REVIEW FOR ACCREDITATION
OF THE
COLLEGE OF PUBLIC HEALTH
AT THE
UNIVERSITY OF SOUTH FLORIDA

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
May 16-18, 2011

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the College of Public Health at the University of South Florida. The report assesses the college's compliance with the Accreditation Criteria for Schools of Public Health, amended June 2005. This accreditation review included the conduct of a self-study process by college constituents, the preparation of a document describing the college and its features in relation to the criteria for accreditation and a visit in May 2011 by a team of external peer reviewers. During the visit, the team had an opportunity to interview college and university officials, administrators, faculty, students, alumni and community representatives, and to verify information in the self-study document by reviewing materials provided on site in a resource file. The team was afforded full cooperation in its efforts to assess the college and verify the self-study document.

The University of South Florida (USF) was founded in 1956 and began admitting students in 1960. It serves more than 47,000 students on the four USF system campuses, located in Tampa, St. Petersburg, Sarasota-Manatee and Lakeland. The main campus and the USF Health campus are located in northeast Tampa, one of the fastest growing areas in the Tampa Bay area. USF’s 12 colleges offer an extensive range of degree programs at the undergraduate and graduate level. In addition to the 232 degree programs available, the university also offers more than 100 graduate certificates, which provide learning experiences in a more accessible, focused format.

The College of Public Health (COPH) was created by the Florida legislature in 1984, and it became the first accredited school of public health in the state. It is part of the USF Health campus, which also includes the College of Nursing, the College of Medicine and the recently-created College of Pharmacy. Faculty, staff and students from all parts of USF Health engage in a variety of inter-professional education initiatives, interdisciplinary and translational research and shared community service efforts.

To address the educational and professional development needs of Florida's public health workforce, the college has created a fully distance-based MPH program, provided leadership training to public health professionals in nearly every county health agency, developed a wide array of graduate certificates to meet demands for specialized training and added DrPH and BSPH degrees in response to interest from the field. The college has extensive relationships with colleagues in the community, including the public health directors from the 13 counties in west central Florida; the Tampa Bay Partnership, which represents economic development agencies from the eight-county Tampa metro area; local boards of education; hospitals and health care organizations; non-profits; and neighborhood- and faith-based organizations.

The COPH has been continuously accredited since 1987. Its last full accreditation review was in 2004 when the college received an accreditation term of seven years. Interim reporting was required to address a concern related to faculty diversity. The Council accepted the interim report in 2006.
Characteristics of a School of Public Health

To be considered eligible for accreditation review by CEPH, a school of public health shall demonstrate the following characteristics:

a. The school shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education.

b. The school and its faculty shall have the same rights, privileges and status as other professional schools that are components of its parent institution.

c. The school shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research, and service. Using an ecological perspective, the school of public health should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem-solving, and fosters the development of professional public health concepts and values.

d. The school of public health shall maintain an organizational culture that embraces the vision, goals and values common to public health. The school shall maintain this organizational culture through leadership, institutional rewards, and dedication of resources in order to infuse public health values and goals into all aspects of the school's activities.

e. The school shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. As a minimum, the school shall offer the Master of Public Health (MPH) degree in each of the five areas of knowledge basic to public health and a doctoral degree in at least three of the five specified areas of public health knowledge.

f. The school shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.

These characteristics are evident in the COPH at USF. The university is accredited by the Southern Association of Colleges and Schools, and the college and faculty have the same rights, privileges and status as other colleges on the main USF campus and the USF Health campus. The COPH dean reports to the senior vice president of USF Health, as do the deans of the colleges of nursing and pharmacy. The dean of the College of Medicine is also the senior vice president of USF Health; when serving in the role of senior vice president, he appoints an associate dean from the College of Medicine to represent the interests of this college to reduce potential conflicts of interest.

The college has a well-qualified and appropriately-sized faculty complement to support its current student body and degree programs. Degrees are offered at the undergraduate, masters and doctoral level, including MPH and PhD degrees in the five core areas of public health knowledge. Two DrPH degrees and a BSPH are the newest additions to the college’s offerings.
The college emphasizes interdisciplinary work among the departments within the college, among the USF Health colleges and across the USF system. Seed grants are available to support faculty and students who pursue interdisciplinary collaborations. Consistent with its mission to improve the public’s health through the advancement of discovery, learning and service, the college seeks to implement the values of community engagement, global perspective, diversity, leadership and the professional environment. A number of planning and evaluation activities allow the college’s various stakeholders to monitor the college’s effectiveness in achieving its mission.

