2021 Criteria ERF Guide

Schools of Public Health (SPH)/Public Health Programs (PHP)

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
- Outline with required folder and sub-folder names
- Step-by-step instructions

Guiding Principles

<u>Purpose</u>
- 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.
- Many criteria have documentation requests that are specific to the ERF.

<u>Folder & file names</u>
- Keep file names short, and do not use any symbols (e.g., underscores). Long names are a common reason why documents are unable to be saved or opened.
- Use the exact folder and sub-folder names provided in the outline. Like file names, long folder names and paths can create challenges in saving and accessing documents.
- File names should make sense to reviewers based on the documentation request. For example, for handbooks, include the stakeholder it is relevant to such as "Student Handbook" or "Faculty Handbook." For policy documents, title the file based on the policy name such as "Grievance Policy." For faculty CVs, include the last name of the faculty member (e.g., Smith CV) so that reviewers can match the files to the faculty members listed in Criteria C2 and E1.
- Ensure that file names are identical between the self-study and the ERF. For example, if you reference a syllabus as PH 500 in the self-study, the file name in the ERF should also be PH 500.

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

<u>Curricular materials</u>
- Create a folder for each course using the course number only (i.e., do not include the name of the course).
- Save the materials that document the teaching (and assessment, as applicable) noted in the self-study. For example, if the weekly schedule of class meetings is maintained in the LMS, provide a screenshot in the ERF. If the data template lists an exam as the competency assessment, include the specific question(s) in the ERF.

<u>Sample student work</u>
- Include actual student work products, papers, or projects in the ERF for the following criteria:
  - Applied Practice Experience (MPH and DrPH): ERF must include each student's planning forms (e.g., Template D5-1, learning agreement, etc.) AND work products or deliverables (e.g., survey, infographic, brochure) that were prepared for the practice site.
    - Providing reflection reports, presentations, or posters that summarize the work products and experiences is not sufficient or required.
  - Integrative Learning Experience (MPH and DrPH)
  - Cumulative and Experiential Activities (Public health bachelor's degree)
  - Final research projects (Academic public health degrees)
- 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. See examples in the outline section.

ERF Outline with Folder & Sample File Names

Key:

- All folders for individual criteria (A1, A2, etc.) are in green.
- Subfolders (e.g., Fac interaction, Eval plan review, etc.) are in blue.
- Subfolders within subfolders are in orange (this structure should be kept to a minimum to reduce file path lengths).
- If a criterion or documentation request/folder does not apply to your unit, do not include it.
- Listed documents are samples of the types of documents that could be provided to satisfy the documentation request.

A1

- Bylaws or policy documents that determine the rights and obligations of administrators, faculty, and students in governance of the school or program
- Fac interaction
    - meeting minutes
    - attendee lists
    - other documents that demonstrate interaction between full- and part-time faculty

A2

- Formal written agreement that establishes the rights and obligations of the participating universities regarding the multi-partner school's or program's operations

A5

- Official catalog or bulletin of degrees offered by the school or program (can include a hyperlink in the self-study instead)

B1

- School- or program-specific strategic plan or another comparable document

B2

- Evidence of implementation of the plan described in Template B2-1, such as
    - 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

B5

- Documentation of the methodology and findings from quantitative and/or qualitative data collection

C2

- Full results/back up documentation of qualitative data for student perceptions of class size and faculty availability

D1

- Documentation of grounding in each area, which may include detailed course schedules or outlines to selected modules from the LMS that identify the relevant assigned readings, lecture topics, class activities, etc.
- For non-course-based methods, include web links or handbook excerpts that describe admissions prerequisites
- Organize into folders by course if there are multiple documents associated with more than one course

D2

- Organize into folders by course or competency *(work with your staff contact to determine the best approach for your unique setting)*
- Documentation for each assessment activity listed in Template D2-2, such as
    - assignment instructions or guidelines as provided to students
    - writing prompts provided to students
    - sample exam question(s)
    - syllabus

D3

- Organize into folders by course or competency *(work with your staff contact to determine the best approach for your unique setting)*
- Documentation for each assessment activity listed in Template D3-2, such as
    - assignment instructions or guidelines as provided to students
    - writing prompts provided to students
    - sample exam question(s)
    - syllabus

D4

- Tailored matrices (if applicable)
    - Template D4-1 for at least five students

- Organize into folders by concentration if multiple concentrations exist
- Documentation for each assessment activity listed in Template D4-1, such as
    - assignment instructions or guidelines as provided to students
    - writing prompts provided to students
    - sample exam question(s)
    - syllabus

