropriate learning objectives and student learning outcomes.
- Develop a curricular map.
- Describe how curricular mapping supports meeting Standard III.C. and IV. A. and B.
What is a Curricular Map?

“A curriculum map is a process for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for each subject area....”

• Source: Education World: Virtual Workshop
Why Do We Need To Do This...
Curricular Mapping

• Allows the faculty to:
  o See what subject areas are presented and when.
  o Visually present the curriculum
  o Identify gaps in the curriculum.
  o Identify redundancies in the curriculum.
Curricular Mapping

• Allows the faculty to:
  o Document curriculum alignment/progression with mission, goals, student learning outcomes (SLO), and objectives.
  o Demonstrate alignment for accreditation and licensure **Standard III**
  o See the types of assessment (measurement) and where it is occurring **Standard IV.B.1**
Where do I start?
The Steps

- Assessment
- Course Objectives
- Courses/Curriculum
- Student Learning Outcomes
- Program Goal
Program Goal

Upon successful completion of the *Happy Hamburger Program*, graduates will be able to function as a competent entry level Hamburger Engineer.
Student Learning Outcome (SLO).....

are defined generally as “what students are expected to know and be able to do by completion of their degree program.”

reflect the discipline, faculty, employer expectations; as these elements evolve, learning outcomes change.
Exercise: Identify which statement is a SLO.
Identify the SLO

- Eighty percent (80%) of graduates will pass the national board examination on the first attempt.
- Successfully perform a comprehensive patient assessment and medical history.
Identify the SLO

- Integrate knowledge of anatomy and physiology associated with nervous, cardiovascular, and respiratory diseases.
- Improve the 6 month post graduation employment rate from 90% to 95%.
3 R’s and an M:
Recent, Relevant, Rigor, Measureable

**Recent** – the outcome reflects current knowledge and practice in the discipline.

**Relevant** – the outcome relates logically and significantly to the discipline and the degree.

**Rigor** – the degree of academic precision and thoroughness that the outcome requires to be met successfully.

Brophy, T., 2015
Ensure the Outcome is Measurable

Focus on what students will know and be able to do.

- All disciplines have a body of core knowledge that students must learn to be successful as well as a core set of applications of that knowledge in professional settings.

Describe observable and measureable actions or behaviors.

- Effective SLOs present a core set of observable, measureable behaviors. Measurement tools vary from exams to complex tasks graded by rubrics.

The key to measurability: an active verb that describes an observable behavior, process or product.
Program Outcome

Examples

- Conduct a comprehensive history, physical exam, diagnosis, and treatment plan on an ill and/or injured patient.
- Develop strategies for improving and promoting the health of an individual and population.
- Communicate effectively in writing and speaking with patients and healthcare team members.
# Curriculum/Courses

## Program Requirements

### Core Requirements (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ALH175</td>
<td>Law and Ethics for Allied Health Professionals</td>
<td>3</td>
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<tr>
<td>BIO125</td>
<td>Medical Terminology with Basic Human Anatomy</td>
<td>3</td>
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<tr>
<td>ENG101</td>
<td>English Composition</td>
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<td>ENG103</td>
<td>Business Communications</td>
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<td>MAT101</td>
<td>College Math</td>
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<td>OFT101</td>
<td>Computer Concepts</td>
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<td>SPH101</td>
<td>Interpersonal Communications</td>
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### Elective General Education Courses (9 Credits)

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<td>ALH225</td>
<td>Nutrition and Health Education</td>
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<tr>
<td>ENG102</td>
<td>English Literature</td>
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<tr>
<td>HIS101</td>
<td>Introduction to American History</td>
<td>3</td>
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<tr>
<td>PSY101</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<td>SOC101</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<td>SOC105</td>
<td>Sociology of Gender</td>
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<td>SOC205</td>
<td>World Cultures</td>
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<tr>
<td>SOC210</td>
<td>Psychology of Death and Dying</td>
<td>3</td>
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### Major Requirements (30 Credits)

