



<b>Charrette Overview</b> .....	<b>2</b>
Purpose and Drivers .....	2
The Assignment Design Process .....	3
<b>Appendices</b> .....	<b>5</b>
A. Faculty Development Workshop Welcome Letter .....	5
B. 2018 FDW Agenda .....	7
C. ASPPH Assignment Design Workshop 2018 Powerpoint Presentation .....	8
D. NILOA Assignment Design Charrette Process - Participant Guide .....	16
E. NILOA Assignment Design Charrette Feedback Sheet .....	17

## **Assignment Design Charrette for Public Health: A Faculty Development Workshop**

Sarah Weiner & Susan Albertine  
Association of Schools and Programs of Public Health

### **Charrette Overview: *Purpose and Drivers***

The Association of Schools and Programs of Public Health (ASPPH), a membership organization that serves as the voice of accredited academic public health, representing graduate schools and programs accredited by the Council on Education for Public Health (CEPH), hosted a Faculty Development Workshop focused on assignment design on Tuesday, March 6, 2018. The five-hour workshop took place as a preconference event preceding the association's Annual Meeting and Undergraduate Public Health and Global Health Education Summit in Arlington, VA. Designed specifically for public health and global health faculty who teach undergraduate courses, the workshop drew 37 participants. Susan Albertine, Senior Scholar, Association of American Colleges & Universities (AAC&U), facilitated the workshop. Sarah Weiner, Program Manager, ASPPH, staffed the event.

In the early years of this century, academic public health education extended rapidly into the undergraduate curriculum, having been largely the province of graduate education since 1915. Curricular change brought public health education into both general education and major programs, the latter experiencing high rates of growth with less than 1,000 degree conferrals in 1992 to over 6,000 degree conferrals in 2012.<sup>1</sup> The rapid growth of undergraduate major programs in public health over the past decade has prompted interest among faculty, many of whom had been teaching primarily at the graduate level. As schools and programs of public health offer more opportunities for undergraduates to attain a foundational education in the field, the burgeoning undergraduate programs have encouraged innovation and interest in professional learning for faculty. Many students study public health as undergraduates in order to better prepare for more rigorous and focused graduate studies in the field, as a jumping off point for advanced training in fields such as medicine or public policy, or to enter the workforce.<sup>2</sup> The growth of public health course offerings in general education has also introduced public health faculty to the AAC&U LEAP Essential Learning Outcomes and the DQP. It has been a generative time for teaching in public and global health.

Inspired by the Institute of Medicine's recommendation for an educated citizenry wherein "...all undergraduates should have access to education in public health," in 2011 ASPPH in collaboration with the Association of American Colleges and Universities (AAC&U), Association for Prevention Teaching and Research (APTR), and the Centers for Disease Control and Prevention (CDC), created the Undergraduate Public Health Learning Outcomes model designed to align with AAC&U's LEAP Essential Learning Outcomes.<sup>4,5</sup> These models were designed to be incorporated in the educational programming of all students at institutions of higher education. Since 2012 ASPPH, in partnership with AAC&U, has offered an annual Undergraduate Public Health and Global Health Education Summit. Timed with the centennial anniversary of the seminal Welch-Rose report in 2015, ASPPH led the field in development of new educational models to further advance public health education. The initiative, titled *Framing*

*the Future*,<sup>3</sup> included an undergraduate education model for public health programs, Recommended Critical Component Elements of an Undergraduate Major in Public Health.<sup>6</sup> To further advance the field of undergraduate education in public health and in recognition of the growth of undergraduate programs in public health, global health, global public health, and related areas, in 2015 ASPPH created the Undergraduate Network for Public Health and Global Health Education (the Network) to serve as a convener of undergraduate program directors and faculty teaching undergraduate public health. There was great interest among undergraduate faculty for professional development opportunities, specifically in the area of assignment and curriculum design.