D5

- Syllabi and handbooks that document the official APE student requirements
- <u>The following documents</u> for at least five students in each concentration from the last three years:
    - Template D5-1
    - Work products (minimum of two per student). **Organize the folders by concentration if multiple concentrations exist and put student samples into folders.**
- *For example:* Biostatistics
    - Student 1
        - o Template D5-1 customized for this student
        - o At least two work products
        - o Planning form in which student identifies competencies, if applicable
    - Student 2
        - o Template D5-1 customized for this student
        - o At least two work products
        - o Planning form in which student identifies competencies, if applicable
    - Student 3
        - o Template D5-1 customized for this student
        - o At least two work products
        - o Planning form in which student identifies competencies, if applicable
    - Student 4
        - o Template D5-1 customized for this student
        - o At least two work products
        - o Planning form in which student identifies competencies, if applicable
    - Student 5
        - o Template D5-1 customized for this student
        - o At least two work products
        - o Planning form in which student identifies competencies, if applicable

- D6
    - Syllabi and handbooks that document the official APE student requirements
    - <u>The following documents</u> for at least five students in each concentration from the last three years:
        - Template D6-1 customized for this student
        - Project deliverable(s)
        - Reflection component
    - *Organize the folders by concentration if multiple concentrations exist and put student information into folders. Follow the same ERF format as the D5 example above.*

D7

- Syllabi and handbooks that document the official ILE student requirements
- Rubrics or guidelines that explain methods that faculty or other qualified staff use to assess students' demonstration of selected competencies as part of the ILE
- Student samples

- Completed, graded samples of deliverables associated with each ILE option, from different concentrations, if applicable. Samples must include at least 10% of the number produced in the last three years or five samples, whichever is greater. **Organize the folders by concentration if multiple concentrations exist and put student information into folders.**

- *For example:* Biostatistics
  - Student 1
    - High-quality written product
    - Planning form in which student identifies competencies, if applicable
  - Student 2
    - High-quality written product
    - Planning form in which student identifies competencies, if applicable
  - Student 3
    - High-quality written product
    - Planning form in which student identifies competencies, if applicable
  - Student 4
    - High-quality written product
    - Planning form in which student identifies competencies, if applicable
  - Student 5
    - High-quality written product
    - Planning form in which student identifies competencies, if applicable

D8

- Follow the same ERF format as Criterion D7 above.

D9

- Most recent syllabus from each course listed in Template D9-1, or written guidelines such as handbooks, for any required experience(s) listed in Template D9-1 that do not have a syllabus

D10

- Documentation for each assessment activity listed in Template D10-1, such as
  - assignment instructions or guidelines as provided to students
  - writing prompts provided to students
  - sample exam question(s)
- Most recent syllabus from each course listed in Template D10-1, or written guidelines, such as handbook, for any required elements listed in Template D10-1 that do not have a syllabus

D11

- Student work that relates to the cumulative and experiential activities
  - If the unit has more than one concentration, organize the student samples by creating a folder for each concentration, as shown in Criterion D5

- Handbooks, websites, forms, and other documentation relating to the cumulative experience and field exposure (hyperlinks or electronic copies)

D12

- Most recent syllabus from each course listed in Template D12-1
- If applicable, information about other activities referenced in Template D12-1 such as flyers about career fairs or panel presentations

D15

- If applicable, articulation agreements with community colleges that address acceptance of coursework

D16

- Documentation for each assessment activity listed in Template D16-1, such as
  - assignment instructions or guidelines as provided to students
  - writing prompts provided to students
  - sample exam question(s)
- Handbooks or links to webpages that contain the full list of policies and procedures governing production and assessment of the final research project or paper for each degree program
- Student samples
  - Completed graded samples of deliverables associated with the major project or paper. Samples must include at least 10% of the number produced in the last three years or five samples, whichever is greater.

