

2018 Criteria ERF Guide

Standalone Baccalaureate Program (SBP)

This document provides a comprehensive guide for creating the electronic resource file (ERF) that accompanies the self-study. Having the right organization and file names will ensure that your reviewers can focus on content rather than on locating information!

The guide contains the following:

- Guiding principles
- Step-by-step instructions
- Tips & examples
- Outline with required folder and sub-folder names

Guiding Principles

Purpose

- The ERF functions like a file cabinet or appendices for exhibits. Each of the items in the ERF supports the unit's evidence of compliance with an accreditation criterion.
- Each criterion has documentation requests that are specific to the ERF.

File names

- Keep document names short. When document names exceed 30 characters, your reviewers may not be able to open them.
- File names should make sense to reviewers based on the documentation request. As you name files, think about whether the name will make sense to a reviewer based on the documentation request. For example, for handbooks, include the stakeholder it is relevant to. For example, "Student Handbook" or "Faculty Handbook." For policy documents, title the file based on the policy name such as "Faculty Promotion Policy" or "Grievance Policy." For faculty CVs, include the name of the faculty member (e.g., Frank Smith) so that reviewers can match the files to the faculty members listed in Criterion D2.
- Ensure that document names are identical between the self-study document and the ERF. For example, if you reference a syllabus as PH 200 Foundations of Public Health in the self-study, the document name in the ERF must also be PH 200 Foundations of Public Health.

Document formats

- Appropriate document formats include Microsoft Word, PowerPoint, and Excel and/or PDF.
- Provide documents such as syllabi or meeting minutes as individual files.

Organization/structure

- Use the exact folder and sub-folder names provided in the outline. Like file names, long folder names can create challenges in saving and accessing documents.
- Group individual documents that are similar together, such as meeting minutes, reports, policy documents, handbooks, etc. For example, organize meeting minutes from the same committee into folders (e.g., provide all meeting minutes for the Program Evaluation Committee in a folder labeled "Program Evaluation Committee").

Syllabi

- Label syllabi documents with the course number and name. Use the same format for all course numbers and names, including spaces, dashes, etc.
- Place syllabi in folders with the same name. For example, if the syllabus file name is PH 201 Intro to Epi, create a folder titled PH 201 Intro to Epi and place the syllabus file inside it.

Material to supplement syllabi

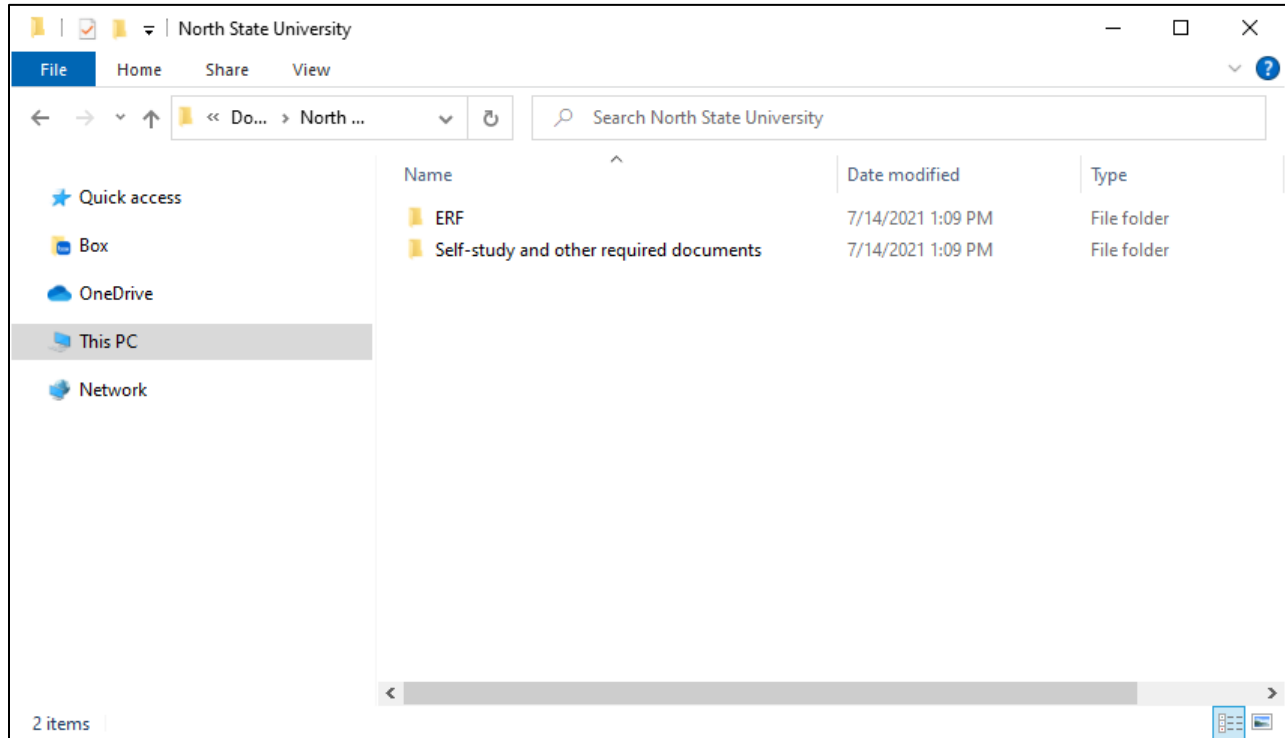
- For Criteria B1, B2, and B4, the syllabus alone may not be sufficient.
- If the data template in the self-study references an exam or quiz, the relevant question(s) providing evidence of assessment must be included in the ERF.
- If the syllabus does not contain a weekly index of topics and/or readings, provide supplemental information (e.g., printouts from the learning management system) that shows coverage of any didactic content referenced in self-study templates.
- If the syllabus does not contain the full set of instructions for an assignment (as provided to students) that is referenced in the data template in the self-study, provide the assignment instructions or writing prompt.
 - In these situations, name the file based on the course number and the assignment name (e.g., PH 200 exam questions) and place this file in the folder with the corresponding course number (in this case the folder is PH 200 Foundations of Public Health). Scroll down to the tips and examples section to see a screenshot.