1.0 THE SCHOOL OF PUBLIC HEALTH.

1.1 Mission.

The school shall have a clearly formulated and publicly stated mission with supporting goals and objectives. The school shall foster the development of professional public health values, concepts and ethical practice.

This criterion is met. The College of Public Health (COPH) has a mission statement encompassing three aspects of public health education: instruction, research and community service. The college's inclusive, transparent strategic planning process produced a mission that is clearly formulated and publicly stated. The mission, goals and indicators are supported by a clear set of values. The mission statement is as follows:

Our mission is to improve the public's health through advancing discovery, learning, and service.

This mission statement is given depth and detail through a comprehensive strategic plan that establishes five goals, 20 objectives and 41 measurable indicators to monitor progress. The mission, vision and strategic plan were developed through a comprehensive process that began in late 2006 and included faculty, staff, student and community participation. The college's leadership team reported frequent, regular, formal and informal interaction with the practice community. The process began with two day-long retreats followed by small group meetings. The college hosted presentations and town hall meetings in fall 2007 for faculty, staff and students. To ensure relevance to other constituents of the college, the draft plan was presented to the dean's External Advisory Board and the county health directors in west central Florida in 2008. These efforts were coordinated by the COPH Strategic Planning Task Force.

Monitoring of the goals, objectives and strategic indicators is performed by the Office of Academic and Student Affairs, the Office of Research, the Office of Faculty and Staff Affairs, the Office of International Programs and the Office of Finance and Administration as well as relevant centers and institutes. COPH leaders routinely discuss evaluation results at their monthly meetings and the dean and associate deans meet weekly to review data as they are accumulated. Data are shared with the full Faculty Assembly when there is a need for action, when changes occur in structure or processes and when opportunities for
new initiatives arise. All indicators are compiled and reviewed at least annually and the dean makes annual reports of progress to a combined meeting of college faculty and staff as well as to the External Advisory Board and the USF Board of Trustees.

Data related to goals and objectives are used to inform decisions about resource allocation, incentive programs and strategic investments. Based on recent data, the college has modified its data collection systems, increased funding for students to present their research at scientific and professional meetings and identified a need to develop and recruit for a marketing and communications position.

The college’s core values, adopted in April 2010, are consistent with its mission, vision and strategic goals. The core values are community engagement, global perspective, diversity, leadership and the professional environment. The values are posted on the college’s website and site visitors saw a number of ways in which they were operationalized. The college will initiate the development of its 2012-17 Strategic Plan during the 2011-12 academic year.

1.2 Evaluation and Planning.

The school shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals and objectives; for assessing the school’s effectiveness in serving its various constituencies; and for planning to achieve its mission in the future.

This criterion is met. The college engages in a comprehensive and ongoing process of evaluating its progress against its mission, goals, objectives and indicators. Evaluation, planning, implementation and reassessment occur in a systematic and integrated fashion. The college’s processes are robust and include the following evaluation activities:

- annual faculty activity reports
- biannual alumni surveys
- employer surveys
- student course evaluations
- field experience site supervisor’s evaluation of students
- student evaluation of field experience
- student data systems (finance, enrollment, etc.)
- COPH Advisory Board input

The strategic planning process has resulted in a comprehensive and in-depth strategic plan designed to guide the college from 2007 to 2012. Matters arising from data collection activities are brought to the appropriate standing committees of the Faculty Assembly. Standing committee members consult with departmental faculty on committee activities and actions.

The Accreditation Steering Committee, which is notable for its broad representation of working professionals, provided overarching guidance to the development of the self-study. Ad hoc work groups were also created to assess college-wide competencies, PhD degree competencies, the PhD program
overall and workforce development efforts. The college has a structure that allows external constituents to monitor its progress and provide regular feedback. This inclusiveness has led to the development of better and deeper partnerships with various entities in the community. All constituent groups that met with site visitors said they feel involved in the evaluation and planning process and feel that their suggestions are considered and implemented when appropriate.

