

COPH Faculty Assembly

May 22, 2017

CEPH et al Update

This is our moment

Ranked 16th in the nation among schools of public health

#1 in Florida

#2 among public schools in the Southeast

Only top 20 ranked college at USF

We'll be reviewed again in 2018 . . .



This is *your* moment

We'll be reviewed for accreditation in the first group to come in under the new criteria, also in 2018

We are looked to as innovators in education nationally, and people will be asking for our self-study

They're already asking, "how are you doing x?"

Remember, accreditation is all and only about ensuring that we are delivering a quality education that prepares graduates for the field of public health

This is *your* moment

This is **your** self-study

My past leadership in CEPH will mean nothing

My leadership of ASPPH will mean nothing

What means something is how responsive we are to the criteria and the extent to which we demonstrate that we are providing an outstanding educational/learning experience to our students in the context of our vision, mission and values

If anything, they'll be tougher on you because they expect more of you

This is *your* moment

A working group has been assembled to guide the self-study process and I'm certain they would welcome your involvement

Faculty	Staff/Students	Ex Officio
Joe Bohn	Samantha Haylock	Ellen Daley
Jaime Corvin	Barbara Kennedy	Jay Evans
Marti Coulter	June Lake	Paula Knaus
Stephanie Marhefka		Kay Perrin
Steve Mlynarek	William Baldwin	
Aurora Sanchez-Anguiano	Brian Benton	
Kate Wolfe-Quintero		

This is *your* moment

As the workgroup develops recommendations, we present them to you for your deliberation, input and ultimately endorsement

- We've selected indicators, when we've had choices

- We've crafted a values statement

- We've developed responses to several criteria

We've spent several months working on degree concentrations

Requirements for *faculty complement* are now linked to concentrations

This is *your* moment

No more “five faculty in each core discipline”

Core disciplines are gone, MPH core discipline requirements are gone

We need offer only three concentrations within the MPH and they can be whatever we want them to be

Each concentration must have two full-time primary instructional faculty and a third (from any category) associated with it (one addition primary instructional faculty member if we add a degree level)

After many months, we believe we have this task completed

Why was this important?

One, because we had to determine if we had sufficient faculty, qualified to teach under CEPH standards, to offer all the concentrations we wish to (and there has been some winnowing and consolidating as a result)

Two, because now the work begins to meet all of the concentration-specific criteria

CEPH Criterion D4: MPH Concentration Competencies

MPH graduates attain competencies in addition to the foundational competencies listed in Criteria D2. These competencies relate to the school's mission and the areas of concentration.

The school defines at least five competencies for each concentration.

The school documents at least one specific, required assessment activity for each defined competency during which faculty validate the student's ability to perform the competency.

Further details . . .

“one, specific required assessment”,

e.g. component of existing course, paper, presentation, test

Assessment may occur in simulations, group projects, presentations, written products, etc

Assessment opportunities typically occur in courses that are required for a concentration or in courses that build on those intended to address foundational competencies (in our case, the TMPH core)

Required Documentation for CEPH

We will need to provide

For every concentration, the list of competencies, the courses in which they are met and the assessment activity (at least one) that is linked to each competency

For every assessment, the syllabus of the course in which it takes place

For each concentration:

Step 1: Is the concentration necessary?

If yes, review and update Concentration Competencies.

If no, remove from list of concentrations.

Step 2: Are the required concentration courses <17 credits for BOG?

If yes, do the courses meet the Concentration Competencies?

Step 3: Are there required electives in the concentration?

If yes, do the electives meet the Concentration Competencies?

Step 4: For each course, align Course Objectives with Concentration Competencies.

Step 5: Align Course Assessment to each Course Objective.

