

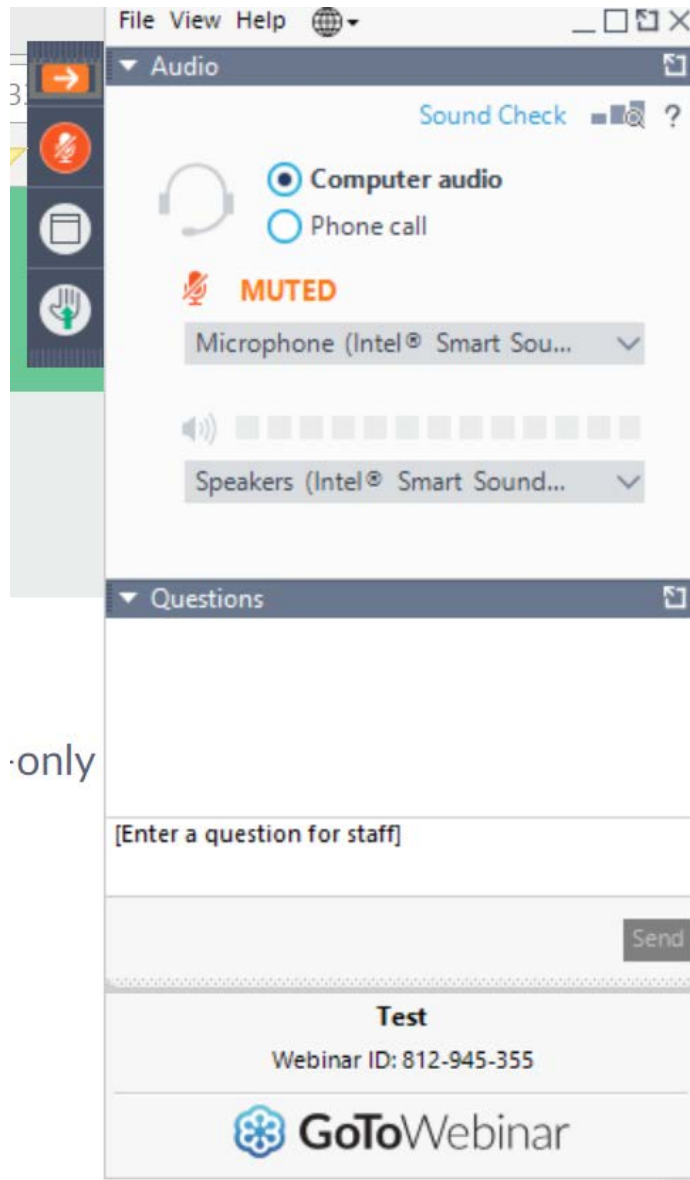
CEPH

Council *on* Education *for* Public Health

Stakeholder data for accreditation

Overview, tips, and stories from the field

September 26, 2019



All participants will be muted. So if you have a question, enter it here!



CEPH staff will see it and presenters will answer questions live at the end of the presentation!

Continuing education

- Up to 1.0 CPH recertification credit may be earned at this event

Availability of slides & recording

About CEPH

Who We Accredit

Criteria & Procedures

For Schools and Programs

For Students

For Site Visitors



Considering Accreditation

Preparing for a Review

Substantive Changes

FAQs and Webinars

Fee Schedule

Report Search

FAQs and Webinars

- General FAQs for Schools and Programs
- Presentations and Webinars
- FAQs on the 2016 Criteria for SPHs and PHPs
- SBP-Specific FAQs
- Student FAQs

Today's presenters & format...

- CEPH staff
- Tulane University
- American University of Beirut
- Louisiana State U Health Sci Center
- University of Iowa
- University of Montana
- Western Kentucky University
- Boston University





TODAY'S
TOPIC

Common requirements across all units

- Student satisfaction with advising/career advising
- External (to univ) stakeholder feedback on curriculum
- Grads' destination within 1 year of graduation (post-grad outcomes)
- Alumni perceptions of preparation & usefulness of competencies/curriculum
- Employer perceptions of grads' preparation

Relevant criteria

	PHP & SPH	SBP
Students	<i>B3, B5, C2, G1, H1, H2</i>	<i>C1, C3, G3</i>
Alumni	<i>B3, B4, B5, F1</i>	<i>C1, C3, C4</i>
Employers of grads	<i>B5, F1</i>	<i>C4</i>
Other community stakeholders	<i>B5, F1</i>	<i>C4</i>

Italics = not explicitly required but often helpful or necessary

Overarching concepts...