The college recently made changes as a result of data collected in the employer survey. Employers indicated dissatisfaction with the writing skills of COPH graduates. In response, the college 1) added writing assignments that reflect the types of writing students will be expected to produce in the workplace to the required capstone course and 2) raised awareness among faculty of this issue and encouraged them to be more proactive in correcting writing style and referring students to resources on campus. The college also held a writing workshop that was well attended by students and is scheduled to be repeated.

The college is ambitious and focuses its self-improvement efforts on a broad range of issues. In addition, despite the fact that the college has a robust and ongoing commitment to the educational needs of the public health workforce, there is only one measurable indicator specifically related to the workforce, and at the time of the site visit, this indicator had yet to be reported on.

The college was found to be non-compliant in one area during the last full accreditation review in 2004. To address deficiencies in faculty diversity, the college created a Diversity Committee and decided to devote one of its five goals in the strategic plan to diversity. A detailed discussion of the college's efforts to achieve a diverse faculty is included in Criterion 4.3.

1.3 Institutional Environment.

The school shall be an integral part of an accredited institution of higher education and shall have the same level of independence and status accorded to professional schools in that institution.

This criterion is met with commentary. The University of South Florida (USF) is accredited by the regional Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Among the many accrediting bodies that evaluate USF, entities that may be relevant to the COPH include, but are not limited to, the following:

- Accreditation Board for Engineering and Technology, Inc. (ABET)
- Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)
- Accreditation Council for Graduate Medical Education (ACGME)
- American Chemical Society (ACS)
- American Library Association (ALA)/Committee on Accreditation
- Commission on Accreditation in Physical Therapy Education (CAPTE)/American Physical Therapy Association
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- American Association of Colleges of Nursing/Commission on Collegiate Nursing Education (CCNE)
- Council on Social Work Education (CSWE)
- Florida Department of Education
- National Association of Schools of Public Affairs and Administration (NASPAA)/Commission on Peer Review and Accreditation

The administrative structure of the university includes eight USF college deans who report to the provost, four college deans on the USF Health campus who report to the senior vice president of USF Health, and six vice presidents who report to the president. The USF Health senior vice president is also the dean of the College of Medicine. The two senior vice presidents and the provost report directly to the president, who in turn reports to the USF Board of Trustees. In effect, USF’s Tampa campus operates under a two-provost model, in which the senior vice president for USF Health has direct authority over budgetary allocations; names, titles and internal organization; personnel recruitment, selection and advancement; and distribution of tuition and fees to the colleges that comprise USF Health. Figure 1 presents the university’s organizational structure.

The commentary relates to having the same individual serve as the dean of the College of Medicine and also as the senior vice president for USF Health. This structure raises concerns about the autonomy and independence of the COPH. However, site visitors determined that this arrangement is working well with the current president, senior vice president and COPH dean. An external consulting firm recently reviewed the current USF Health senior leadership structure as one element of a campus-wide evaluation. The firm concluded that the current structure is sufficient, but further expansion of USF Health would merit reconsideration of this joint senior vice president/dean appointment. Figure 2 presents the organizational structure of USF Health.

Steps have been taken by the senior vice president in both formal and informal decision-making settings to make his role clear. A vice dean in the College of Medicine serves in the dean’s role when the senior vice president convenes multi-college discussions and decision-making processes. In addition, the senior vice president has formally delegated salary decision making to a specific individual in each college of USF Health; for the COPH, this authority has been delegated to the dean. In a variety of ways, it appears that the senior vice president has taken appropriate steps to ensure that the public health, medicine, nursing and pharmacy deans have equal prerogatives in decision-making processes. While the current collaborative and collegial spirit supports the success of the current model, it is potentially fragile. It may be dependent on the individuals currently serving as the senior vice president of USF Health and dean of the COPH to an extent that may not be sustainable by their successors.
Figure 1. University of South Florida – Administration Organizational Structure

Note: the College of Pharmacy was recently formed and is not yet represented in all university documents. Updated organizational charts will show the College of Pharmacy as a unit within USF Health.
Figure 2. University of South Florida – Health Leadership Organizational Structure
The college is an integral part of USF and has stature and authority equal to the other colleges at USF Health. The dean has equal authority to manage and distribute a variety of resources (including the budget received from the state legislature). Furthermore, the dean has comparable authority to recruit and appoint faculty, put faculty forward for promotion and tenure, organize and name units within the college, develop academic standards and policies, oversee the existing curriculum and create and promote new academic programs. The dean fulfills all of these functions without undue influence from USF Health senior leadership. The senior vice president has greater access to the USF president than the deans within USF Health, but the COPH's dean serves on a number of the president's committees. While meeting with the site visit team, the USF president indicated that she holds the dean in high regard and values her contributions to the life, stature and growth of USF.

