

CEPH

Council *on* Education *for* Public Health

# CEPH Accreditation Process and Timeline

A Deep Dive

# CEPH guiding statements

**Mission:** CEPH assures quality in public health education and training to achieve excellence in practice, research and service, through collaboration with organizational and community partners.

**Vision:** Assuring excellence in public health education for a healthier world

## **Objectives:**

- To promote quality in public health education through a continuing process of self-evaluation by the schools and programs that seek accreditation;
- To assure the public that institutions offering graduate instruction in public health have been evaluated and judged to meet standards essential for the conduct of such educational programs; and
- To encourage - through periodic review, consultation, research, publications and other means - improvements in the quality of education for public health.

# CEPH Standalone Baccalaureate Program Team



Deja Jennings



Nicole Williams



Olivia Luzzi

# Accredited units

- Accredit **191** total units
  - Accredit **64** schools of public health
  - Accredit **117** public health programs
  - Accredit **10** standalone baccalaureate programs
- **51** schools and programs are currently applicants
- Accredit in **46** states plus DC & PR
- Accredit in **5** countries outside US
  - Canada, Mexico, Lebanon, Grenada, Taiwan

# In general...

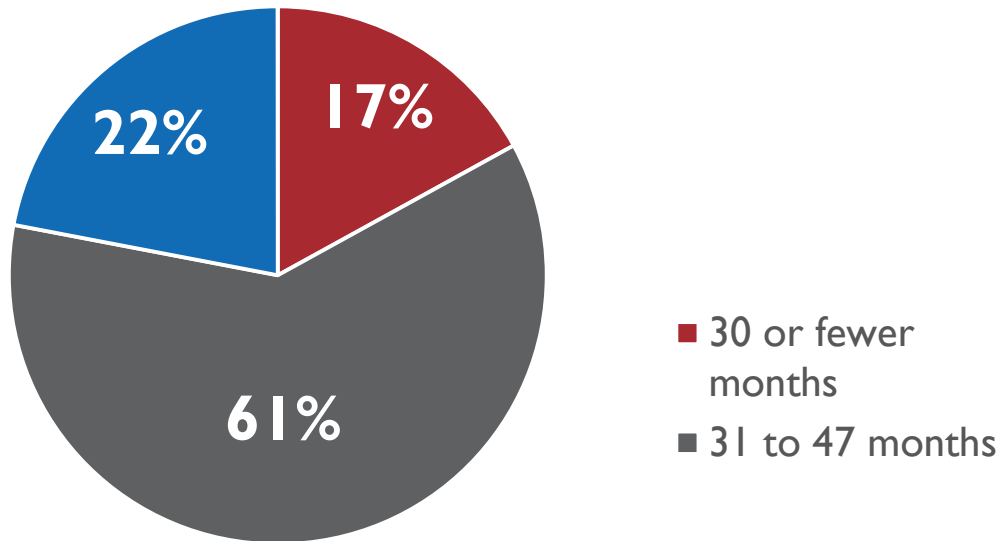
- 2 years to prepare prelim s-s
- 10-14 months from prelim s-s to Council's decision