- Are your data useful?
- Usefulness to you $>$ response rate
- Mixed methods
- Multiple methods
- Leverage existing stakeholder relationships
- Iterative process



Tips from CEPH...



Student perceptions of career advising & academic advising

- Annual student surveys (administer in class?)
- Exit surveys
- Annual focus group
- Exit interviews
- Enlist the student org or reps

External feedback on curriculum

- Advisory group(s) (virtual?)
- Internship supervisors/preceptors
- Alumni 5+ years out
- Faculty collaborators/partners from scholarly or service activities

Post-grad outcomes (e.g., employment)

- Collect before graduation (in final class? With ILE or cumulative experience final submission?)
- Multiple follow-up points for those who don't know yet at graduation
- Follow up from someone they know
- Use faculty knowledge & social media
- Decentralize follow up?

Alumni perceptions

- Can ask about perceptions of achievement of competencies before graduation (with initial data collection on post-grad outcomes?)
- Only recent alums—not whole alumni pool
- Focus groups or social gatherings
- Alumni network
- Social media
- PHP/SPH—don't survey on all individual comps!

Employer perceptions

- Use existing relationships & structures—same sources as external feedback on curriculum!
- Keep messaging focus on program/school-level CQI—this isn't an eval of the individual(s)
- For surveys/cold contacts, ask alum to tell employer you'll be reaching out



Tips from the experts...



Employers' Survey Lessons Learned at Tulane

Purpose: A means to assess ability of graduates to perform in an employment setting.

Two Components

1. Online Employers' survey (employers of graduates for last 3 years)
2. Key informant interviews with ten major employers of our graduates

Employers' Survey

Preparing for an employers' survey

1. Sources of employers and e-mail addresses
2. Developing the survey tool
 - a. Important and demonstrated skills and knowledge

	How important is knowledge on these topics to the public health workforce?					How knowledgeable are SPHTM graduates on these topics?				
	Not Important at all	Not Important	Neutral	Important	Very Important	Not at all	Minimally	Neutral	Competently	Expertly
Public Health /Population approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CDC 10 essential services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Epidemiology methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biostatistics methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tulane SPHTM Employers' Survey

Examples of Results of the Employer Survey			
	Expertly	Competently	Neutral/Minimally
Overall Rating of graduates' knowledge and skills	77.7%	22.4%	1.1%
Knowledge of public health core areas	74.2%	25.6%	0.7%
Biological Basis of Disease	53.8%	40.5%	7.4%
Biostatistics	31.5%	63.9%	6.1%
Behavioral Sciences	38.6%	48.1%	14.5%
Environmental Health Sciences	49.5%	35.2%	16.9%
Epidemiological Skills	48.3%	47.0%	5.2%
Health Systems Management	47.2%	49.6%	5.2%
Ability to communicate verbally	72.4%	27.5%	1.2%
Written communication skills	57.9%	32.9%	11.5%
Computer skills	61.8%	39.1%	0.0%
Prepare and present materials effectively	68.1%	28.2%	5.8%
Ability to collect and analyze data	52.5%	43.4%	6.9%
Ability to apply knowledge and skills in their field	66.2%	31.6%	3.5%
Ability to conceptualize and implement solutions	61.7%	35.7%	5.7%

Provided feedback on students abilities in general areas of the curriculum

Key Employer Interview

- Key informant interviews
 1. Top ten employers of our graduates
 2. Long time partners willing to be candid about strengths and weaknesses
 3. Drill down into more specifics
- Example of questions:
 - Strengths of graduates that cause you to hire more from SPHTM
 - Are SPHTM graduates prepared and ready for work?
 - Reasons for not being prepared for job market
 - if you interviewed a graduate and did not hire them, Why?
- Provided insights into school and graduates
- Gave details for focusing improvements

Summary

Survey

Benefits

- Large number of employers
- Comments at end of survey

Challenges – time and effort

- Name & contact info of immediate supervisor
- Balancing length and depth of questions
- Some employers hired only one graduate
- Employers generalize across all employees rather than SPHTM graduate

Interviews

Benefits

- Candid responses
- Able to probe deeper into issue through discussion of a point
- Gives us reason to connect on a personal level with key partners

Challenges

- Identifying best person in a large agency or company that hires several graduates each year
- Keeping discussions on track to probe areas of strengths and weaknesses.