CONCENTRATION COMPETENCIES (CC): INFECTION CONTROL		COURSE OBJECTIVES	MEETS CC	ASSESSMENTS	SESSION #
A.	Demonstrate mastery of the eight areas of infection control practice.	1. Outline the historical development of PH	D	Quiz	S1
B.	Identify and explain the essential elements of an infection control program and the role of infection preventionists in a variety of healthcare settings.	2. List and describe the role of surveillance in PH	C, E	Web quest	S2
		3. Differentiate between the functional, intermediate, and central levels of surveillance	C	Web quest	S2
C.	List, define and provide examples of primary, secondary and tertiary infectious disease prevention strategies, with an emphasis on infection prevention.	4. Define and describe the 4 categories of healthcare-associated infection (HAI) surveillance	A	Quiz	S3
		5. List and describe the steps to take in investigating a disease outbreak	B	Written assignment, Web quest	S4, S5
		6. Summarize, interpret and formulate recommendations for communicable disease surveillance	A	Quiz	S6, S7
D.	Outline the following components of surveillance: historical development, design, collection and compilation, interpretation and outbreak investigation, on national and global scales.	7. Synthesize and evaluate HIV/AIDS surveillance information	D, E	Web quest	S9
		8. Participate in the collection, summary and analysis of surveillance data	B	Quiz	S6, S7
E.	Describe the impact of pathogenic microorganisms on the public's health and the environment, including clinical applications.	9. Define infectious and non-infectious hazards present in healthcare facilities	B, E	Web quest	S10
		10. List and describe at least 3 forms of international surveillance	D	Quiz, Discussion board, Web quest	S12

The work . . .

Appears daunting if given to a curriculum committee chair or a program coordinator

But would be relatively easy if we all pitched in and worked on the areas with which we are familiar

If three faculty have been identified with each concentration and by definition are teaching in that concentration, then it should not be terribly burdensome for them to get together and determine the competencies for the concentration and then link them to courses

Each faculty member can review his or her own courses and make the links to learning objectives, course sessions and assessments

For example

Those of us who teach in the TMPH figured this out for the foundational knowledge and foundational competency requirements

D1 and D2 have been presented to you and you've already approved them

Back to the work . . .

When you get together, however you choose to do this, we would encourage you to do a couple of things

- Make sure you still believe the concentration is relevant and viable

- Make sure the competencies are current and appropriate

- Make sure the required curriculum addresses all of the competencies

- Consider other courses offered (selectives or electives) and make sure they are still relevant and necessary

- NOTE: Dr. Perrin can give you all the data you want on how often courses are offered, enrollment history, etc

- You may find you don't need to offer all of these courses OR, you may find you could consolidate or team-teach some of these

But the best reason to do this?

All of this is going into Archivum where it will be tracked in a consistent and systematic way, generating data we need for CEPH as well as for our strategic plan

Once in Archivum, we will be able to:

- Link competencies, assessment methods and courses

- Create a student portfolio

- Automating the competency tracker for our students

- Map courses required for students to graduate across the College

- Develop reporting tools to allow us to complete required data captures more effectively

This is our moment

Presenting our budget to Dr. Lockwood this afternoon

We have experienced a significant budget shortfall due largely to decreases in enrollment in our undergraduate major and courses

