

CEPH Criteria 1.1 Mission and 1.2 Evaluation and Planning: The Logical Link

CEPH Technical Assistance Session
November 3, 2007



Or as my students would like to express their feelings about evaluation: it is either rigor or rigor mortis

“A great many people think they are thinking when they are merely rearranging their prejudices”

William James



Objectives

1. Compare the logic of the CEPH criteria to the PRECEDE PROCEED Model for program planning and evaluation; and
2. Recognize the utility of the CEPH criteria for academic program planning and evaluation.

Program Evaluation Standards

- ✓ The field of evaluation has evolved over the past 20 years.
- ✓ One of the hallmarks of this progress has been the wide acceptance of the **evaluation program standards** first set forth by the education profession.
- ✓ The CDC and the American Evaluation Association and others are “on board” with them.
- ✓ The CEPH criteria and processes are consistent with these standards

Standards for Effective Evaluation

(CEPH Policies and Procedures)

Utility

Serve the information needs of intended users.

Feasibility

Be realistic, prudent, diplomatic, and frugal.

Propriety

Behave legally, ethically, and with regard for the welfare of those involved and those affected.

(CEPH Criteria)

Accuracy

Reveal and convey technically accurate information.

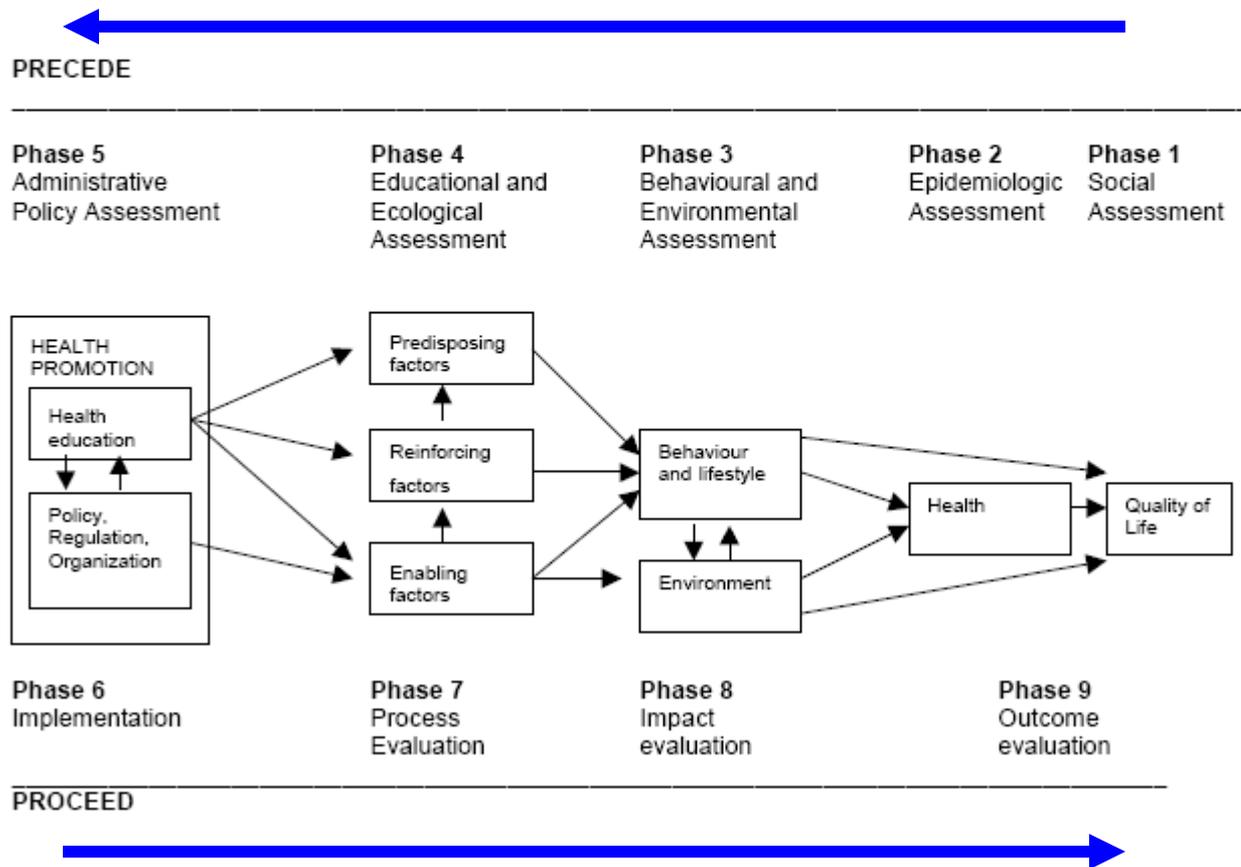
CEPH Criteria as Seen from an Evaluation Standards Lens