**Faculty of
Health Sciences**

Beirut, Lebanon

**Graduate Public Health Program
LIVE Event with Employers of MPH and MS graduates**

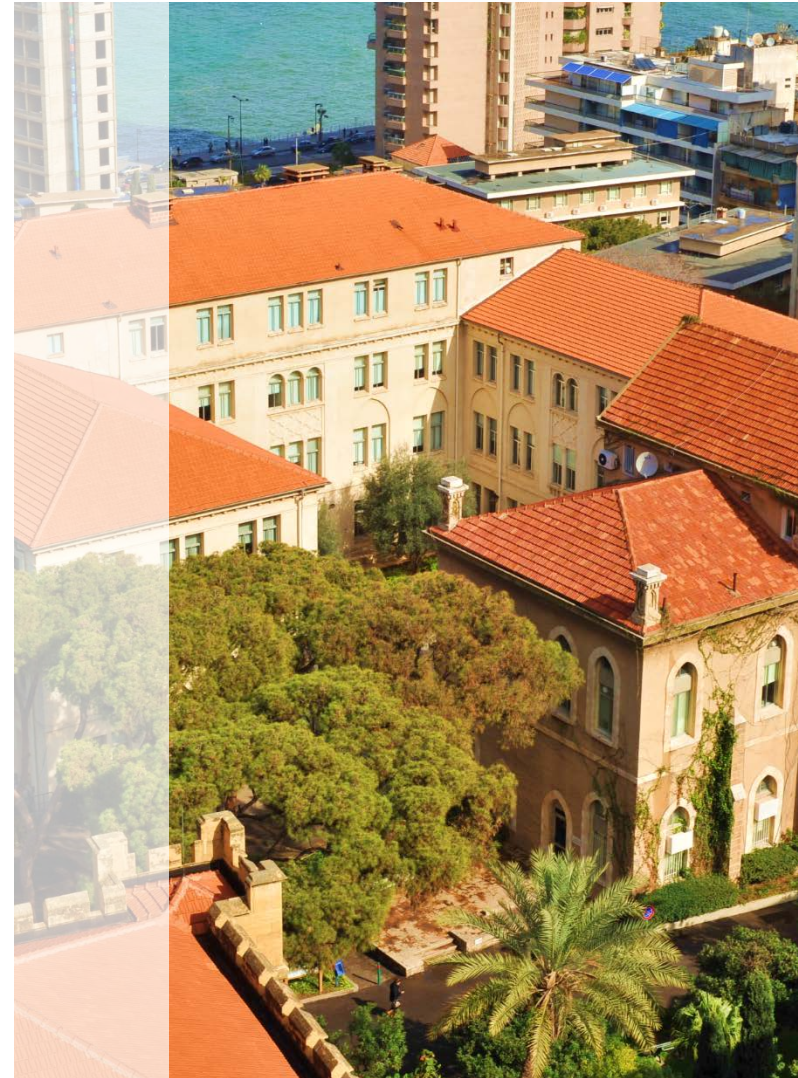
[using Clickers & Multiple-Round table Discussions]

By Dr. Jocelyn DeJong

Associate Dean for Academic and Faculty Affairs

CEPH Webinar

September 26 2019



How did we build the LIVE event with employers?