Because the LEAP Essential Learning Outcomes and the Degree Qualifications Profile (DQP)<sup>7</sup> are also aligned, the DQP framework and the assignment charrette process work seamlessly with public health educational models. Consequently, next steps for faculty professional learning can fall into place with relative ease. Many faculty, that is, who teach public health have been introduced to learning outcomes models and assessment. Their interest in creating aligned and scaffolded assignments may follow readily. Public health habits of mind or threshold concepts also depend on using models and frameworks for population health outcomes. Work to improve student learning converges well with work to improve the outcomes of the field.

### *The Assignment Design Process*

The March 2018 undergraduate faculty development workshop made liberal use of materials from the National Institute for Learning Outcomes Assessment's (NILOA) Assignment Charrette Toolkit.<sup>8</sup> Organizers invited faculty to submit assignments in advance of the workshop. Criteria for the submissions followed NILOA's lead and referred participants to both NILOA resources and the Assignment Library.<sup>9</sup> The letter to registrants encouraged them to send a new draft assignment, a functioning assignment in need of refreshment, or an assignment that had not worked successfully (See Attachment 1). The letter also asked faculty to write a reflective memo to accompany the assignment, noting purpose, content, and student response, as appropriate. Additionally, participants were invited to submit assessment materials along with the assignment, including any rubrics or evaluation criteria they had used or planned to use.

Submissions arrived in all three categories. New drafts included graduate assignments being redesigned for undergraduates, successful assignments that needed to be updated, perhaps for use in larger or smaller classes, and challenging or experimental assignments that were not sufficiently successful. The organizers were able in advance to cluster the assignments in workshop groups by purpose, type, or level of assignment. Experiential learning assignments were popular, for example, some involving service learning or internships. Some prepared students to produce public health communications to an array of audiences. Others required substantial use of population health data or were focused on research, critical thinking, and writing skills. Many focused on identifying, analyzing, and developing potential interventions to address a specific community health problem either abroad or locally, some required a written project plan, others a formal grant proposal. There were a number of capstone or culminating assignments that required synthesis of course or applied experience, often involving a final presentation and paper. A number of submissions involved group work or team based learning often citing the development of critical thinking and communication skills as goals of the course

or assignment. Assignments requiring research and comparison of the U.S. health system to another nation's health system were popular. Some were focused on appraising epidemiological studies, and one required students to engage in an in-class debate focused on a particular health issue.

The plan of the day followed NILOA's recommendations, with the largest share of time spent in workshop groups (See Attachment 2 for workshop agenda). Closing discussions allowed participants to harvest a number of critical insights and topics for future work. How, for example, can assignments in lecture courses achieve robust learning outcomes for large numbers of students? How can assignments draw student participation in integrative teams, beyond asking students to teach each other? What are threshold concepts in public health that can serve as assignment outcomes? How might faculty use Bloom's Taxonomy<sup>10</sup> and AAC&U VALUE rubrics<sup>11</sup> to support the work of assignment design and assessment?

Organizers encouraged participants to use NILOA materials at home, on campus, and to consider submitting assignments to NILOA's Assignment Library. The March workshop was actually the third event in a series sponsored by ASPPH. About 50 registrants originally signed up for the first workshop in March 2017—an event canceled by a snowstorm. During summer 2017, ASPPH ran a pilot make-up workshop, using materials exactly as presented in this report. The March 2018 event built on this foundation. Responses by participants throughout were highly encouraging. The NILOA charrette was a success within the community and context of academic public health as a discipline.