1.4 Organization and Administration.

The school shall provide an organizational setting conducive to teaching and learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration. The organizational structure shall effectively support the work of the school's constituents.

This criterion is met. The COPH includes five departments, a college-wide public health practice and leadership program and approximately 20 centers and institutes. The college has five associate deans who, along with the chairs and public health practice director, report directly to the dean. Figure 3 presents the organization of the college's administration. Figure 4 shows the organization of the college's departments, institutes and centers.

Faculty, students and community members consistently reported that the current organizational structure supports all constituents in achieving the college's mission. In meetings with site visitors, these constituent groups described the senior leadership as the crucial element to establishing and fostering an institutional environment that is highly conducive to collegiality, professional excellence and interdisciplinary initiatives. For example, the initiatives of USF to stimulate and reward interdisciplinary research are seen by the faculty as keys to their success and essential to USF's future. Several faculty members reported that they were drawn to and want to stay at the college because of the outstanding work environment. They affirmed that the strong collegiality is evidenced daily and is crucial to their professional growth and scholarly pursuits. While teaching and research are important, many forms of service, both on and off campus, are also highly valued and acknowledged formally and informally.

The college has written policies to ensure that student grievances are heard, evaluated and addressed in a fair and ethical manner. The college has had one formal grievance in the past three years. This grievance was handled in accordance with USF procedures and was able to be resolved in a timely manner. Students said they are able to voice their concerns informally, and the site visit team did not hear concerns about the college's policies, procedures or academic programs.
Figure 3. USF College of Public Health – Administration Organizational Structure

Deans

Donna Petersen
Dean

Peggy Smith
Enabling Academic Specialist

Doug Kizer
Development Officer

Departments and Programs

Julie Bedhke
Chair, Community and Family Health

Tara Reynolds
Chair, Environmental and Occupational Health

Donna Washington
Associate Dean, Academic and Student Affairs

Anne Delfino
Associate Dean, International Programs

Multi-Grant
Administrative Specialist

Wei-Ming Lin
Associate Dean, Research and Administration

Wendy Mueller
Administrative Specialist

Angela Kolen
Facilities Manager

Michael Stephens
Facilities Manager

Mary Mitchell
Director, Human Resources Office

Ademola Turay
Director, Public Health Practice and Leadership

Tara Williams
Coordinator, Academic Affairs

Heather Stockwell
Chair, Epidemiology and Biostatistics

Judy Scribner
Coordinator, Research Administration

Kathleen Huber
Manager, Research Financial Management

Paula Greene
Administrative Assistant, Faculty and Staff Affairs

Sandra Kuhl
Administrative Specialist

Mary Beth Bickford
Coordinator, Faculty Development

Jana Lako
Director, Human Resources Office

Judy Scribner
Assistant/Deans

Judy Scribner
Research Assistant

Michael Stephens
Facilities Manager

Sharon Bilodeau
Budget Coordinator

Kathleen Huber
Manager, Research Financial Management

Paula Greene
Administrative Assistant, Faculty and Staff Affairs

Sandra Kuhl
Administrative Specialist

Mary Beth Bickford
Coordinator, Faculty Development

Jana Lako
Director, Human Resources Office
Figure 4. USF College of Public Health – Summary Organizational Structure
1.5 Governance.

The school administration and faculty shall have clearly defined rights and responsibilities concerning school governance and academic policies. Students shall, where appropriate, have participatory roles in conduct of school and program evaluation procedures, policy-setting and decision-making.

This criterion is met with commentary. Overall, the governance structure is effective for ensuring participation of faculty and students in decision-making processes, which guide the college toward accomplishment of its goals and objectives.

The Faculty Governance Manual guides the dean and faculty in developing cooperative means to accomplish the college’s mission. The governance structure consists of a senior leadership team, Faculty Assembly and committees including faculty and student representatives. The Executive Committee is composed of the dean, associate deans, department chairs, director of public health practice and leadership and the chair of the Faculty Assembly. Executive Committee meeting minutes showed that a wide range of issues are discussed (eg, the college’s operations, budget, curriculum and degree programs, research, international programs, service and special activities). The dean gives an annual State of the College presentation each year to report on the college’s activities, accomplishments and challenges. All stakeholders in the college are invited to attend.