- Admin Team reviewed employer feedback reports from 1999 & 2011.
- Mixed approach in interactive session
 - ❖ quantitative data e.g. prevalence of satisfaction
 - ❖ qualitative data to identify and discuss problem areas in more depth.
- Invited 51 participants & 32 attended
- Selected invitees from: Public, Private Organizations, Local/International Non-Governmental Organizations, United Nations Agencies, Hospitals
- Divided employers into five groups by organization type
- Sent personalized invitations followed with 2 reminders
- Event held on January, 2018 (5:00-8:00). After work hours

How did we run the sessions?

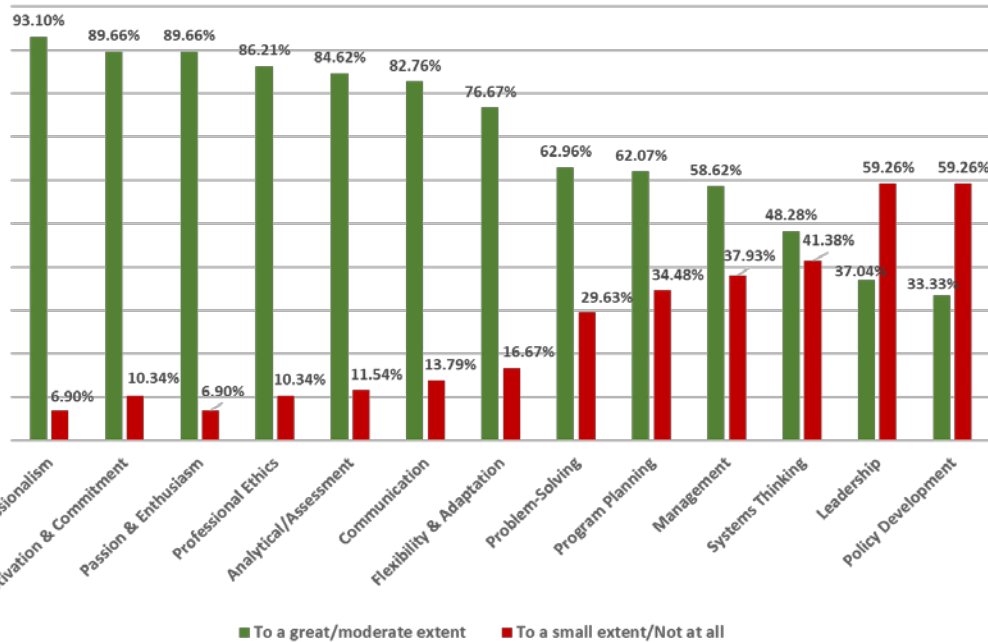
1) Live Questions & Results using clickers



- A short survey (15 min) was administered through the individual clickers' exercise
- It aimed to assess:
 - employers' willingness to hire GPHP graduates
 - their assessment of GPHP graduates' skills (employed by them) from a list of skills that mark 'a successful public health professional'.

Sample of results from the LIVE clickers session

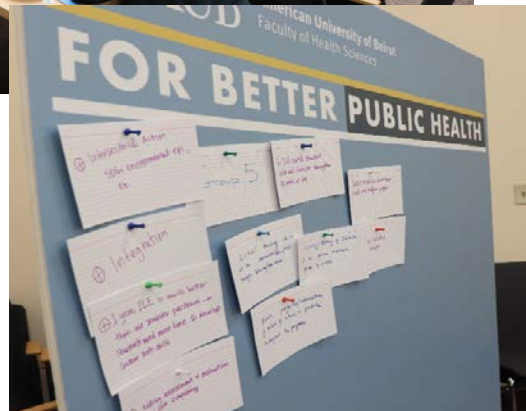
Figure 1: Extent to which employers feel that GHPH graduates were/are able to apply skills



- Identified 9 competencies perceived as achieved (over 60% of employers)
- However, fifty-nine percent (59%) of employers agreed that “Policy Development” and “Leadership” are lacking in our graduates’ performance and 41% noted that “Systems Thinking” is exhibited among graduates ‘to a small extent’;
- Skills identified by employers as major gaps in the curriculum were interestingly reflected in 2016 CEPH criteria on curricular revisions

How did we run the sessions?