D17

- *Follow the same ERF format as Criterion D16 above. If any supporting documents are the same as those included in D16, reference the D16 file path in the self-study; do not duplicate folders in D17.*

D18

- Documentation for each assessment activity listed in Template D18-1, such as
  - assignment instructions or guidelines as provided to students
  - writing prompts provided to students
  - sample exam question(s)
- *If any supporting documents are the same as those previously included in the ERF, reference the file path in the self-study; do not duplicate folders in D18.*

E1

- PIF CVs
  - All faculty CVs listed in Template E1-1
- Non-PIF CVs
  - All faculty CVs listed in Template E1-2

- Documentation (e.g., meeting minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation requests 3 and 4
- Employer feedback
    - Documents showing school's or program's methods for collecting employer feedback
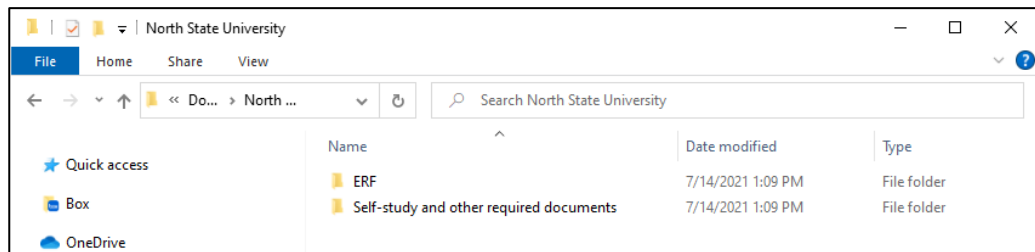
H1

- Sample of advising materials and resources such as student handbooks, plans of study, etc.

H4

- Detailed admissions policies and procedures, if relevant and applicable

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 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 (required as part of preliminary self-study submission)
    - A copy, or link to, the official university catalog or bulletin that presents degree offerings
    - A schedule of courses offered, with instructor identified, for the last three years (final self-study only)

Preliminary Self-Study
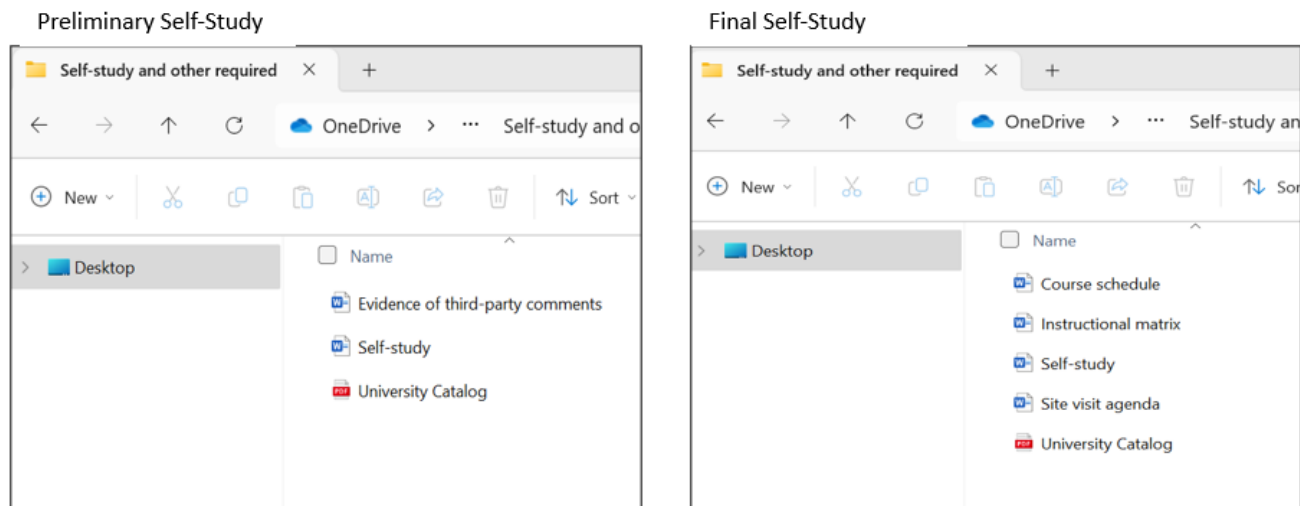
Final Self-Study

- o A freestanding MS Word document that presents the instructional matrix (Template Intro-1) included in the introduction to the self-study (final self-study only)
- o Site visit agenda (final self-study only)