The Faculty Assembly includes all tenured and tenure-track faculty from assistant to full professor and faculty with similar research titles. Matters of policy, planning and budget allocations (including reductions) are routinely shared with the Faculty Assembly. It makes recommendations to or advises the dean on all academic, organizational and financial matters and assures that the dean has the opportunity for regularly scheduled communication at Faculty Assembly meetings. The Faculty Assembly appoints and supports the standing and ad hoc committees within the college; the dean may also develop committees as needed. Some committee slots are filled by department chairs; they identify faculty to represent their departments. Other “at large” slots are filled through an open election process among the faculty. Current committees are the following:

- Standing committees
  - Academic Programs and Curriculum Committee
  - Educational Outcomes Committee
  - Faculty Affairs Committee
  - Laboratory and Safety Committee
  - Student Affairs Committee
  - Education Technology and Assessment Committee
- Ad hoc committees
  - Research Advisory Group
  - PhD Committee

The commentary relates to the lack of documentation for some committee meetings. Committees are expected to meet with varying regularity but some do not always document their agendas or keep
minutes of their discussions. As such, there was limited evidence for the site visit team to assess the frequency or nature of committee activities. However, faculty members actively discussed issues addressed by many committees with the site visitors and acknowledged that regular records of committee meetings have not always been considered necessary.

The self-study provides evidence that faculty serve on college committees, as well as numerous USF Health and university committees. Their service ensures that the college's interests are brought forward, articulated and considered in decision-making processes at all levels.

The current structure provides ample opportunity for faculty involvement in decision making at the college, USF Health and university levels. Students participate on appropriate college committees; they do not serve on the committees that deal with faculty promotion and tenure or academic performance. Some community representatives serve on faculty search committees.

The self-study describes seven organizations in which public health students are active:
- Public Health Student Association
- Global Health Student Association
- Maternal and Child Health Student Association
- Infectious Disease Association
- Sunshine ERC Student Organization
- Health Care Management Student Association
- Eta Gamma Sigma

Additional committees and mechanisms are in place to ensure that public health students are engaged in governance activities at all levels of the university. Furthermore, students initiate many of their own service activities through student-led organizations.

1.6 Resources.

The school shall have resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met. The college has the necessary financial, faculty, staff, classroom and research facilities, information systems, library and community resources. The dean and college leadership have authority over these resources and use them to achieve the college's mission, goals and objectives.

The self-study provided a detailed description of the budgetary process, which was further discussed and clarified during the site visit. The college develops an "all-source" budget that represents a consolidation of budgets from faculty, departments, centers and the administration. The COPH, together with the other colleges on the USF Health campus, provides its annual budget to the State University System (SUS) through the senior vice president of USF Health. Site visitors learned that this is a "pass-through"
process in which the funds approved by the SUS flow back through the senior vice president's office directly to the college. No fees or USF Health administrative costs are charged to the college. The Florida legislature sets undergraduate tuition rates with allowance for an additional increase of up to 15% until tuition rates are equivalent to the national average tuition at public institutions. Because tuition in Florida is relatively low, even with the additional 15% increase, it will take at least several years to reach the national average tuition. Thus, the college has been able to increase undergraduate tuition, although the additional funds from undergraduate tuition must be dedicated to the undergraduate program for need-based financial aid (30%) and education enhancement (70%). The university sets graduate tuition rates.

The college receives its allocation of new resources based on increases in the tuition rates and enrollments at the undergraduate and graduate levels. Because of fiscal hardships, the state has not increased its baseline funding to the college since fiscal year (FY) 2006-07. The college's annual educational and general baseline budget includes the recurring baseline state appropriations and the tuition expected to be generated through enrollment projections. In addition to allocating these resources directly to the college, USF Health allows the college to retain tuition generated in excess of its funded enrollment plan. Indirect costs generated on grants and contracts are collected by the USF Office of Research and Innovation and then allocated to the college. Historically, this amounted to 30% of the overhead funds collected; for FY 2010-11, this amount has been reduced to 16.6%. Within the college, 25% of any indirect cost generated is returned to the faculty member, 25% to the department and 50% to the dean's office.