2) Interactive Roundtable Discussions facilitated by faculty members



- Small roundtable discussions took place facilitated through a discussion guide and a faculty facilitator on each table
- The results of the clickers' exercise were displayed on the screen and participants were encouraged to pick up results they found relevant in the discussion
- One of the participants per table was selected by his/her group to present the group's main points to a subsequent plenary discussion

Key messages for a Successful LIVE Event



- A LIVE event needs to build on continuous communication with and engagement of employers over several years through e.g. stakeholders consultation events, emails, newsletters
- Track graduate Practicum sites and post graduation employment
- Maintain an internal database of employers through the Practicum and Career Counselor office
- Target not only current but also previous employers representing different sectors to ensure diversity



Faculty of
Health Sciences

Beirut, Lebanon

THANK YOU



Community Leadership Advisory Board and Alumni



Kari F. Brisolaro, ScD, MSPH, QEP

Associate Dean for Academic Affairs

Associate Professor of ENHS

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Public Health Community Leadership Advisory Board (CLAB)

The CLAB is engaged in the following ways:

- Provides advice on current needs, opportunities, and trends in public health education including competencies, research, and service;
- Provides review and comments on our mission, goals and objectives and our progress in meeting them;
- Assists in identifying new venues for community service for students, faculty and staff as well as practice experience opportunities;
- Promotes the school in the community and state and assists in identifying development opportunities.

Leveraging Information

Because our School is relatively small, it has been challenging to survey employers without identifying specific alumni. Further, for those large sites with multiple graduates (e.g. the Louisiana Department of Health), it is difficult to locate supervisors who would be most familiar with the performance of our graduates.

- The CLAB has also served as a proxy for employer perspectives (as the majority of them are at organizations that have hired our graduates).
- Additionally, relationships with other community stakeholders and organizations through the Practice Experience and invited lecturers have presented opportunities for feedback.
- Survey of these groups provided important feedback on the relevancy of the new competencies to our direct stakeholders.

Engaging Alumni

- Annual survey of alumni who graduated one year prior.
 - Response rates are generally good at around 80%.
 - Designed to assess the SPH graduates' academic and early professional public health practice, and provide information that can be used to further develop and improve of our educational programs. Includes:
 - Characteristics of alumni's current public health practice,
 - The SPH's roles in helping alumni secure professional positions,
 - How well the SPH programs have prepared alumni to apply SPH's competencies to actual public health practice.
- Alumni have initiated an SPH Alumni Association with the goal of having a Board consisting of graduates from each of the School's programs.

Pairing Assessment with Learning

HMP 7940 Primary Data and Mixed Methods at the University of Iowa

Course Logistics

- ▶ 3 credit hours, fall semester course
- ▶ Required for Health Management and Policy PhD students, open to PhD students across University of Iowa
- ▶ Course content includes:
 - ▶ Overview of primary data
 - ▶ Positing appropriate research questions
 - ▶ Systematic literature reviews and meta-analysis
 - ▶ Preparing research proposals and protocols
 - ▶ Primary data approaches
 - ▶ Primary data methods
 - ▶ Qualitative research methods
 - ▶ Qualitative research analysis
 - ▶ Mixed methods research

College of Public Health As A Client

- ▶ Work with faculty instructor to determine an area of need for the College that will work for a mixed methods research project
- ▶ Visit the course each week so students can ask questions, present steps in the process, and get feedback
- ▶ Work with students via email/other meetings to determine incentives, distribution of survey, recruitment for focus groups, etc.

Fall 2018 Project-MPH Foundational Competencies

▶ Quantitative

- ▶ Survey of alumni (N=370)
 - ▶ Focus on competency attainment while in MPH program
 - ▶ Focus on competency usefulness since graduating
- ▶ Survey of current students (N=93)
 - ▶ Focus on competency attainment
 - ▶ Focus on projected competency usefulness

▶ Qualitative

- ▶ Focus group with first year MPH students
 - ▶ Focus on where competencies are being taught
- ▶ Focus group with second year MPH students
 - ▶ Focus on where students learned competency concepts