- The CEPH provide the accreditation Criteria (**all evaluation standards**)
- The School or Program collects and formats the data (**all evaluation standards**)
- The link between Criterion 1.1: Mission and Criterion 1.2: Evaluation and Planning (**accuracy standards**)

Evaluation Models

- ◆ There are so many evaluation models – to make graduate students cry and keep professors employed
- ◆ One model has made 2 professors infamous. **PRECEDE PROCEED**
- ◆ One of its major contribution's is that you **plan programs in one direction** and you **evaluate them in the other**.

PRECEDE-PROCEED Framework (L. Green) (M.Kreuter)



Administrative Assessment

Ecological Assessment

Social Assessment

Planning



Influence on Public Health Practice

Policies and Governance

Quality of Curriculum and Students (#)

Academic Structural, Instructional, Scientific, and Professional Capacity



School or Program's Mission and Goals

Status * the Public's Health

History and Opportunity

Quality of Research and Faculty (#)



Quality Facilities and Resources (#)



Evaluation

Process Evaluation

Impact Evaluation

Outcome Evaluation

* may involve university priorities as well

CEPH Criteria from an Evaluation and Planning Model Perspective

- ① Everything runs **to and from** the mission.
- ① It should be evident **throughout** the school or program.
- ① The mission **links** the school or program to the **public health** status of the **community**
- ① The mission links the school or program to the **university**, as well.
- ① The mission is not a **static** concept. It could help guide change.

Conclusion

After the CEPH criteria which set from the standards that determine what is or is not a public health school or program:

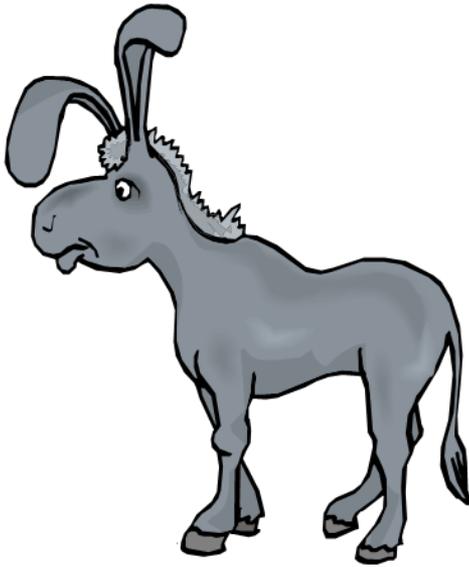
The **mission statement** is the starting point

It provides the **guideposts and benchmarks**

The other criteria provide the **context, assessment, and status**

“There is no educational value in the second kick from a mule.”

Anon



References

CDC. (1999). Framework for Program Evaluation in Public Health. US Department of Health and Human Services. MMWR. 48(RR-11).

Green, L.W. & M. K. Kreuter. (1999). Health Promotion Planning: An Educational and Ecological Approach. Mayfield Publishing Co., Mountain View, CA. pp. 50.

Sanders, J.S. Ed. (1994). The Program Evaluation Standards. 2Ed. Sage Publications. Thousand Oaks, CA.

“If the world was a logical place, it would be men that ride side saddle”

Rita Mae Brown