Table 1 shows that the college's annual revenue for the past five years has ranged from $37.6 million in FY 2005-06 to a high of $47.1 million in FY 2007-08. For FY 2009-10, revenue was $44.1 million, which is generated from tuition (12%), state appropriations allocated annually (18%), university funds, which include residual funds rolled over from the prior fiscal year derived from state allocations, tuition and indirect costs (6%), grants and contracts (45%), endowment principal (9%), auxiliary programs (3%) and continuing education (4%). Revenue in most categories has shown both increases and decreases in each of the fiscal years. The college is allowed to retain excess revenue from one fiscal year and allocate it to the subsequent year.
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<th>Sources of Funds</th>
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<th>FY 07/08</th>
<th>FY 08/09</th>
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<td>University Tax *</td>
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<td>$35,070,693</td>
<td>$33,520,391</td>
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1. Includes all tuition generated in the summer, fall and spring of the fiscal year in question
2. Funds allocated to COPH by the State of Florida annually
3. University funds include residual funds rolled over from the prior fiscal year to the new year from state allocations, tuition generation and indirect cost recovery
4. Grants/Contracts reflects the budget posted in the University’s financial system within the budget year for sponsored research awards. Award that cross fiscal years are reflected in the year that the budget is first posted by USF. Dollars include those through USF and the USF Research Foundation
5. Indirect Cost Recovery reflects indirect cost returned to the College during the given fiscal year, based on indirect cost expenditures during the prior fiscal year
6. Reflects gifts and interest earned on endowment principal during the fiscal year through the USF Foundation
7. Auxiliary Operations revenue reflects cash collections through the College’s variety of auxiliary programs
8. Continuing Education revenue reflects those dollars generated through formal continuing education programs run through USF Health Professions Conferencing Corporation
9. Benefits reflect benefits paid for both faculty and staff positions during the fiscal year.
10. Non-salaried employees include adjunct faculty, administrative & clerical staff, and hourly student employees.
11. Operating expenses include typical expenditures not reflected in other expenditure categories.
12. Student support includes student tuition waivers, financial aid, scholarships, stipends, and graduate assistant salaries expended in support of COPH students.
13. F&A expense reflects the actual indirect cost expenditures on grants/contracts during the fiscal year.
14. University tax includes the indirect cost dollars retained by the USF Office of Research & Innovation annually as well as a 10% tax on state & tuition dollars carried forward into the 2009-10 fiscal year.
Overall, revenue has exceeded expenditures in each of the last five fiscal years. In FY 2006-07, the college received $1.1 million in new recurring resources for faculty and staff salary increases and for enrollment growth. As mentioned, additional funds have also been generated annually through the increase of graduate and undergraduate enrollment and tuition rates. The college also received non-recurring resources in FY 2006-07 and 2007-08 from the legislature and non-recurring federal stimulus funds in 2009-10 that helped to offset state reductions. While the new funds sparked growth in the college, there have been annual reductions in state appropriations since FY 2007-08. Between 2007-08 and 2009-10, the college absorbed base reductions totaling almost $1.5 million through several mechanisms including increased revenue from tuition due to enrollment and rate increases. The budget figures indicate that the college has been able to sustain overall budgetary stability in spite of the fiscal restraints imposed on the SUS by the State of Florida.

The dean and department chairs annually discuss the distribution of state resources, including prior year-end carry forward and excess tuition dollars earned during the academic year. The college operates on a premise that revenue should accrue to those units in which it is generated. Typically, 60% of the state-funded operating budget is allocated to the departments and 40% is allocated to support college-wide functions through the offices of the dean and associate deans. However, this formula has been adjusted as revenue from tuition has increased. The increased revenue from tuition has resulted in more resources being allocated to the departments, and allows the chairs more autonomy in decisions of how resources are used to further their academic, research and service goals. In addition, salary offsets that arise when faculty receive grants that cover a percentage of their salaries remain with their departments. Departments can keep unspent state dollars allocated to them from prior years to supplement their annual operating budget, which allows them to fund new initiatives, buy equipment needed by faculty and hire non-ranked or adjunct faculty to help with teaching at the graduate and undergraduate levels.