Outcomes/Data Use

- ▶ What we learned from the assessment
 - ▶ Emphasis on quantitative over qualitative data in curriculum
 - ▶ Students like to know course competencies up front
 - ▶ Leadership and cultural humility competencies were especially useful in professional roles
- ▶ How we are using the assessment
 - ▶ More focus on qualitative data skills within core courses
 - ▶ Talking with faculty about incorporating competencies in syllabi/using syllabus template
 - ▶ Emphasizing importance of leadership/cultural humility competencies in the Intro to Public Health course
 - ▶ Identification of competencies we want to reinforce/assess in the integrated learning experience

Evaluation and Outcomes Data for Accreditation

Collecting Data From Employers

September 26, 2019



University of Montana

- School of Public and Community Health Sciences.
- Online Public Health Program.
- We currently have ~65 students in our MPH program, and another 70 in our Certificates, dual degrees, and PhD in Public Health programs.
- Website: <http://health.umt.edu/publichealth/>

Purpose and background

- Goal is to request feedback from employers regarding our graduates' attainment of competencies and ability to apply competencies in a workplace setting.
- Results are used to support our efforts to continually improve our program and meet workforce needs in public health.
- Surveys are conducted in late summer of even years.
- Responses are confidential and data is only presented in aggregate form to assess overall program competency, not individual performance.

Methods and results

- We use our faculty and School's External Advisory Committee (EAC) to develop questions, survey schedule, and reporting strategies.
- We utilize an electronic survey (Qualtrics).
- The survey takes about 10 minutes for people to complete.
- For our latest surveys, we emailed to 21 employers, with 10 employers completing the survey (note that some employers employ multiple graduates).
- These survey results have been shared with our faculty, our Dean, and our EAC for review.

Survey Questions

1. Is the training of our MPH graduate(s) relevant to her/his position?
2. Overall, how well was our graduate(s) prepared for a career in your organization?
3. Please rate the skill level of our graduate(s) for the following competencies:
 - Listing of MPH Program Competencies 1 – 10
4. Overall, how well was our graduate(s) prepared to apply competencies in your workplace setting?
5. Please share any additional comments or concerns.

Lessons learned

- Overall, employers were very happy with our graduates.
- Engage faculty and program stakeholders (EAC) with designing the survey and overall survey process.
- Keep survey short and focused.
- Use an electronic survey (such as Qualtrics) so links can be provided by email to employers.
- Qualtrics provides a nice graphical summary of results that can be easily disseminated.



Thank you.

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Post-Graduation Outcomes & Alumni Assessment

Marilyn M. Gardner, Ph.D.
MPH Program Coordinator
Western Kentucky University



Program of Public Health

MPH

- Accredited since 2002
- ~ 50 full and part-time students

BSPH

- Accredited since 2016
- ~ 30 students

Major revision beginning fall 2017

Create Accreditation Culture

Benefits of Being Accredited

- Program Materials, Orientation & Advising

Responsibilities of Being Accredited

- Assessments: Mandatory & Informal
- Program governance
- Branding

Post-Graduation Outcomes

How We Reach Alumni

- Email
- Social Media
- Social Networks
- Text
- Institutional data

What We Assess

- Tell us what you're doing
- How are you using what you learned?

Three-Year Alumni Survey

Online survey

Quantitative: Semantic differential scale

- Preparation for workforce/graduate program
- Ability to apply competencies
- Preparation compared to peer colleagues

Qualitative: Open-ended questions

- Competencies/skills most used
- Needed competencies/skills not provided
- Competencies/skills wish colleagues had

Additional Alumni Data

Semi-structured interviews

- Convenience sample

Alumni stories

- Program feedback

Findings

- Programs/applications used in field
- Practice opportunities
- Alumni prefer global questions
 - Response fatigue with individual competencies
- Increased response rates
 - 90%+ post-graduation outcomes
 - 80%+ three-year alumni

Thank you!