Sample student work

- Include copies of actual student work products, papers, or projects in the ERF for the Cumulative and Experiential Activities
 - As a general principle, products should be organized into folders for each student. If providing samples from multiple concentrations, create folders for the concentrations and then subfolders for each student.
 - *For example:*
 - Health Promotion (**subfolder for concentration**)
 - Student 1 (**subfolder for individual student**)
 - Student work product(s)
 - Student 2 (**subfolder for individual student**)
 - Student work product(s)
 - Student 3 (**subfolder for individual student**)
 - Student work product(s)
 - Student 4 (**subfolder for individual student**)
 - Student work product(s)
 - Student 5 (**subfolder for individual student**)
 - Student work product(s)

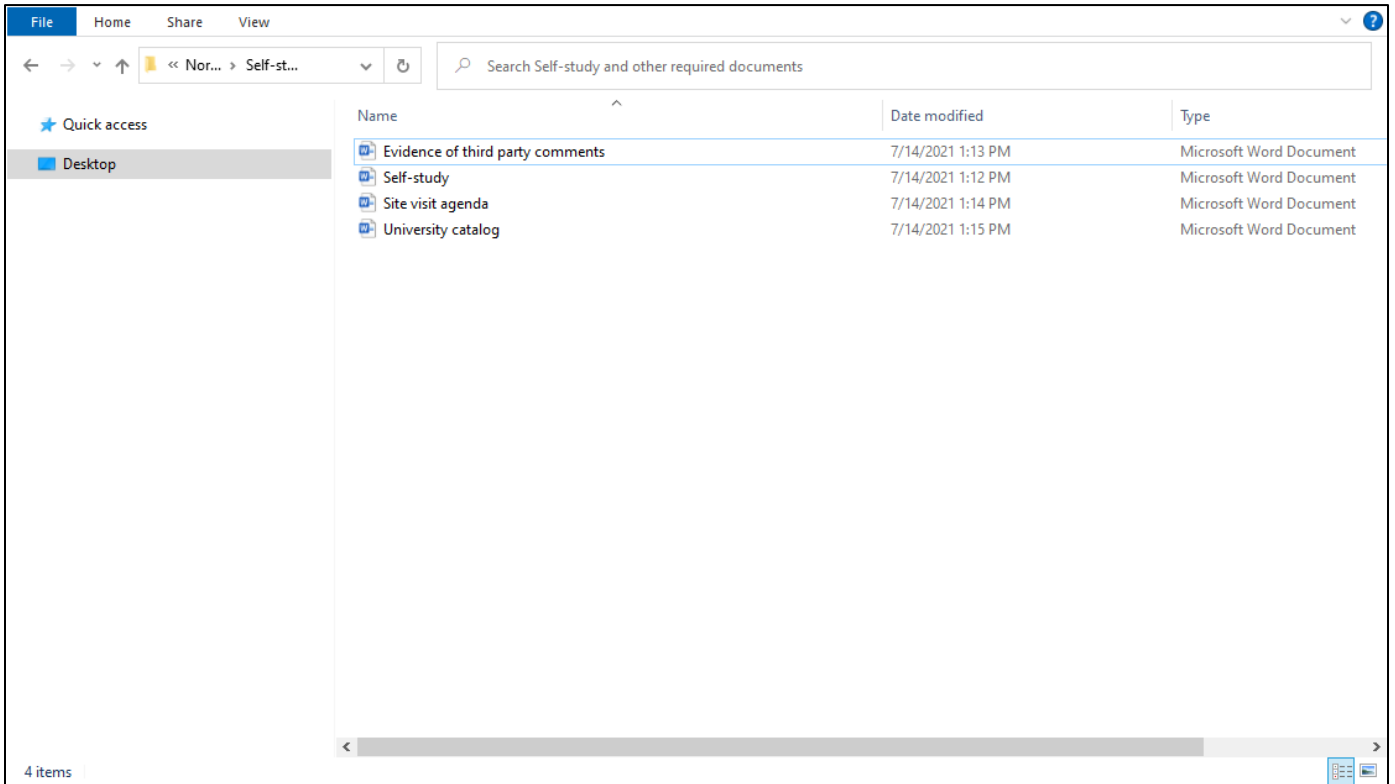
Step-by-step Instructions

1. On your hard drive, in the location you will copy to the USB, create a folder titled “ERF” and another folder titled “Self-study and other required documents.”