Masters enrollment is flat or declining

PhD enrollment has been declining, now seems to be leveling off

DrPH enrollment is increasing

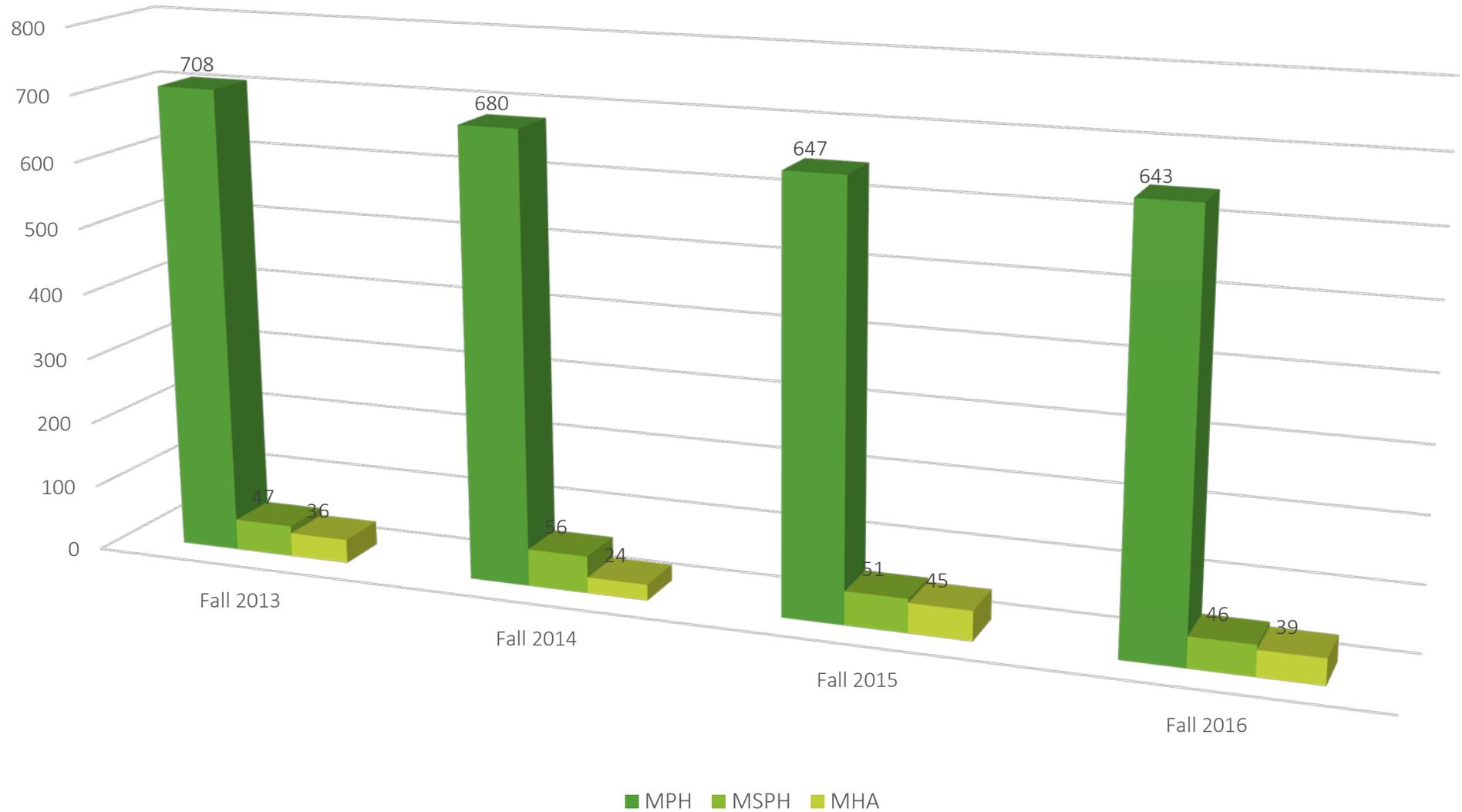
Enrollment: BSPH Majors

Academic Year	BSPH Majors	% Majors in First Year
2011/12	532	N/A
2012/13	848	7.6%
2013/14	1009	13%
2014/15	984	7%
2015/16	940	7%
2016/17	848	10.7%