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Evaluation and Outcomes Data for Accreditation

Jacey A. Greece, DSc, MPH

Anneke Demmink, MPH, CHES

Amanda Velez, MS

Lisa Sullivan, PhD

Evaluation Methods

- Design
 - Mixed methods approach
 - Quantitative surveys (*outcome*) and qualitative focus groups and interview (*process and outcome*)
- Data Collection Strategies
 - School Survey
 - Administered annually
 - Employment Survey
 - Administered 6 months and 2-years post-graduation
 - Alumni Focus Groups
 - Administered 4 times a year in selected US cities

PROFESSIONAL
DEVELOPMENT &
PRACTICAL EXPERIENCE

Integrative Learning Experience

Practicum

SPECIALIZATION

Interdisciplinary
Graduate Certificates

FOUNDATION

Integrated Core
Curriculum

Career Development

School Survey and Employment Survey

What, How, and Why

School Survey

- Administered
 - Annually
- Sample
 - BUSPH community (response rates): students (39%), alumni (14%), employers (10%), faculty (46%), staff (64%)
- Purpose
 - Program competency achievement

Employment Survey

- Administered
 - 6 months post-graduation
 - 2 years post-graduation
- Sample
 - Recent graduates (314, 93% response rate)
- Purpose
 - Employment status, industry, and role/position type

Takeaways and Lessons Learned

- Eliminate redundancies across surveys
 - Clear purpose for each survey
 - Strategic timing of release
- Work to increase response rates
 - Ongoing connections
 - Electronic reminders
 - Provide follow-up communication
- Use survey results more broadly:
 - Identify graduates who need help with job search
 - Identify alumni interested in networking with current students
 - Disseminate findings and next steps (examples)

Alumni Focus Groups

What, How, and Why

- Administered
 - Semi-structured 1-hour focus groups by trained staff
 - Tailored to degrees represented
- Sample
 - Graduates of BUSPH (MPH, MS, MA, PhD, DrPH)
 - 4 focus groups in 2018 (APHA, DC, NYC, Boston, n=25)
- Purpose
 - Attitudes/perceptions of curricula
 - Application of competencies in workforce
 - Alumni resources
 - Future directions in the field

Takeaways and Lessons Learned

- Allows for more in-depth context and detail from surveys
- Flexible focus group guide depending on alumni participants
 - Brief pre-survey
 - Tailor to degree
 - Tailor to curriculum received
- Incentives to participate:
 - Convenient location and time
 - Provide food
- Use new information to inform future focus groups (examples)

General Tips

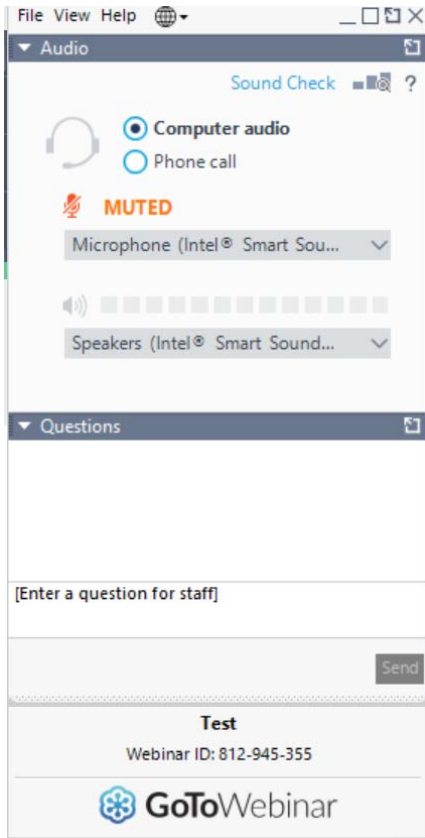
- Capitalize on existing opportunities for data collection
 - School survey
 - Conferences and alumni events
- Offer various data collection approaches to providing feedback
 - Mixed methods
 - In-person, online, phone, email, group, individual, etc.
- Have a clear purpose and plan
- Consider sustainability of evaluation for ongoing program revision
- Disseminate results to stakeholders in a timely manner

Presenter Contact Information

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Thank you, presenters!

Thank You!



Attendee questions?



Housekeeping

Friendly reminder to
complete the survey!

Upcoming trainings

Annual Report Webinar	Oct 2 2-3 pm ET
Accreditation & Education Forum	Nov 2 Philadelphia, PA
P-AOW (webinar)	Nov 8 (time varies)
Accreditation Orientation Workshop	March 16-17 Arlington, VA

<https://ceph.org/about/dates-to-remember/>