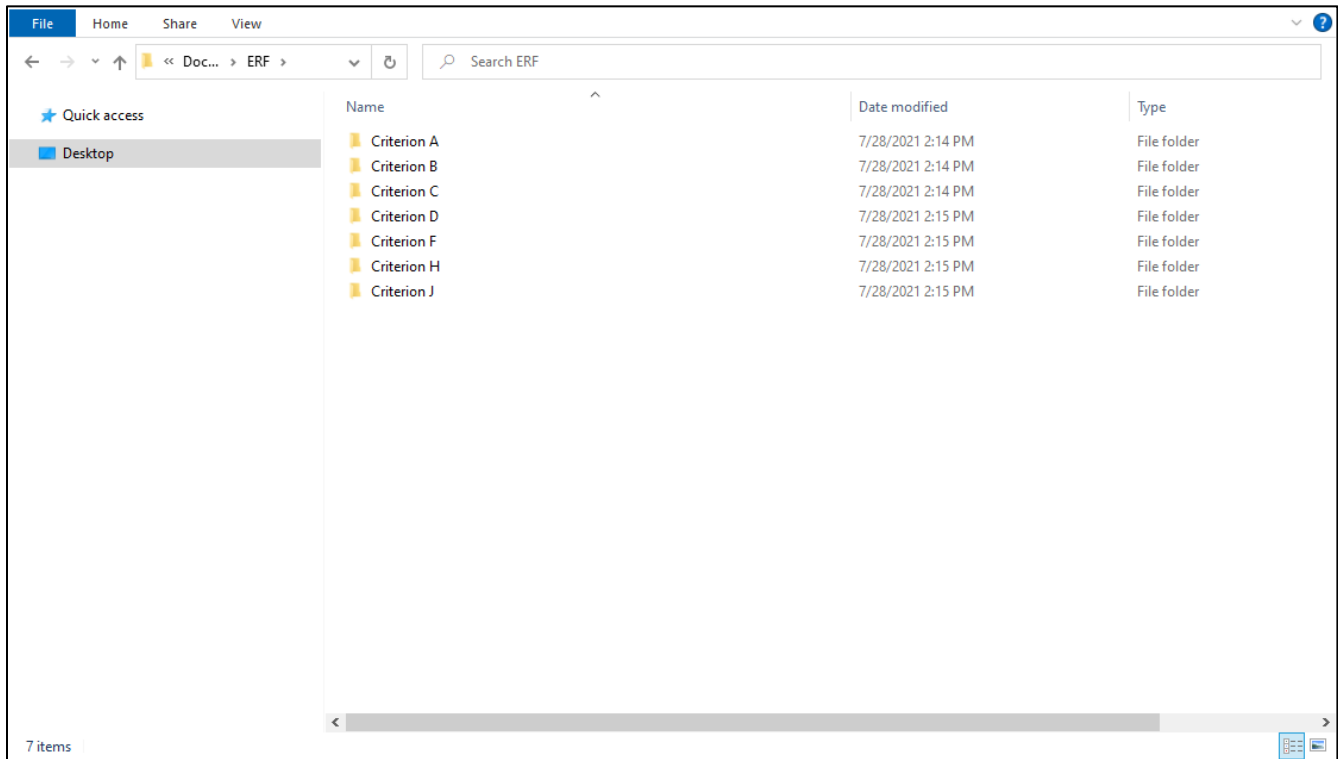


2. Open the “Self-study and other required documents” folder.

3. Within the “Self-study and other required documents” folder include copies of the following:
- Self-study document (Word or PDF)
 - Documentation that allows reviewers to verify that the unit solicited third-party comments. See CEPH’s Procedures manual for additional information. (final self-study only)
 - A copy, or link to, the official university catalog or bulletin that presents degree offerings
 - Site visit agenda (final self-study only)



4. Open the ERF folder and create folders for each of the criteria that have ERF documentation requests.



5. Create sub-folders for each individual criterion that is applicable to your program (A2, B1, B2, etc.). Use the table of contents in the Accreditation Criteria as a guide.
6. Once you have the basic structure, proceed using the outline. **Use the structure and names exactly as provided in the outline.**

Tips & Examples

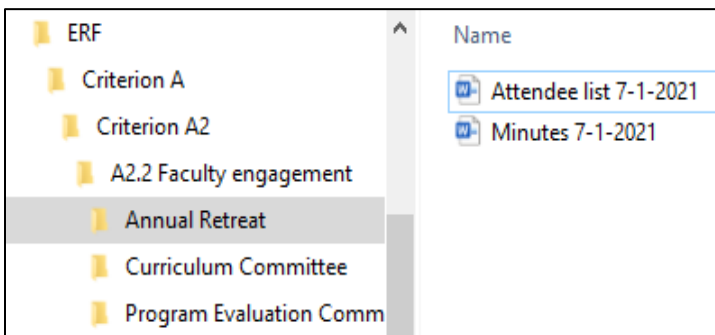
Before moving to the next steps, it is important to explain where the naming convention and required documents come from. Each of the subfolders relates to a documentation request in the criteria document.