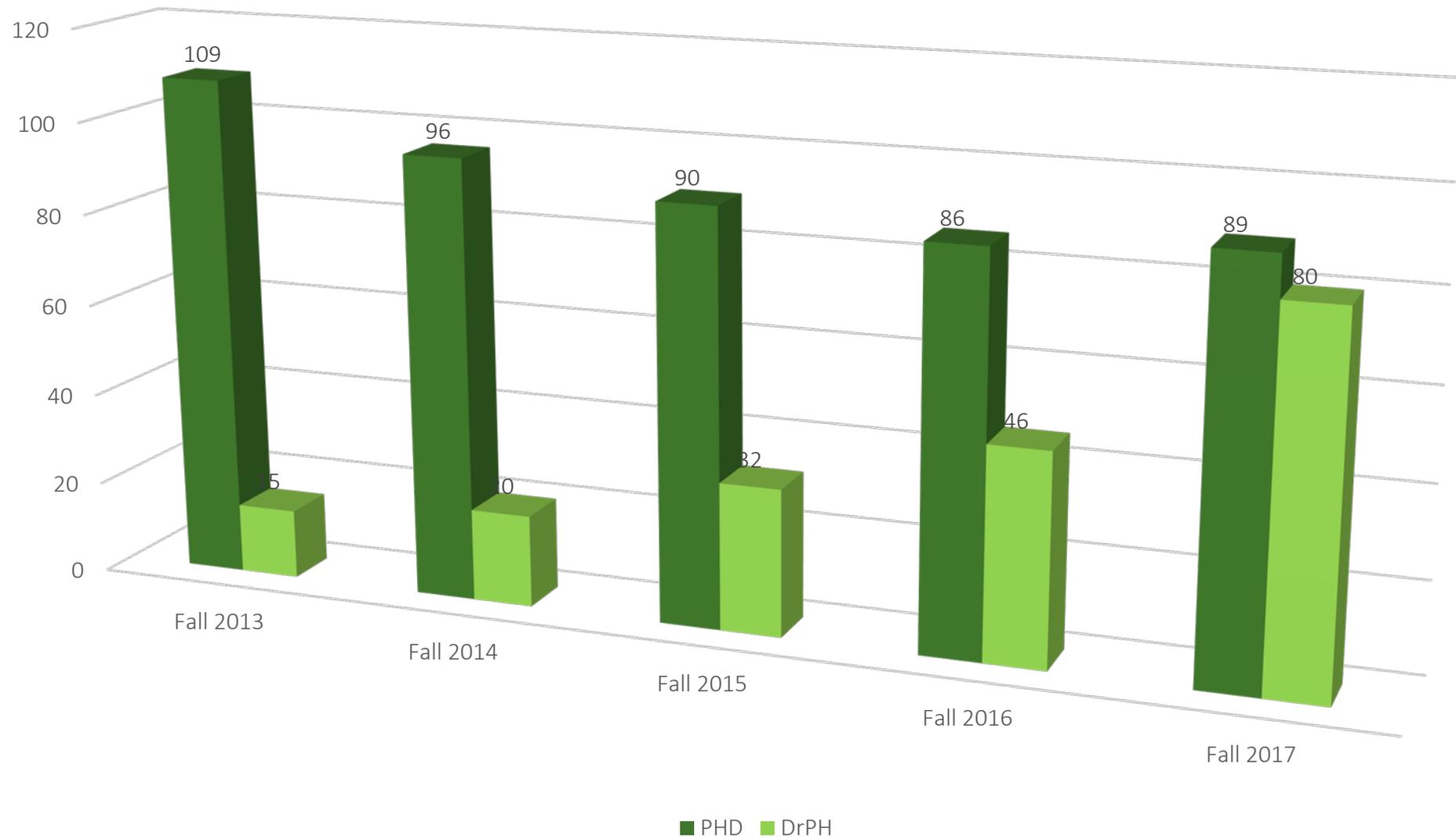
Bachelor of Science in Public Health approved in Spring 2011

Since then, our majors grew to a high of 1,009 and have been declining every since

Student Headcount Masters Programs



Student Headcount Doctoral Programs



Performance Based Funding

University Access Rate (Pell Grants)

Academic Progress Rate (freshmen retention)

FTIC 6-year Graduation Rate/4-year Graduation Rate

% Bachelor's Degrees without Excess Hours

Number of Postdoctoral Appointees

% Bachelor's Grads Employed/Continuing Education 1-year post-graduation

Median average full-time wages of bachelor's grads employed in Florida 1-year post-graduation

Bachelor's Degrees Awarded in Areas of Strategic Emphasis

Graduate Degrees Awarded in Areas of Strategic Emphasis

Average cost of undergraduate degrees to the Institution

Doctoral Degrees Awarded – a Pre-Eminence Metric

COPH Performance

Academic Progress Rate (freshmen retention) = 94% (Goal: 90)

FTIC 6-year Graduation Rate/4-year Graduation Rate = 98%/78% (Goal: 75/60)

% Bachelor's Degrees without Excess Hours = 31%

Number of Postdoctoral Appointees = 11 (Goal: 200)