# Time to initial accreditation

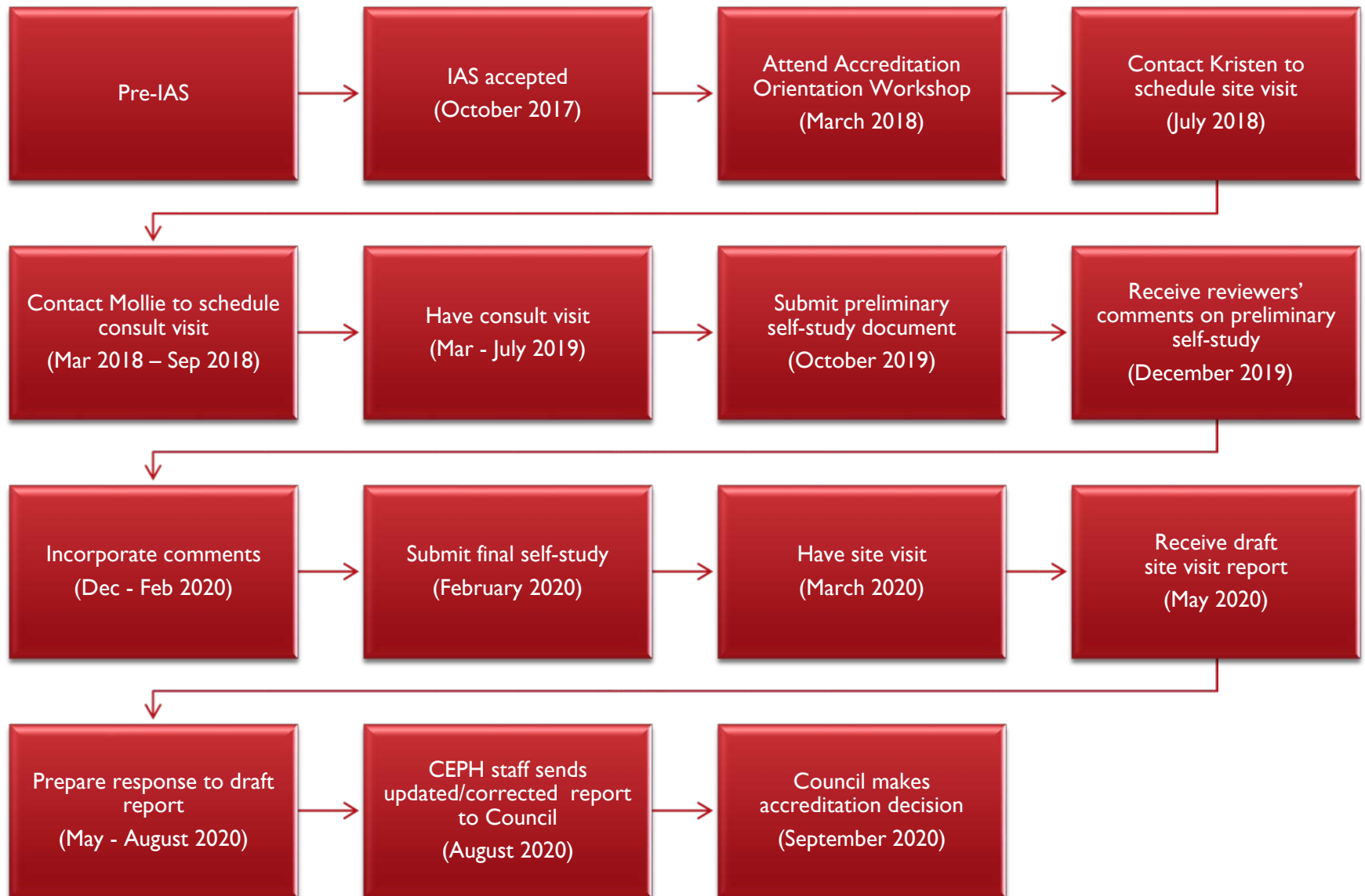
- From applicant status to accredited status takes about 3 years

*Based on time-to-accreditation data for 18 schools and programs that had applications accepted between June 2011 and September 2014 and accreditation decisions made by June 2017*



Median No. of Months	36
Average No. of Months	38
Max No. of Months	48
Min No. of Months	25

# Sample timeline



# Pre-Application and Application

## Prior to Initial Application Submission

- Gain support from leadership
- Contact CEPH director of accreditation services
- Participate in P-AOW

## Initial Application Submission

- Submit IAS and revised submissions
- Council decides
- Attend AOW
- Schedule Site Visit
- Schedule and have consult visit