In Criterion A2, the second documentation request is for copies of documentation such as meeting minutes or attendee lists that demonstrate regular engagement and interactions among faculty. Therefore, the sub-folder name is A2.2 to capture the criterion (A2) and the documentation request number (2).

Within the ERF folder,¹ click on the “Criterion A” sub-folder.

- Create a folder titled “**Criterion A2.**” Click into this folder and make another sub-folder titled “**A2.2 Faculty engagement.**”
- Add copies of documentation such as meeting minutes or attendee lists that demonstrate regular engagement and interactions among faculty.
 - Organize meeting minutes into folders by committee name. *Sample subfolder names and filenames are as follow:*
 - **Curriculum Committee (subfolder)**
 - Minutes 2-2-2021.pdf
 - Minutes 4-6-2021.pdf
 - **Program Evaluation Committee (subfolder)**
 - Attendee list 6-12-2021.pdf
 - **Annual Retreat (subfolder)**
 - Minutes 7-1-2021.pdf
 - Attendee list 7-1-2021.pdf

Here is a visual representation of the folder and subfolders:



- Within the ERF folder, there is a “Criterion A” folder
- Within this folder, there is a “**Criterion A2**” folder
- Within the Criterion A1 folder, there is the subfolder “**A2.2 Faculty engagement**”
- The meeting minutes and attendees list are saved in this subfolder

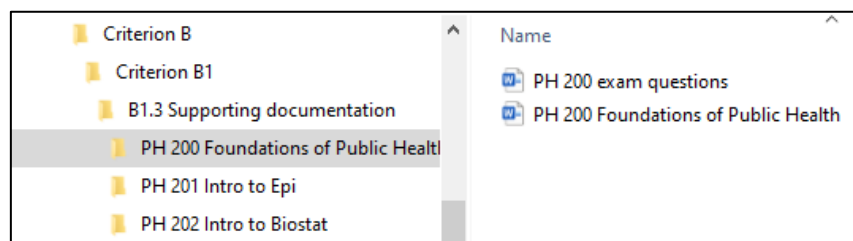
¹ All folders and documents may not be relevant to your program. Only include those folders and documents that are applicable.