Bachelor's Degrees Awarded in Areas of Strategic Emphasis = 329

Graduate Degrees Awarded in Areas of Strategic Emphasis = 272

Doctoral Degrees Awarded – a Pre-Eminence Metric = 19

Beyond State, Tuition, PBF there is Research

Research direct expenditures are the one thing that is yours

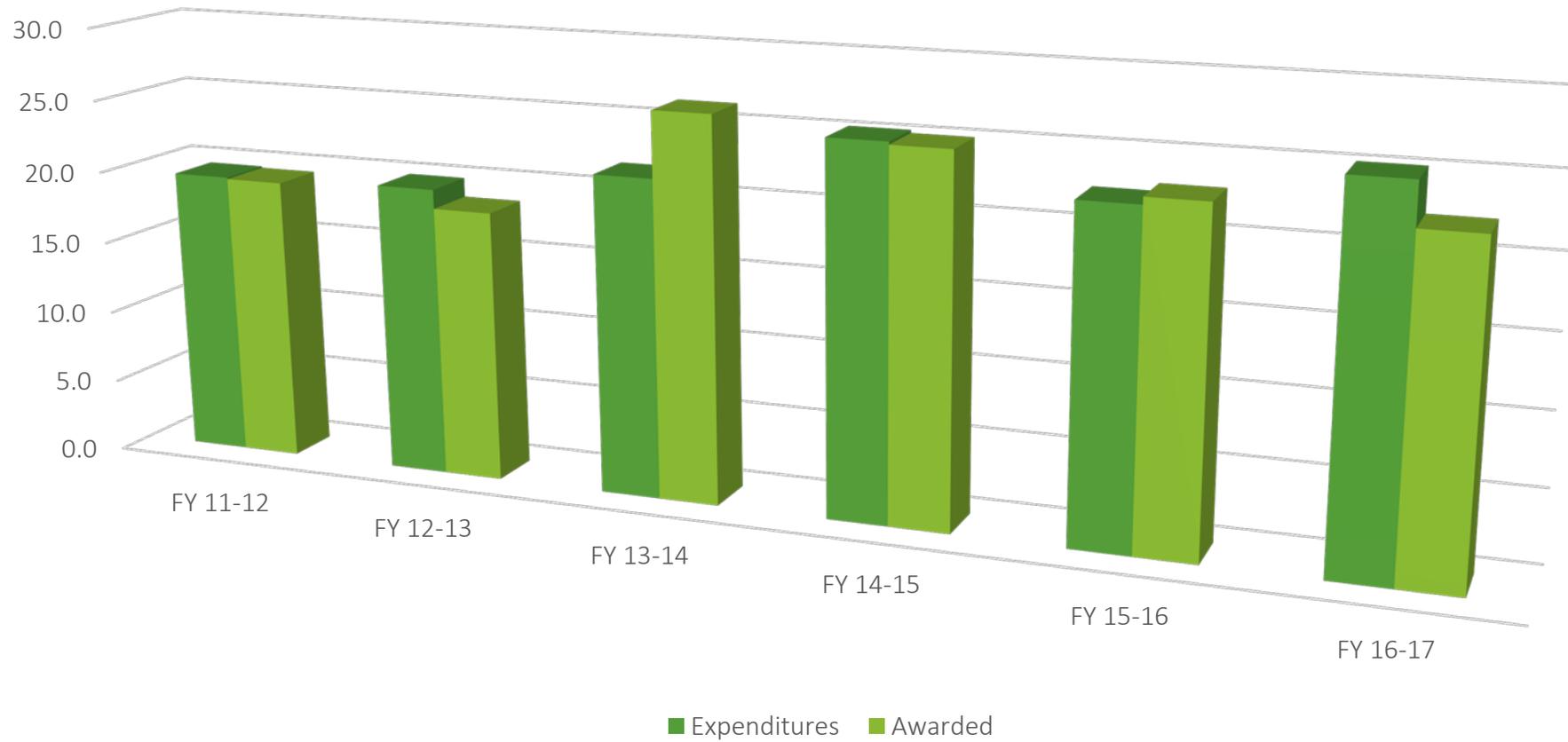
If you are successful in securing external fund support, that money is yours

Plans to modify the way indirects are distributed, but it is a fact that if we don't generate indirects, we won't receive any indirects