## References

1. Leider, J. P., Castrucci, B. C., Plepys, C. M., Blakely, C., Burke, E., & Sprague, J. B. (2015). Characterizing the growth of the undergraduate public health major: U.S., 1992-2012. *Public Health Rep*, 130, 104-13.
2. Association of Schools and Programs of Public Health. (n.d.). *Teach & research, faculty resources: Undergraduate*. Accessed June 20, 2018, from <https://www.aspph.org/teach-research/#educational-models>.
3. Framing the Future: <https://www.aspph.org/teach-research/framing-the-future>
4. Undergraduate Public Health learning outcomes model: <https://www.aspph.org/teach-research/models/undergraduate-learning-outcomes/>
5. Essential Learning Outcomes: <https://www.aacu.org/leap/essential-learning-outcomes>
6. FTF Reports Undergraduate Education: <https://www.aspph.org/ftf-reports/undergraduate-education/>
7. DQP Framework: <http://degreeprofile.org/>
8. NILOA Charette toolkit: <http://www.learningoutcomeassessment.org/assignmenttoolkit.html>
9. NILOA Assignment Library: <http://www.assignmentlibrary.org>
10. Revised Bloom's taxonomy: <http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy>
11. AAC&U Value Rubrics: <https://www.aacu.org/value>

# 2018 Undergraduate Faculty Development Workshop Welcome

Dear Colleague,

Thank you for registering for the Undergraduate Faculty Development Workshop, a public health and global health interactive assignment-design charrette, which will take place on March 6, 2018, 11:00 to 5:30 pm at the Crystal Gateway Marriott in Arlington, Virginia. The workshop precedes the 2018 Undergraduate Public Health and Global Health Education Summit taking place on March 7 at the same location.

Assignments are powerful teaching tools, and their design is one of the most consequential intellectual tasks that faculty undertake in their work as educators. Yet that work is often private and unavailable for collegial exchange and knowledge building. The charrette—a term borrowed from architecture education, denoting a collaborative design process—will be an opportunity to talk with other public health faculty interested in trading ideas about the design and use of the various tasks, projects, papers, and performances we set for our students.

The charrette aims to 1) stimulate ideas about how to strengthen the assignment you bring to the session, 2) think together about how assignments can be intentionally linked to important course, program, and institutional learning outcomes in ways that create more coherent pathways for students, and 3) open a productive “trading zone” for discussion about teaching, learning, and assessment.

**We request that you submit an assignment in advance** so that the assignments can be distributed and clustered into groups before the charrette. The assignment you choose might be a draft assignment you are working on and would like to share with colleagues, one that has worked well but may need a “refresh,” or one that has not worked as you hoped.

**To facilitate informed and constructive discussion, we ask that you also prepare a reflective memo to accompany the assignment**, indicating:

- 1) The purpose of the assignment: What outcomes is it intended to foster and elicit?
- 2) The context in which it is used—in what course or courses, with what students, at what point in the curriculum?
- 3) Your experience of the assignment at this point (if applicable): How have students responded? What do they do well? What do they find especially challenging?
- 4) Questions you have about the assignment: What kinds of feedback on the assignment are you hoping for from colleagues attending the charrette?
- 5) How do you assess student work in response to the assignment? Please include a rubric or evaluation criteria that you have used, or plan to use.

**Please send the assignment, reflective memo, and rubric or evaluation criteria as a PDF by email to: Sarah Weiner ([SWeiner@aspgh.org](mailto:SWeiner@aspgh.org))**

**Deadline: February 26, 2018**

The charrette is modeled on a process developed by the National Institute for Learning Outcomes Assessment (NILOA) as part of its Assignment Library Initiative. The Library (see <http://www.assignmentlibrary.org>) is an online, searchable collection of assignments from faculty in a wide range of fields and institutional types, keyed to outcomes in five broad areas of learning. This work aligns with the Essential Learning Outcomes of the AAC&U LEAP initiative and with the outcomes of the Degree Qualifications Profile (DQP).

We look forward to seeing you at the workshop. You are most welcome to address questions to Sarah Weiner, or to Susan Albertine ([Albertine@aacu.org](mailto:Albertine@aacu.org)), who will facilitate the workshop.