# Self-Study Process

## Preliminary Self-Study

- Submit preliminary self-study
- Receive CEPH staff feedback

## Final Self-Study

- Incorporate staff feedback
- Send final self-study to all members of site visit team

# Site Visit and Accreditation Decision

## Site Visit

- Host the 2 day site visit
- Receive draft site visit report
- Prepare response to draft report

## Accreditation Decision

- Council receives updated report
- Council makes an accreditation decision

# Post-Council Decision

## Interim Reporting

- Council's decision informs any additional reporting that may be needed
- Interim reports address any non-compliant findings

## Reaccreditation

- The Council will grant initial accreditation for 5 years
- You will plan a site visit prior to the expiration of your term

# Featured Institutions

## American University

Jolynn Gardner, Ph.D.,  
CHES

Director, Public Health  
Program

## Appalachian State

Jennifer J. Zwetsloot, Ph.D.  
Assistant Professor

## Clemson University

Debbie Falta, MPH, PhD  
Senior Lecturer and  
Undergraduate Coordinator



AMERICAN UNIVERSITY  
WASHINGTON, DC

# Accreditation: Initial Application Submission and Preliminary Self-Study

Reflections from American University

Jolynn Gardner, Ph.D., CHES

Director, Public Health Program



# AU's Public Health Program

- Launched: **Fall Semester, 2011**
- **Bachelor of Arts and Bachelor of Science** degrees
- **Department of Health Studies:** Fall Semester, 2015
- Faculty: **7 full-time faculty; 8 part-time or affiliate**
- **Current enrollment:**
  - **Majors: 254** 131 B.S. and 123 B.A. **Minors: 41**



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# AU's Journey to Accreditation (thus far...)

- Submission of Initial Application: August, 2016
- CEPH Approval to Begin Self-Study: October, 2016
- Accreditation Orientation Workshop: August, 2017
- Preliminary Self-Study DUE: October, 2018
- Reviewer Comments: December, 2018
- Final Self Study DUE: February, 2019
- Site Visit: March, 2019
- Council Decision: Summer – Fall, 2019



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# Preparing for Accreditation

- Preparations began **two years** before submission of initial application
- **Accreditation criteria - excellent guide**
- **Review of Public Health curricula (B.A., B.S.)** indicated need for revision to align with accreditation criteria
- Curricula revision accomplished over one year; required extensive faculty **engagement**



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## Initial Application Submission – Two Outcomes

- **Curricular review and revision**
  - Improved **focus and sequencing** of curriculum
- **Refinement of assessment methods**
  - More robust and **thorough curricular assessment**
  - Enhanced **engagement** from faculty
  - Greatly **improved reporting** and tracking



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# Preparing the Self-Study

- **Approach: one faculty lead**
  - Release time: Summer, 2018
- **Process:**
  - 1. Data and Information Collection
  - 2. Complete Data Templates
  - 3. Write Narrative
  - 4. Review / Refine
- **Surprises:**
  - Positive engagement by faculty
  - Significant assistance from Office of Institutional Research



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## Preparing the Self-Study: Reflections thus far

- Track **alignment** with **accreditation domains**
- Gather **feedback** from stakeholders regularly
- Allow **ample time** for data / information collection
- ***Utilize CEPH staff!*** *They are incredibly helpful!*



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# ASPPH UG Summit

## Navigating CEPH SBP

### Accreditation



Presented by Jennifer J. Zwetsloot, Ph.D.