Let's walk through one more example. Moving into Criterion B, open the folder "Criterion B1," create the subfolder in blue below, "B1.3 Supporting documentation." Underneath the subfolder is a list of documents based on the documentation request in the criterion:

3) Syllabi for all courses required for the major. Syllabi must contain sufficient detail to allow reviewers to understand the content of each course and any assessment activities. Syllabi must contain sufficient detail to allow reviewers to verify the courses' alignment with the elements presented throughout Criterion B, including assessment of student learning outcomes, public health domains, public health competencies, etc. If the syllabus does not contain sufficient information to support Criterion B, the program should append supplemental information to the syllabus, such as handouts with detailed instructions for required papers, assignments, etc. (electronic resource file)

1. Within the "B1.3 Supporting documentation" subfolder, add copies of all course syllabi required for the major.
 - i. syllabi are not detailed, provide additional documentation such as project instructions, screenshots from the learning management system, copies of exam questions, etc.
 - ii. As mentioned in the step-by-step instructions, create folders for each course.
 - iii. Name the additional documents (project instructions, copies of exam questions etc.) by using the course number and the assignment name.

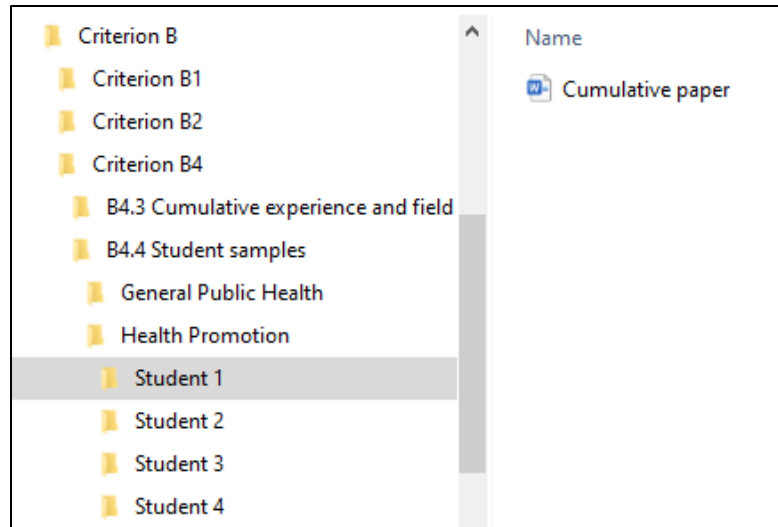
Here is an example of how the folders, subfolders, and files will be organized after you have finished adding the requested documents into "B1.3 Supporting documentation."



After building the ERF, compare the file names between the ERF and self-study to ensure they are the same.

Finally, before submitting the self-study to CEPH, review the outline and your ERF to ensure that all required documentation has been included.

Since the cumulative experience (Criterion B4) has many documentation elements, here is an example to illustrate how folders and files should be organized and named. As mentioned in the guiding principles section, student samples should be organized by concentration folders and then by individual student.



ERF Outline with Folder & Sample File Names

Key:

- All folders for individual criteria (Criterion A2, Criterion B1, etc.) are in **green**.
 - Subfolders (A2.2 Faculty engagement, B1.3 supporting documentation, etc.) within these folders are in **blue**.
 - Required documents are listed underneath the blue subfolders, and examples of file names for certain criteria are listed beneath.
 - Subfolders within the subfolders are in **orange**.
 - Listed documents are samples of the types of documents that could be provided to satisfy the documentation request. Documents in red are required if the course syllabi do not provide sufficient detail to validate didactic coverage and/or an appropriate assessment.
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- **Criterion A2 (folder)**
 - **A2.2: Faculty engagement (subfolder)**
 - Documents: copies of documentation such as meeting minutes or attendee lists that demonstrate regular engagement and interactions among faculty
 - *Sample subfolder names and file names:*
 - **Curriculum Committee (subfolder)**
 - Minutes 2-2-2021.pdf
 - Minutes 4-6-2021.pdf
 - **Program Evaluation Committee (subfolder)**
 - Attendee list 6-12-2021.pdf
 - **Annual Retreat (subfolder)**
 - Minutes 7-1-2021.pdf
 - Attendee list 7-1-2021.pdf
 - **Criterion B1 (folder)**
 - **B1.3: Supporting documentation (subfolder)**
 - Documents: copies of all course syllabi required for the major.
 - **Syllabi must contain sufficient detail for reviewers to understand course details and assessments. If the syllabi are not detailed, you must provide additional documentation such as project instructions, screenshots from the learning management system, copies of exam questions, etc.**
 - **B1.4 Student samples (subfolder)**
 - Documents: copies of examples of student work that relate to assessments for each of the public health domains
 - **Criterion B2 (folder)**
 - **B2.4: Supporting documentation (subfolder)**
 - Documents: copies of
 - the most recent syllabus from each course listed in Template B2-1, or