# Faculty Development Workshop

Tuesday, March 6, 2018

## Agenda

---

10:15 – 11:00 Registration

11:00 – 12:00 Overview

12:00 – 1:00 Work Session 1

1:00 – 2:00 Lunch, Discussion, Walk

2:00 – 4:00 Work Session 2

4:00 – 4:15 Break

4:15 – 5:30 Reflections, Discussion, Exchange

---



# Assignment Design: Faculty Development Workshop

March 6, 2018

Susan Albertine  
Senior Scholar, AAC&U

National Institute for  
Learning Outcomes Assessment  
Making Learning Outcomes Usable & Transparent

National Institute for Learning Outcomes Assessment  
Making Learning Outcomes Usable & Transparent

[About Us](#) | [NILOA Publications](#) | [Resource Library](#) | [Degree Qualifications Profile](#) | [Twitter](#)

Welcome to NILOA

[Click here to browse NILOA's Assignment Library.](#)

**EVIDENCE STUDENT LEARNING**  
a beyond HIGHER EDUCATION

**University of San Diego**  
The University of San Diego's Student Outcomes website is this month's Featured Website in the categories of Communication and Creativity.

**Featured Website Archive**

Association of American Colleges & Universities  
A VOICE AND A FORCE FOR LIBERAL EDUCATION IN THE 21ST CENTURY

Home | About | Meetings | Publications & Research | Programs & Partnerships | Press

**AAC&U Member Innovations**

**Liberal Education & America's Promise**  
AAC&U'S CAMBRIDGE ACTION, AGENCY, AND RESEARCH INITIATIVE

[Learn More about LEAP](#)

[LEAP Connections for Community Colleges](#)

**AAC&U NEWS**

**March 2017 AAC&U News**  
The March AAC&U News features the Minnesota Collaborative's participation in the VALUE Initiative; new data on student experiences with career centers, mentorships, and diversity; and the latest news about AAC&U meetings, projects, and publications.

**FREQUENTLY REQUESTED**

- Liberal Learning Research & Trends
- What is Liberal Education?
- LEAP: Essential Learning Outcomes
- The LEAP Challenge
- Liberal Education News Watch
- VALUE Rubrics
- Emolover Research

[RFP for Coaches](#)

**In the News | Archives**

**Call for Papers - Catalyst in Action: Case Studies of High-Impact ePortfolio Practice**  
Mon, Feb 27, 2017 - 09:00 am  
Are you using ePortfolios and interested in sharing your (or your institution's) experience with the practice? If so, consider submitting a paper for an edited volume that seeks to highlight the use of ePortfolios within the Catalyst for Learning Framework. Papers should be 3,000 - 4,000 words and the deadline for submission is June 15, 2017. Click the link for more information.

**A Simple Way to Get Student Feedback Regularly**  
Wed, Feb 22, 2017 - 08:00 am  
George Williams, the Chronicle of Higher Education  
As a way to receive and address students' feedback during a course, George Williams shares his simple solution of giving students index cards near the end of a class for them to express comments or questions. He then responds to students' feedback on the course website.

**Involving Students in Accreditation**  
Wed, Feb 22, 2017 - 08:00 am  
Simon Bohrens, The Huffington Post  
Addressing the need for increased student involvement in the accreditation process, Simon Bohrens explains why institutions should and how they can incorporate students within the process.

www.aacu.org

www.learningoutcomesassessment.org



## NILOA as Harvester: What We've Learned

- Clarifying and aligning learning outcomes & assessment
- Curriculum mapping
- Facilitating transfer
- Rethinking assessment
- **A focus on assignments**



ASSOCIATION OF SCHOOLS AND PROGRAMS OF PUBLIC HEALTH

ASPPH

## Turning to the Field

- Invite faculty applications (with draft assignment)
- Bring the group together for a day of conversation and peer collaboration
- Work in 5-6 person, facilitated “charrettes”

ASSOCIATION OF SCHOOLS AND PROGRAMS OF PUBLIC HEALTH

ASPPH

## What's a "Charrette" ?

"Charrette" (Fr.) means a small cart. Because architecture students once deposited their assignments in it as the cart was rolled through the studio, architects now use the word to refer to **an intense creative effort in a limited time period.**



ASSOCIATION OF SCHOOLS AND PROGRAMS OF PUBLIC HEALTH

ASPPH

## The Assignment Library

[www.assignmentlibrary.org](http://www.assignmentlibrary.org)