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<tbody>
<tr>
<td>ALH215</td>
<td>Understanding Health Insurance</td>
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<td>ALH305</td>
<td>Pharmacology for Allied Health Professionals</td>
<td>3</td>
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<td>HCA101</td>
<td>Introduction to Health Care Management</td>
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<td>HCA120</td>
<td>ICD Coding</td>
<td>3</td>
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<tr>
<td>HCA130</td>
<td>CPT Coding</td>
<td>3</td>
</tr>
<tr>
<td>HCA180</td>
<td>Health Records</td>
<td>3</td>
</tr>
<tr>
<td>HCA200</td>
<td>Computerized Medical Billing</td>
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<tr>
<td>HCA210</td>
<td>Hospital Coding</td>
<td>3</td>
</tr>
<tr>
<td>HCA220</td>
<td>Health Care Finance</td>
<td>3</td>
</tr>
<tr>
<td>HCA295</td>
<td>Health Care Administration Externship</td>
<td>3</td>
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</table>

**Total Credits**: 60
Course Purpose

• **Introductory**
  - Establishes a baseline of knowledge or skill

• **Reinforcement**
  - Uses introductory knowledge or skills gained in new ways

• **Competency**
  - Student is able to apply the knowledge or skill
Bloom’s Taxonomy

- **REMEMBERING**
  - Recalling relevant knowledge from long-term memory

- **UNDERSTANDING**
  - Making sense of the material you have learned

- **APPLYING**
  - Use the knowledge gained in new ways

- **ANALYZING**
  - Breaking the concept into parts and understand how each part is related to one another

- **EVALUATING**
  - Making judgements based on a set of guidelines

- **CREATING**
  - Putting information together in an innovative way
<table>
<thead>
<tr>
<th><strong>LEVEL I - REMEMBERING</strong></th>
<th><strong>LEVEL II - UNDERSTANDING</strong></th>
<th><strong>LEVEL III - APPLYING</strong></th>
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<tr>
<td><strong>APPROPRIATE VERBS:</strong></td>
<td><strong>APPROPRIATE VERBS:</strong></td>
<td><strong>APPROPRIATE VERBS:</strong></td>
</tr>
<tr>
<td>define, describe, find,</td>
<td>cite, classify, compare,</td>
<td>apply, build, calculate,</td>
</tr>
<tr>
<td>highlight, identify,</td>
<td>contrast, demonstrate,</td>
<td>categorize, classify,</td>
</tr>
<tr>
<td>label, list, locate,</td>
<td>discuss, explain, extend,</td>
<td>choose, develop, edit,</td>
</tr>
<tr>
<td>match, name, observe,</td>
<td>infer, illustrate,</td>
<td>interview, model,</td>
</tr>
<tr>
<td>recall, recognize,</td>
<td>interpret, outline,</td>
<td>organize, plan, represent, translate, utilize</td>
</tr>
<tr>
<td>relate, retell, select,</td>
<td>paraphrase, predict,</td>
<td></td>
</tr>
<tr>
<td>state</td>
<td>relate, summarize</td>
<td></td>
</tr>
<tr>
<td><strong>QUESTION TYPES:</strong></td>
<td><strong>QUESTION TYPES:</strong></td>
<td><strong>QUESTION TYPES:</strong></td>
</tr>
<tr>
<td>» List the ...</td>
<td>» Explain what is happening</td>
<td>» What examples can you find to ...?</td>
</tr>
<tr>
<td>» How would you describe</td>
<td>» How would you classify ...?</td>
<td>» How would you organize ...?</td>
</tr>
<tr>
<td>...?</td>
<td>» How would you summarize...?</td>
<td>» How would you apply what you have</td>
</tr>
<tr>
<td>» When did _____ happen?</td>
<td>» Which is the best answer?</td>
<td>learned to develop ...?</td>
</tr>
<tr>
<td>» How would you show...?</td>
<td>» Which statements support?</td>
<td>» What other way would you plan to ...?</td>
</tr>
<tr>
<td>» Select the ...</td>
<td>» What is meant ...?</td>
<td>» What questions would you ask in an</td>
</tr>
<tr>
<td>» Which one ...?</td>
<td>» How would you compare ...?</td>
<td>interview with ...?</td>
</tr>
<tr>
<td>» Who was ...?</td>
<td>» How would you contrast ...?</td>
<td>» What elements would you choose to</td>
</tr>
<tr>
<td>» Why did ...?</td>
<td></td>
<td>change ...?</td>
</tr>
<tr>
<td><strong>LEVEL IV - ANALYZING</strong></td>
<td><strong>LEVEL V - EVALUATING</strong></td>
<td><strong>LEVEL VI - CREATING</strong></td>
</tr>
<tr>
<td><strong>APPROPRIATE VERBS:</strong></td>
<td><strong>APPROPRIATE VERBS:</strong></td>
<td><strong>APPROPRIATE VERBS:</strong></td>
</tr>
<tr>
<td>analyze, appraise,</td>
<td>appraise, assess, compile,</td>
<td>adapt, improve, design,</td>
</tr>
<tr>
<td>arrange, categorize,</td>
<td>convert, critique,</td>
<td>invent, propose, change,</td>
</tr>
<tr>
<td>discover, dissect,</td>
<td>deduct, defend, disprove,</td>
<td>develop, solve, combine,</td>
</tr>
<tr>
<td>distinguish, divide,</td>
<td>dispute, estimate,</td>
<td>elaborate, compile,</td>
</tr>
<tr>
<td>examine, investigate,</td>
<td>evaluate, hypothesize,</td>
<td>estimate, modify, compose,</td>
</tr>
<tr>
<td>order, prioritize,</td>
<td>improve, influence,</td>
<td>create, formulate</td>
</tr>
<tr>
<td>research, separate,</td>
<td>justify, predict,</td>
<td></td>
</tr>
<tr>
<td>simplify, survey</td>
<td>prioritize, recommend,</td>
<td></td>
</tr>
<tr>
<td><strong>QUESTION TYPES:</strong></td>
<td>revise, transform</td>
<td></td>
</tr>
<tr>
<td>» What inference can you</td>
<td>» How would you justify...?</td>
<td>» How could you modify the ...?</td>
</tr>
<tr>
<td>make ...?</td>
<td>» How would you prioritize</td>
<td>» How would you adapt ____ to create</td>
</tr>
<tr>
<td>» What conclusions can</td>
<td>...?</td>
<td>different ...?</td>
</tr>
<tr>
<td>you draw ...?</td>
<td>» How would you prioritize</td>
<td>» What way would you design ...?</td>
</tr>
<tr>
<td>» How would you</td>
<td>...?</td>
<td>» What could be combined to improve ...?</td>
</tr>
<tr>
<td>categorize...?</td>
<td>» What information would</td>
<td>» Suppose you could ... what would you do ...?</td>
</tr>
<tr>
<td>» What evidence can you</td>
<td>you use to support the</td>
<td>» Can you construct a model that would</td>
</tr>
<tr>
<td>find...?</td>
<td>view ...?</td>
<td>change ...?</td>
</tr>
<tr>
<td>» What is the</td>
<td>» Why is it better that ...?</td>
<td></td>
</tr>
<tr>
<td>relationship between</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>» Can you make a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>distinction between</td>
<td></td>
<td></td>
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<tr>
<td>...?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>» How would you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prioritize ...?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>» Why is it better that</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Objective