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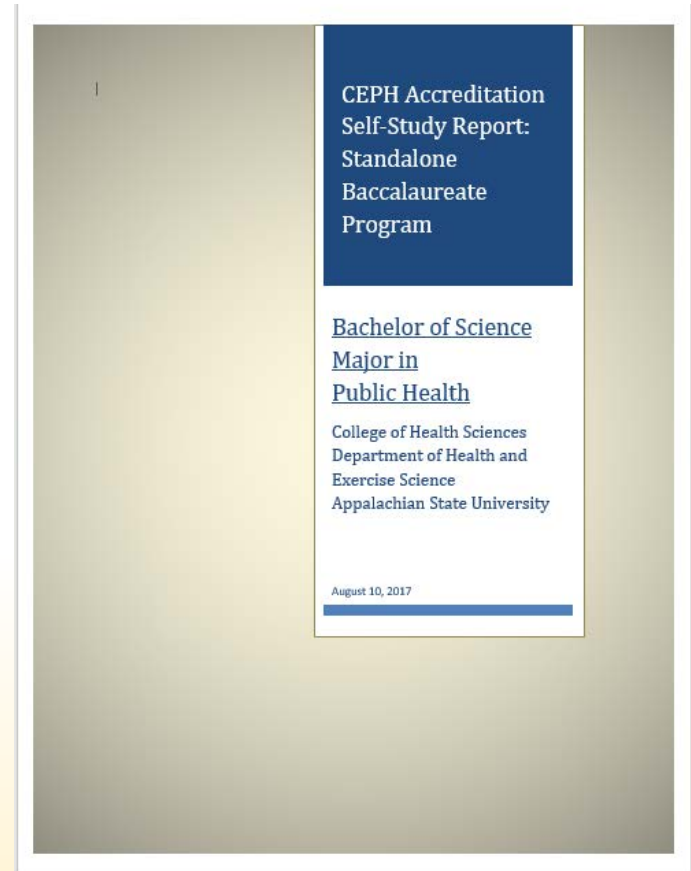
# Objectives



- Describe different ways that reviewer's comments were incorporated into the final self-study
- Describe important aspects of site visit preparation and hosting

# Incorporating Reviewer Comments

*Challenges,  
Successes,  
and Lessons  
Learned*



# Incorporating Reviewer Comments



## *Challenges*

- Incorporated vs. Independent
- Describing program autonomy

## *Successes*

- Inclusion of all Faculty
- Be concise
- Be thorough
- Outside Review

## *Lessons Learned*

- There is no such thing as a stupid question....just questions not asked
- Re-check sections without corrections

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# Preparing for the Site Visit

*People,  
Places,  
and  
Things*





# Preparing for the Site Visit



## *Schedule Meetings*

- Administrators
- Key University Personnel
- Alumni
- Community Partners
- Students

## *Catering*

## *Sharing the Self-Study*

## *Room Arrangements*

- Hotels (visitors and alumni)
- Meeting Rooms
  - Central
  - Spacious
  - Bright
  - Quiet

# Participants for Site Visit Meetings



**Meet with Program Leader and Faculty/Staff with significant roles relating to the following:**

- Criterion 1: Leadership, Management and Governance
- Criterion 2: Resources
- Criterion 3: Faculty Qualifications
- Criterion 7: Diversity

***\*All primary program faculty, Dept. Chair, Dean, Associate Dean, Director of Advising***

**Meet with Program Leader and Faculty Related to Curriculum and Degree Programs**

- Criterion 4: Curriculum
- Criterion 5: Program Effectiveness

***\*All faculty teaching required courses (PH, non-PH, adjuncts)***

# Participants for Site Visit Meetings



**Meet with Faculty and Staff with Significant Responsibilities related to the following criteria:**

- Criterion 1: Leadership, Management and Governance
- Criterion 2: Resources
- Criterion 3: Faculty Qualification
- Criterion 6: Advising
- Criterion 7: Diversity

***\*All primary program faculty, Dept. Chair, Academic Advisor, Communications/PR Specialist, Director Wellness and Prevention Services, Chief Diversity Officer, Director of Appalachian & the Community Together (ACT) Office, Health Sciences Librarian***