- written guidelines, such as handbook, for any required elements listed in Template B2-1 that do not have a syllabus
 - Syllabi must contain sufficient detail for reviewers to understand course details and assessments. If the syllabi are not detailed, you must provide additional documentation such as project instructions, screenshots from the learning management system, copies of exam questions, etc.
- **Criterion B4 (folder)**
 - **B4.3: Cumulative experience and field exposure documents (subfolder)**
 - Documents: copies of
 - internal and/or external reports showing unit's performance on key indicators
 - data summaries or other documents provided to faculty and/or staff to review unit's performance on key indicators
 - meeting minutes showing discussion of elements of evaluation plan
 - other documentation that demonstrates evidence of the evaluation plan
 - **B4.4 Student samples (subfolder)**
 - Documents: copies of samples of student work that relate to the cumulative and experiential activities. Samples must include at least 10% of the number of degrees granted in the most recent year or five samples, whichever is greater. Organize student samples into folders (Student 1, Student 2, etc.) **Organize the folders by concentration and put student samples into folders.**
 - *For example:*
 - **Health Promotion concentration (subfolder)**
 - **Student 1 (subfolder)**
 - Copy or copies of student work
 - **Student 2 (subfolder)**
 - Copy or copies of student work
 - **Student 3 (subfolder)**
 - Copy or copies of student work
 - **Student 4 (subfolder)**
 - Copy or copies of student work
 - **Student 5 (subfolder)**
 - Copy or copies of student work
- **Criterion C1 (folder)**
 - **C1.2: Evidence of student assessment (subfolder)**
 - Documents: copies of evidence/documents showing the program's regular review of data related to student attainment of the competencies defined in Criterion B2
 - Evidence may include reports, committee meeting minutes, or other sources. For each piece of evidence provided, list the

relevant document(s) and page(s) in the self-study (e.g., Faculty meeting minutes, May 12, 2012, pp. 3-4)

- Organize these reports and/or meeting minutes into folders. See Criterion A2 as an example

- **Criterion C4 (folder)**
 - **C4.2: Data collection methods (subfolder)**
 - Documents: copies of the instruments identified in documentation request 1 and the most recent year of data for each instrument
- **Criterion D2 (folder)**
 - **D2.2 Faculty CVs (subfolder)**
 - Documents: copies of CVs for all individuals listed in Template D2-1
- **Criterion F1 (folder)**
 - **F1.1: Institutional commitment letter (subfolder)**
 - Documents: a copy of a letter, signed by the administrator(s) responsible for the program at the dean's level or above, indicating the institutional commitment to the program and to providing the resources required to accomplish the mission, to teach the required curriculum, and to achieve expected student outcomes
- **Criterion H1 (folder)**
 - **H1.2: Diversity and inclusion documents (subfolder)**
 - Documents: copies of supporting documents for each listed item and/or component from documentation request 1. For each item, list the supporting document(s) and page(s) in the self-study. Can choose to provide hyperlinks for documents that are available online
- **Criterion H2 (folder)**
 - **H2.2 Cultural competence documents (subfolder)**
 - Documents: copies of supporting documents for each listed item and/or component from documentation request 1. For each item, list the supporting document(s) and page(s) in the self-study. Can choose to provide hyperlinks for documents that are available online
- **Criterion J1 (folder)**
 - **J1.2: Links to degrees and concentrations (subfolder)**
 - Documents: copies of direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation, including
 - academic calendar
 - admissions policies
 - grading policies
 - academic integrity standards
 - degree completion requirements
- **Criterion J2 (folder)**
 - **J2.2: Grievance and complaint documents (subfolder)**
 - Documents: copies of documents relating to the grievance and complaint procedures and record keeping. For each item, list the supporting document(s) and page(s) in the self-study. Can choose to provide hyperlinks for documents that are available online