Examples

- Conduct a comprehensive history, physical exam, diagnosis, and treatment plan on a patient with a respiratory complaint.

- Develop strategies for improving and promoting the health of a client living in a long term care facility.

- Synthesize legal, regulatory, and ethical elements of organ procurement.
Primary Assessment Types

- Direct Assessment: Student demonstrates learning
- Indirect Assessment: Student describes their learning
Direct Assessment

Summative Assessment
- Comprehensive Exam
- Papers with synthesis and analysis
- Final Practical Exams
- Formal Presentations
- Portfolio

Formative Assessment
- Daily assignments/activities
- Quizzes & Single unit test
- Discussion Boards
- Single skill evaluation
The concept of formative assessment can be captured through three questions that students and teachers are engaged in answering:

1. Where am I headed?
2. Where am I now?
3. How do I close the gap?

1. Where am I headed?
   Learning goals and objectives

2. Where am I now?
   Ongoing formative assessment

3. How do I close the gap?
   Instructor feedback, peer interactions, instructional interventions, self-reflection
Summative Assessment

The concept of formative assessment can be captured through three questions that students and teachers are engaged in answering:

1. Where have I been?
2. How much knowledge have I gained?
3. Are there remaining gaps?
Assessment Tools
Exercise: Direct or Indirect Assessments?
Course midterm exam.

