



## **Planning for Your CEPH Follow-up Visit**

### ***Why are we having a follow-up visit?***

For 2020-2021 site visits that occurred via distance technology due to the pandemic, the United States Department of Education is requiring recognized agencies like CEPH to conduct on-site follow-up visits to confirm adequacy of facilities, and to address any other issues remaining from the site visit as soon as it is safe and practical to do so. While we are required to visit your campus in-person, the agenda is flexible and will be jointly determined by CEPH and the school or program.

### ***How many visitors can we expect? Who will they be?***

The Council has determined that the follow-up visits will, in nearly all cases, be conducted by a senior CEPH staff member who is qualified to conduct consultation visits. If, at the time of the review, the Council determines that additional on-site evaluation by a trained site visitor or site visit team is necessary to ensure comprehensive review of the school or program, this will be communicated to the unit by the Council in the letter communicating the accreditation decision.

### ***How long will the visitor(s) be on campus?***

In most cases, the on-site follow-up visit will be approximately 2 to 3 hours in length (morning or afternoon). Depending on the needs of the unit and the availability of the staff member, the visit may last up to 4 hours.

### ***Who from the accredited school or program needs to be involved in the visit?***

Participants in the meeting are negotiated between the assigned CEPH staff member and the school or program. Generally, at a minimum, the visitor would expect to meet with school or program leader(s) or other faculty and key staff, if applicable, who will be involved in addressing any areas of non-compliance (i.e., partially or not met findings) identified during the site visit. We do not need to meet with university administrators, students, or financial and other staff (other than those whose primary responsibilities relate to accreditation), but if there are specific groups or individuals that the school or program thinks it would be helpful to include in the visit, discuss this with your assigned staff member.

### ***What will the visit agenda cover?***

Once the time frame for the visit has been determined, the school or program should create a draft agenda and send it to your assigned staff member. Other than the requirement that we visit facilities, discussed below, the agenda is flexible and is meant to be helpful to your school or program. Your assigned staff member will provide you with feedback on the draft agenda, and you should aim to have a finalized agenda, reflecting any CEPH suggestions, by one week before the visit.

At a minimum, the agenda should include an opportunity for the visitor to see a sample of classrooms, computer or other instructional labs, student study/workspaces, faculty and administrative offices, and any other physical resources that are relevant to student learning. This should be a school/department/program-specific tour rather than a general university resources tour (e.g., we do not need to see the library or athletics facilities). Plan on 30 to 45 minutes for this portion of the visit.

The remainder of the time will be spent on technical assistance for the school or program. If the exit briefing or the final accreditation report identified any non-compliant (partially or not met) findings, these should be the primary areas of discussion. CEPH staff can assist with any questions you have about interim reporting requirements and can discuss your plans and efforts, to date, to address areas of non-compliance.

If the unit did not have areas of non-compliance or if there is extra time, CEPH can answer any questions that you have about any other issue, including upcoming substantive changes, annual reporting, or future planning. We would also be happy to discuss recent or upcoming changes to the CEPH criteria and procedures. Providing your assigned CEPH staff member with a list of questions prior to the visit will help us ensure that you get the most out of the visit.

### ***Who will make the visitor's travel arrangements?***

Your assigned CEPH staff member will discuss these specifics with you in the initial stages of planning since travel logistics depend on the location of the school or program.

Typically, the CEPH staff member will arrive the night before the visit begins for morning visits, so you can anticipate that your assigned staff member will require a hotel reservation. If it is possible to fly in and out of your location on a single day, the visitor may choose that option and will not require lodging.

- You should provide recommendations on the most convenient airport or train station. The visitor will book her own airline or train tickets.
- You should book the visitor's hotel room and should send her the hotel address, phone and confirmation number no later than two weeks before the visit. Hotels with amenities such as in-room desks, in-house restaurants and exercise facilities are preferred. If your assigned staff member prefers to make her own hotel reservations, a list of hotel options is all that will be required.

At least one week before the visit, you should also provide the following:

- recommendations for transportation between the airport/train station and the hotel (ride share service or taxi is the typical/preferred method, and a cost/distance estimate is helpful)
- information on transportation between the hotel and the meeting site (typically, a school or program faculty or staff member meets the visitor in the hotel lobby)
- an agenda of the day's activities and topics

### ***Is there a cost for the visit?***

The unit will not be charged for the visit itself, however, as indicated in the virtual site visit agreement, the unit will be billed after the visit for actual travel expenses. These will vary based on the location of the school or program, but may include expenses such as mileage, airfare, car rental, hotel, meals.