4. Open the ERF folder and create sub-folders for each criterion.
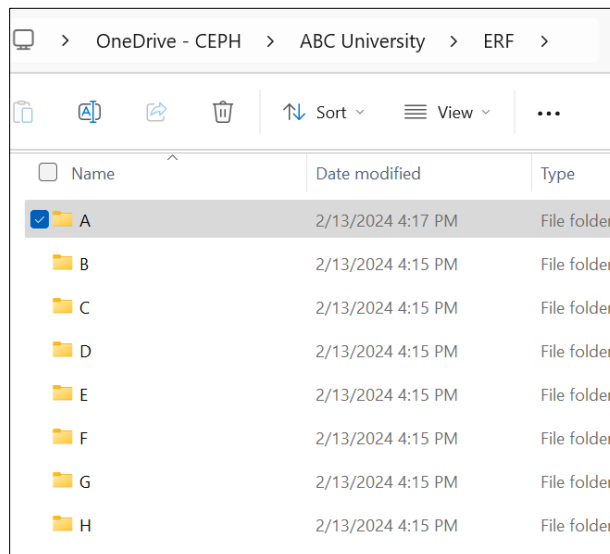
5. Create sub-folders for each individual criterion that is applicable to your school or program and that has supporting ERF documentation (e.g., B1, B2, B5, etc.). Use the criteria document or the 'Outline' section of this document for reference.

6. After you have the basic structure, proceed using the outline. ***Use the structure and names exactly as provided in the outline.***

After building the ERF, compare the file names between the ERF and self-study to ensure they are the same and that reviewers will be able to navigate between the two easily.

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

Criterion D

Since Criterion D has many documentation elements, here are a few examples to illustrate how folders and files should be organized and named.

Example of file set up for D2:
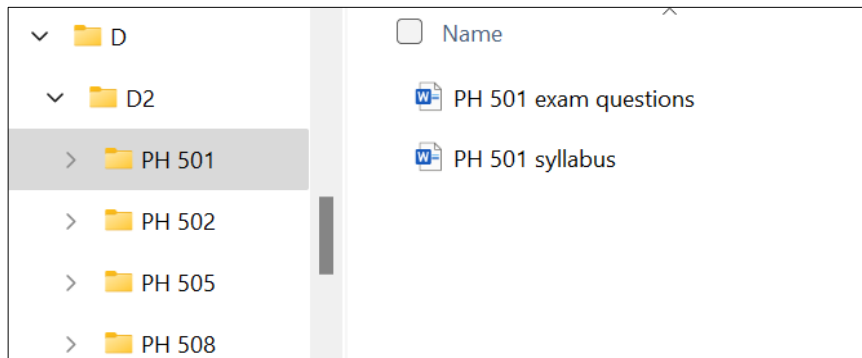
As you can see, within the D2 folder there is a subfolder for each course such as "PH 501." Within these course subfolders, the corresponding syllabus and additional documentation that shows teaching and assessment are saved.

Example of file set up for D5:
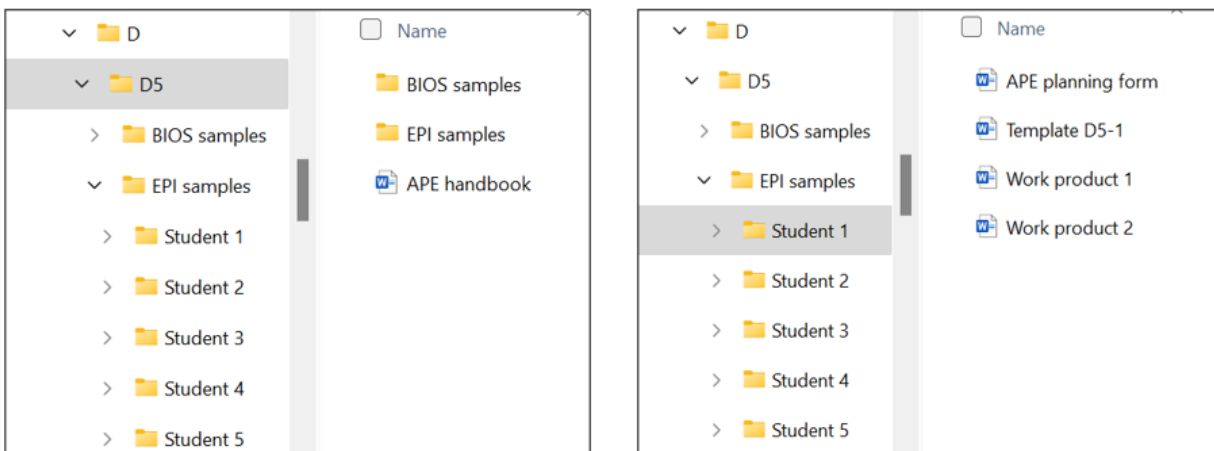
Note that each concentration includes five student samples, and each student sample includes the planning form (if applicable), Template D5-1 (customized for that specific student), work product 1, and work product 2 (and additional products, as needed).