A. Direct
B. Indirect
National Survey of Student Engagement (NSSE) survey data.

A. Direct
B. Indirect
Final paper graded by a faculty developed rubric.

A. Direct
B. Indirect
Final presentation or performance graded by a faculty developed rubric.

A. Direct
B. Indirect
Senior exit interview.

A. Direct
B. Indirect
Alignment

Objectives  Materials  Activities  Technology  Assessment

Halpin, D., 2018
1. What course/unit/lesson objectives are being assessed?
2. What declarative knowledge [knowing the facts and concepts in the discipline] do I expect students to draw upon in this task?
3. What procedural knowledge [knowing how to reason, inquire, and present knowledge in the discipline] do I expect students to use?
4. In what real-life settings do individuals use the knowledge that I identified, and what ill-defined problems do they typically address?
Creating Alignment

5. Which assessment format will work best for this objective?
6. What criteria should I use in shaping and critiquing student work?
7. Is the assessment at a level appropriate to the level of the course (first year, graduate etc.)?
8. How well does the content of the assessment match the objectives being assessed?
9. How well does the content of the assessment match the learning opportunities presented in the unit/lesson/course (i.e., does the assessment assess what was taught)?
Sample Course Alignment Template

What is course alignment?
Alignment is the connection between learning objectives, learning activities and assessment. An aligned course means the learning objectives, activities and assessments “match up” so students learn what you intend and you accurately assess what students are learning.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Module Objectives</th>
<th>Learning Activities</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Alignment Table
Module 10: The Respiratory System – BIOL2045 Human Biology

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Module Objectives</th>
<th>Learning Activities</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify key anatomical structures of the human body</td>
<td>Explain the importance of oxygen in the body.</td>
<td>View Presentations “Introduction to the Respiratory System” “Structures of the Upper Respiratory Tract”</td>
<td>QUIZ – Module 10</td>
</tr>
<tr>
<td>Explain basic physiologic mechanisms associated with the human body</td>
<td>Describe the phases of respiration.</td>
<td>Complete lab activity “The Respiratory System and Homeostasis”</td>
<td>ASSIGNMENT: Case Study – Smoking!</td>
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<tr>
<td></td>
<td>Identify structures of the upper respiratory tract.</td>
<td>View Animation: Respiratory System Overview</td>
<td>Lab Worksheet: The Respiratory System and Homeostasis</td>
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<tr>
<td></td>
<td></td>
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<td>EXAM – Unit 4</td>
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</table>
Curricular Map Models

Simple & Detailed
# Simple Map

<table>
<thead>
<tr>
<th></th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
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<th>Outcome 5</th>
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<tbody>
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<td>Course A</td>
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<td>Course B</td>
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<tr>
<td>Course C</td>
<td></td>
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# Detailed Map

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The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of classroom, laboratory, and clinical activities. Instruction must be based on clearly written course syllabi that include course description, course objectives, methods of evaluation, topic outline, and competencies required for graduation.
CAAHEP Standards

- **Standard IV. A. Student Evaluation**
  - Evaluation of students must be conducted on a recurrent basis and with sufficient frequency to provide both the students and program faculty with valid and timely indications of the students’ progress toward and achievement of the competencies and learning domains stated in the curriculum.

- **Standard IV. B. 1 and 2. Outcomes**
  1. **Outcomes Assessment**
     The program must periodically assess its effectiveness in achieving its stated goals and learning domains. The results of this evaluation must be reflected in the review and timely revision of the program.
  2. **Outcomes Reporting**
     The program must periodically submit the program goal(s), learning domains, evaluation systems (including type, cut score, and appropriateness), outcomes, its analysis of the outcomes, and an appropriate action plan based on the analysis.
# Group Activity

## Happy Hamburger School

Learning Outcome: Upon completion of this program, the graduate will prepare a delicious burger using meat, meat alternatives, fish, and game.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Class #1</th>
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<th>Class #3</th>
<th>Assessment</th>
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<tr>
<td><strong>Hamburgers</strong></td>
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<td>Arrange the prep site using mis en place'.</td>
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<tr>
<td>Review the recipe and select the appropriate ingredients for a beef hamburger.</td>
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<td>Based on the diner’s order, choose optional ingredients.</td>
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<td>Based on the diner’s order, select the appropriate toppings.</td>
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<tr>
<td>Based on the diner’s order, select the appropriate bread or bun.</td>
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<td>Identify the rationale for handling meat as little as possible during preparation.</td>
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<td>Mix the ingredients and form 1/2 inch patties.</td>
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<td>Identify the rationale for chilling the patties prior to cooking.</td>
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<td>When given the diner’s preference, choose an appropriate cook surface, e.g., broiler/grill; frying pan or skillet; barbecue grill; oven.</td>
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<td>Prepare the toppings.</td>
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<td>Assemble the cooked hamburger.</td>
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<td>Plate the hamburger for serving.</td>
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<tr>
<td>Convert a hamburger into a cheeseburger.</td>
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**VEGGIE BURGER**

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What’s Next