- 70-some assignments aligned with DQP/LEAP proficiencies
- Revised and improved with feedback
- Contributed by faculty from a wide range of fields and institutional types
- Online, indexed, and searchable
- With a scholarly citation
- **Stimulating assignment work on campuses**

ASSOCIATION OF SCHOOLS AND PROGRAMS OF PUBLIC HEALTH

ASPPH

## DQP Assignment Library

The purpose of this website is to provide a searchable online library of collegiate-level course assignments in a wide variety of academic disciplines that link to one or more proficiencies in the [Degree Qualifications Profile \(DQP\)](#).

The [National Institute for Learning Outcomes Assessment \(NILOA\)](#) has been working with groups of faculty from various institutions to revise and strengthen assignment alignment to specific proficiencies. The assignments and commentaries here are works in progress, generously shared by faculty members from a wide range of fields and institutional types committed to advancing and documenting student learning. To learn more about the assignment library initiative click [here](#). To see a list of advisors to the project click [here](#).

This [Assignment Library](#) allows you to:

- [Browse](#) and adapt assignments to fit your needs
- [Submit](#) an assignment to the library
- Consult a [resource](#)
- Give us [feedback!](#)

### The Peer Review Process

The materials in the DQP Assignment Library have gone through a three-stage review process. The first stage of review is undertaken by the NILOA project team, which makes decisions about whether to accept the submission or not. Those selected for a second stage of review are then shared with three to six faculty peers, typically from the same or related fields, who have experience with assignment design; their role is to provide written feedback and suggestions for revision. After making revisions, authors resubmit their materials to NILOA, where they pass through a final review to make sure that all required elements are included, and minor copy editing as needed. The finished materials are then published to the site. We invite viewers to comment on and ask questions about assignments.

We recognize, however, that assignment design is an iterative process, and we expect that many of the materials posted here will undergo further revision and improvement. Authors are encouraged to submit updated versions of their materials and to continue reporting how the assignment is being used in their classrooms.

**NEW!** A second installment in our "featured assignment" collection from Mary Kay Jordan-Fleming at Mount St. Joseph University focuses on integrative learning in a capstone course. Featured assignments include video clips, student work samples, and reflective commentary from colleagues in various settings. [Read here](#) to learn more.

[www.assignmentlibrary.org](http://www.assignmentlibrary.org)

## Thinking about Assignments



## On My Campus...

1. Assignments are mostly seen as “my work” and not shared.
2. Some colleagues share assignments in informal ways.
3. Support for work together on assignment design is provided through special workshops or a teaching center.
4. Evidence from assignments is valued in the institution’s approach to student outcomes assessment.
5. Work on assignments (and other pedagogical materials) is seen as scholarly work and appropriately rewarded.

ASSOCIATION OF SCHOOLS AND PROGRAMS OF PUBLIC HEALTH

**ASPPH**

## Things We Know about Assignments but may not think about

- They animate high level outcomes.
- They send powerful signals to students about what matters.
- At their best they both foster learning and document/assess it.
- Professional development opportunities may be few and far between.
- Creating a good assignment is challenging intellectual and creative work that should be recognized and rewarded.

ASSOCIATION OF SCHOOLS AND PROGRAMS OF PUBLIC HEALTH

**ASPPH**

## What is a Good Assignment?

1. It depends
2. Intentional
3. Clear to students
4. Engaging (Task as Intriguing Problem)
5. Respecting and reflecting different ways of knowing, levels of preparation: equity mindedness
6. Allowing useful, formative feedback
7. Scaffolded
8. Linked to and aligned with other assignments
9. What else?