Contributing to USF Goals

Research

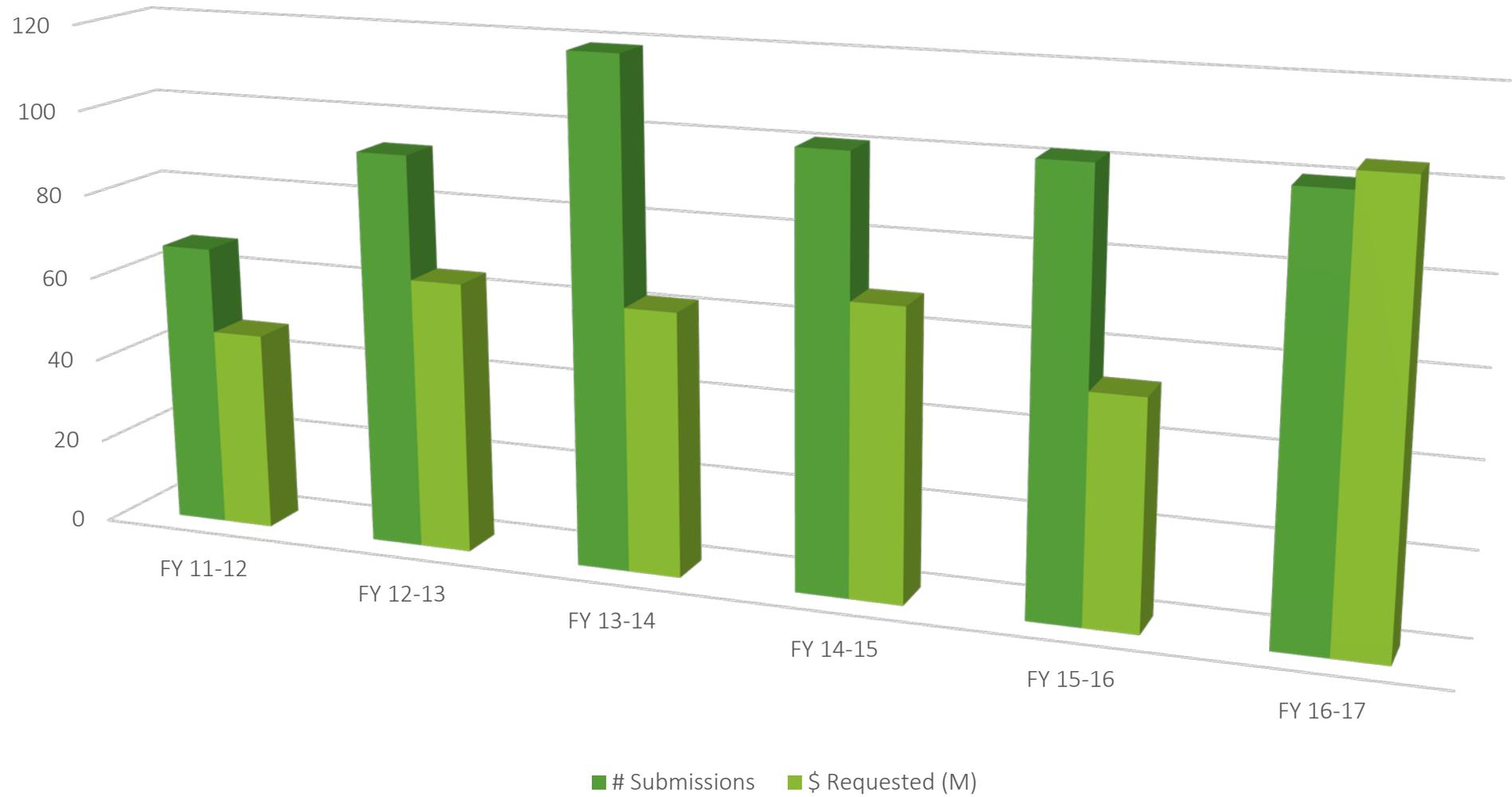
Research
Expenditures vs. Awarded (in Millions)



Contributing to USF Goals

Research

Proposal Submission & Amount Requested



Faculty Complement

The faculty complement:concentration situation remains fluid and relates to our budgetary challenges

Dr. Sanchez-Anguiano asked a very good question at a recent meeting, if faculty elect to take the early retirement/resignation option we are offering, won't that potentially affect the faculty available to support a concentration?

The answer is yes, but that would also have been true if we hadn't had any elect to take the early retirement/resignation option and therefore had to terminate faculty; this would definitely have affected our ability to offer certain concentrations

Thank you!



Any Questions or Comments?