



1010 Wayne Avenue, Suite 220 | Silver Spring, MD 20910
Phone: (202) 789-1050 | www.ceph.org

June 17, 2021

Sonia A. Alemagno, PhD
Dean, College of Public Health
Kent State University
Sent via email

Dear Dean Alemagno:

On behalf of the Council on Education for Public Health, I am pleased to advise you that the CEPH Board of Councilors acted at its June 2-4, 2021 meeting to accredit the College of Public Health at Kent State University for a seven-year term, with an interim report due in spring 2022.

The accreditation term extends until July 1, 2028, pending the college's continued documentation of compliance through the following requirements:

- interim reporting
- annual reporting
- any other reporting required by the Council
- an on-campus visit, as described below

Since your site visit occurred via distance technology to accommodate COVID-19-related travel restrictions, federal rules require CEPH to conduct an on-campus visit to verify the college's continuing eligibility for accreditation. **The Council requires that the college conduct a full-day, on-campus consultation visit no later than October 22, 2021 that is structured to 1) fulfill CEPH's federal requirements and 2) discuss the college's plans and progress on addressing the issues associated with the interim report, detailed below.** During the visit, the CEPH staff member will be available to answer questions about any of the interim reporting requirements and the college's efforts to address areas of non-compliance. Please email [Mollie Mulvanity](mailto:Mollie.Mulvanity@ceph.org) by July 15, 2021 with a list of three possible dates that you would be available to host the consultation visit. Additional information on consultation visits, including the associated costs, is available [here](#).

The interim report will be due on April 5, 2022 and must address the criteria for which there was a "partially met" assessment. Specifically, the interim report should provide evidence that the college has:

- a) Collected useful information on students' perceptions of class size and its relation to quality of learning. The report must include quantitative and qualitative data (Criterion C2)
- b) Implemented coursework that provides a grounding for foundational learning objective 2. The report must include information in the format of Template D1-1, accompanied by relevant syllabi and course materials (Criterion D1)
- c) Implemented appropriate assessment activities for foundational competencies 2, 8, 10, 11, 12, 16, 17, and 22. The report must include the information in the format of Template D2-2 and must include relevant syllabi and attachments (e.g., more detailed assignment instructions) to allow for full validation (Criterion D2)
- d) Implemented appropriate assessment activities for HPM competency 5 or revised HPM competency 6 to reflect an appropriately advanced level of skill and defined an appropriate assessment activity. Documentation must include Template D4-1, relevant syllabi, and other information needed to validate compliance, such as assignment instructions (Criterion D4)

- e) Implemented appropriate assessment activities for EPI competencies 2 and 3. Documentation must include Template D4-1, relevant syllabi, and other information needed to validate compliance, such as assignment instructions (Criterion D4)
- f) Implemented APE requirements for the MPH in biostatistics that align with this criterion's expectations. Specifically, the settings must align with the guidelines specified in Criterion D5, and the activities must be mutually beneficial to both the site and the student (Criterion D5)
- g) Implemented requirements to ensure that all students complete practice experiences that are assessed on at least two work products that demonstrate at least five specific competencies, at least three of which must be foundational. The report must include complete samples (graded student work products and all relevant planning forms) from at least five students from each concentration or as many as possible, if five samples are not available (Criterion D5)
- h) Implemented policies and procedures to ensure that MPH students complete and are assessed on an integrative learning experience that meets Criterion D7's expectations. Specifically, the college must ensure that MPH students complete a high-quality written product that allows for synthesis of competencies. The report must include samples of graded work products as well as a narrative explanation of the process, with additional supporting documents and narrative as appropriate. (Criterion D7)
- i) Implemented appropriate assessment activities for foundational learning objective 4. The report must include the information in the format of Template D17-1 and must include relevant syllabi and attachments (e.g., more detailed assignment instructions) to allow for full validation (Criterion D17)
- j) Developed specific goals for increasing the representation and supporting the persistence and ongoing success of the college's identified faculty priority population. The college must also list provide the actions and strategies identified to advance these goals and provide evidence of initial implementation and progress (Criterion G1)

Please be aware that failure to come into compliance with all accreditation criteria must trigger specific actions on CEPH's part. These actions, mandated in federal regulations governing accrediting agencies that are recognized by the US Department of Education, include initiating adverse action or, if good cause is demonstrated, extending by one year the period during which the program or school may come into compliance with the remaining criteria, after which CEPH must take adverse action. CEPH is required to deny or revoke accreditation when a school or program fails to demonstrate that it has come into compliance. Thus, interim reports have serious consequences. Additional information about preparing interim reports is available on the [CEPH website](#).

We are enclosing a copy of the Council's final accreditation report. The report is also being transmitted to the chief executive officer of your university as the Council's official report. This differs from the team's report that you received prior to our meeting in the following areas:

- The Council changed the finding for Criteria B6 (Use of Evaluation Data) and H4 (Admissions) from met with commentary to met and added language explaining its rationale.
- The Council added language to Criteria C2 (Faculty Resources), D1 (Foundational MPH Knowledge), D2 (Foundational MPH Competencies), D4 (Concentration Competencies), D5 (Applied Practice Experiences), D7 (Integrative Learning Experience), D17 (Academic Master's Degrees), and G1 (Diversity) acknowledging the college's response to the site visit team's report and, when applicable, clarifying the Council's concerns.
- The Council changed the team's findings for Criteria D10 (Bachelor's Domains), D13 (Cross-Cutting Concepts), and D18 (Academic Doctoral Degrees) from partially met to met and added language explaining its rationale.

I would like to call your attention to the disclosure provisions in our adopted procedures. The college is expected to make its official accreditation report available to the public on request 60 days following the accreditation decision. ***The college may make the report and final self-study available in full on its website, or it must clearly indicate on the website how to request a copy of either document.*** See Section 7 of the [Accreditation Procedures](#) for additional information.

You may append a written response whenever you distribute the report. The official report also will be available on request from CEPH after 60 days, but it is our intent to refer all initial requests to you. If you provide this office with a copy of a written response by July 26, 2021, we will be pleased to append it whenever we respond to a request for the report. Please note that this response is optional.

We would also like to remind you that whenever an accredited school or program undergoes a substantive change, it is obligated to provide written notification to CEPH of the intended change. Substantive changes are defined in the procedures manual, but generally include offering a new degree, adding or discontinuing an area of specialization, offering a degree program in a different format or at a distant site and making major revisions to the curricular requirements. Additional information about substantive changes is available on our [website](#).

We appreciated the many courtesies and helpfulness extended to the site visit team.

Sincerely,

A handwritten signature in cursive script, reading "Joyce Gaufin".

Joyce Gaufin
President