### A COUPLE EXAMPLES...

ASSOCIATION OF SCHOOLS AND PROGRAMS OF PUBLIC HEALTH

ASPPH

- **An Assignment on Quantitative Reasoning from the University of North Dakota** (Carmichael, J., Kelsch, A., Kubatova, A., Smart, K, & Zerr, R., 2015)
- You are about to graduate from college – congratulations! Although you have accumulated some debt over the years, you received three offers of employment just last week. You have some decisions to make since your job offers are in Los Angeles, Chicago, and New York. Many factors might influence which job you choose to take. For example, you'll want to optimize your earning potential while factoring in costs of living in the three cities. Your parents, always willing to provide advice, are strongly encouraging you to choose the job in New York...
- Your job is to evaluate your parents' claims and decide which job offer to accept. To do so, please answer the questions that follow using only the supporting documents provided. Your answers should include quantitative summaries of any relevant data drawn from the documents provided to support your position .



**Robinson, D., & Levinovitz, A. (2015). Designing an object of play. James Madison University**

Small groups of students combine theoretical knowledge of play and practical skills such as 3d printing in the making of a toy or game.

The object of play is then presented in a “sales pitch” format, which requires students to articulate the considerations that went into their design and manufacture process.

The presentation occurs as part of an exhibit tailored to the general public, during which students speak directly to visitors and get feedback on their work.

While the assignment is meant specifically for a class on play, the general structure could be used by any instructor who seeks to have students transform theoretical knowledge into a material product.

**Applied and collaborative learning**



## Our Work Today: In Your Binder

- Agenda
- Introduction Slides
- Charrette Process Participant Guide
- Group Member Assignments
- Feedback Forms
- Reference Materials (next slide)
- Blank Paper

## Our Work Today: In Your Binder

---

- **Reference Materials**

- Recommended Critical Component Elements of an Undergraduate Major in Public Health
- Undergraduate Public Health Learning Outcomes Model
- Essential Learning Outcomes
- Degree Qualifications Profile (DQP) Infographic
- Degree Qualifications Profile (DQP)
- Integrative and Applied Learning VALUE Rubric
- Global Learning VALUE Rubric

## *Questions and Comments?*

---

- Susan Albertine, Senior Scholar, AAC&U  
[albertine@aacu.org](mailto:albertine@aacu.org)
- Pat Hutchings, NILOA Senior Scholar  
[hutchings@carnegiefoundation.org](mailto:hutchings@carnegiefoundation.org)

## Assignment-Design Charrette Process:

In groups of 5, each person/team will have an opportunity to share their assignment and receive suggestions and feedback from the group. In order for everyone to have an opportunity to give and receive feedback, we will use a timed carousel process. There will be five rounds. You will be a “presenter” for one round and a “participant” for the other four rounds.

Each round is 25 minutes.

### **Introduce assignment (5 min):**

Presenters will introduce the assignment and provide background information such as: in what course the assignment is used, at what point in the course, pertinent information about the students in the course (majors vs. non-majors), what they find most challenging about the assignment, how it builds on earlier work and/or prepares students for more advanced work in later courses (or success beyond graduation), your experience with the assignment to date, how you hope to strengthen it, and what kinds of feedback and suggestions you would like from others.

*Listeners:* jot down thoughts and questions but please do not interrupt the presenter, let them have their full five minutes.

### **Discussion (15 min):**

Listeners will respond to what they have heard, taking turns asking questions, sharing thoughts, feedback, etc. The purpose of the discussion is to help your colleague strengthen their assignment so please be constructive and collegial. Also, please mind the time and allow each participant the opportunity to contribute to the discussion. Discussion should address the four questions on the feedback sheet.

*Presenters:* listen carefully and respond to the inquiries. Think about alignment, but also think creatively about possible solutions.

### **Feedback (5 min):**

Everyone: Based on the discussion, use the feedback form to give the presenter written feedback and suggestions. The presenter can use this time to write down notes about the assignment, based on what they just heard, along with outlining next steps for revision or additional feedback.



## Assignment-Design Charrette Feedback Sheet:

Assignment \_\_\_\_\_

Comments From \_\_\_\_\_

1. What outcomes do you think students will be able to demonstrate with this assignment?
2. What are the main strengths of this assignment for assessing the identified outcomes?
3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have?
4. Other suggestions and possibilities – especially in response to the author’s questions about improving the assignment?