# Participants for Site Visit Meetings



Meet with Institutional Academic Leadership/University Officials

*\*Dean, Associate Deans, Provost, Vice-Provost*

Exit Briefing

*\*Dean, Associate Deans, Dept. Chair, Primary PH Faculty*

# The Extra Work is Worth it!

- Double Check Reservations
- Resend Itinerary
- Point Person
- Arrange Meeting Escorts
- Hotel Welcome Packet
- Faculty Involvement in the Accreditation Process





# Experience with Interim Reporting for CEPH

Debbie Falta

Clemson University

Public Health Sciences Department



# Congratulations on Accreditation, but ...

- Clearly informed that we needed to explain how the department would address any “partially met” criteria in an interim report
- Lead author for self-study agreed to spearhead interim draft effort (with partial spring class buy-out & summer compensation)
- Department retreat allowed for time to discuss deficits and brainstorm solutions (plus make faculty members aware of issues)

## Criterion 5.4 – Programmatic Assessment

- Issues: Need for more robust systems of programmatic assessment and evaluation
  - In self-study, we made clear the difficulties our department had with using university alumni office resources for communicating with graduates
  - Existing assessment system designed to address SACS (Southern Association of Colleges and Schools) requirements and not CEPH competencies



## 5.4 Departmental Improvements for Programmatic Assessment

- CEPH accreditation made clear that our department would need to create our own systems for reaching out to our graduates
  - Lots of work involved with finding alumni contact information
  - Created a survey to be sent every other year to our graduates
    - Survey questions ask about programmatic outcomes in terms of curricular preparation as well as success in employment and admission to graduate programs
  - Compiled results from first survey with May, 2014 – Dec 2016 graduates for Interim report
    - 30% response rate
    - Really helpful information about curriculum – example on next slide

Q29 - On a scale of 1 (not at all prepared) to 10 (very well prepared), how would you rate the value of your Health Science degree in preparing you to perform in your current position?

	Mean	Count
Research Skills	7.25	61
Statistical Knowledge	7.00	63
Ethics	8.00	62
Health Law	6.90	60
Epidemiology Knowledge	7.27	59
Knowledge of Biological Basis of Health and Disease	8.18	61
Knowledge Concerning Human Behavior as Related to Health	8.34	62
Knowledge About the Organization and Financing of Health Services	6.82	61
Understanding Different Cultures and Ethnic Groups	7.81	62
Understanding Social Determinants of Health	8.15	60
Program Planning	7.00	61
Program Evaluation and Monitoring	7.12	59
Leadership Skills	8.40	63

## Revised Department Assessment Objectives

## Formalized Stakeholder Assessments

- CEPH accreditation allowed the program to expand our university reporting (in response to SACS criteria) to include department-specific objectives related to employment, admission to graduate & professional programs and long term career outcomes
  - Also, department evaluation coordinator has been revising WEAVE objectives to better mirror CEPH criteria
- Department has a strong internship program with active community preceptors
  - Informal structure now augmented with formal survey

# Criterion 5.5 – Consistent Process for Tracking Post-Graduate Outcomes

- Issue: University Exit Surveys with graduating students really had poor response rate
- Solutions:
  - Utilizing department survey now
  - Pushing graduates to stay in touch via LinkedIn and Facebook Group
  - Encouraging faculty to stay in touch with advisees and share new information with new department database
  - Department effort to create & maintain alumni database
- Recent CEPH Annual Report helped encourage faculty meeting discussion about status of recent graduates

## Criterion 5.10 – Consistent Programmatic Evaluation

- Issue: Program needed to show evidence that it conducted an evaluation of its mission and expected student outcomes to ensure continuing relevance
- Solution
  - Successful departmental retreat followed CEPH accreditation and provided wonderful mechanism for reviewing deficiencies and brainstorming solutions
  - Also, added a scheduled rotation for department curriculum committee to review courses and their alignment with CEPH competencies

# Conclusions

- CEPH accreditation “push” to improve has really increased our department’s motivation & enthusiasm to incorporate what we learn back into the lessons we teach!



Questions?