In FY 2009-10, the department chairs and the dean agreed to allocate $908,021 in excess revenue to create a strategic investment fund to support the following efforts:

- faculty, staff and student professional development
- staff positions in key strategic areas
- allocation of additional funds to the recruitment of doctoral and masters students for 2010-11
- development of international academic and research collaborations
- provision of pilot-project funding for junior faculty
- funding of three $100,000 interdisciplinary seed grants for college faculty

Excess tuition funds generated during the 2009-10 academic year will be released as part of the college’s budget for FY 2010-11. College leaders have agreed again to split the funds, with $1.2 million distributed to the dean’s office and departments, and $1.6 million allocated to new and ongoing strategic investments. The site visit team heard from faculty that funds are available to support the purchase of equipment and provide seed support for interdisciplinary initiatives.
The site visit team learned that, based on recurring excess revenue from tuition and after discussions at the USF Health leadership level, the college has proposed to USF Health that it be allowed to apply this excess revenue to increase its recurring baseline budget. When approved, this will allow the college to recruit additional faculty who are needed to support the growth in enrollments at the undergraduate and graduate levels. Currently, the college has an ongoing search for six faculty positions: four assistant professors, one associate professor and one full professor to serve as the chair of the Department of Community and Family Health and director of the Lawton and Rhea Chiles Center for Healthy Mothers and Babies.

The college exceeds CEPH requirements for the number of full-time faculty per core knowledge area. The number of total ranked (i.e., tenured/tenure-earning) faculty has decreased from 74 in 2008 to 68 in 2011 with ranked faculty counts by department ranging from 16 in the Department of Community and Family Health to six in the Department of Epidemiology and Biostatistics. As of April 1, 2011, 75 core faculty contributed 70.35 FTEs. In addition, 75 other faculty, defined as adjunct, part-time and secondary faculty, contributed 16.63 FTEs. As of April 1, 2011, there were 444 full-time and 227 part-time department-based graduate students representing a total of 567 department-based student FTEs. Graduate student/core faculty FTE ratios range from 5.09 in biostatistics to 10.94 in global health, while graduate student/total faculty FTE ratios range from a low of 4.86 in biostatistics to 9.59 in health policy and management. These data show that there are sufficient core faculty in each department to support the masters and doctoral programs, although the ratios in some departments are approaching levels that are on the high side. In addition, there are 34 full-time and 156 part-time graduate students in the school-wide public health practice program, representing 120 FTEs. Furthermore, the undergraduate bachelor of science degree, which officially began in October 2010, has an enrollment of 170 full-time and eight part-time students. Together, the number of department-based and public health practice graduate students plus undergraduate students is 648 full-time and 391 part-time students for a total of 862.8 FTEs. The overall student/faculty ratio is 12.26 for core faculty and 9.92 for all faculty.

An initial concern related to student/faculty ratios. When counting the total faculty, the ratios in the departments and overall are acceptable. However, additional expected growth of the student body in the absence of additional faculty could increase the ratio beyond what might be considered optimal. This anticipated need emphasizes the importance of formal approval of the college’s request to USF Health to allow an increase in its baseline budget and, thus, the successful recruitment of the six ranked faculty, which is ongoing. However, the overall student/faculty ratio for all faculty is still within an acceptable range. In addition, the school has already provided information that their core faculty numbers have been increased to 80 from 75 faculty, with an additional 8 recruits in process.
The teaching, research and practice activities of the administration and faculty are supported by a staff of 139 categorized as administrative/professional staff (49), research professionals (non-ranked faculty – 22) and support staff (68). Staff members are based in departments and the dean’s office, and the numbers appear appropriate for providing the level of support necessary for the college to meet its teaching, research and service goals.

Space within the college is allocated by the dean’s office in consultation with the department chairs. Department chairs assign their allocated space to meet departmental needs. Faculty, staff and students are located in six on-campus buildings. The primary college building was completed in 1991 and is an inviting building with excellent classroom and conference space. It houses the majority of primary classrooms and faculty and staff offices. The college houses the largest computer training lab within USF Health, with 47 computer workstations regularly used for classes and other training programs. Wireless connectivity is available throughout the building. The college also has a distance-learning studio used by faculty who teach distance education courses. The studio is also used to host a variety of national and regional webinars of interest to college faculty, staff and students. The studio offers live streaming technology to deliver the activities simultaneously in the room via the internet, as well as in college auditoriums, enabling off-campus locations to participate in lectures and presentations hosted on the Tampa campus. The departments of community and family health, global health, environmental and occupational health and the Center for Biological Defense also occupy space in other buildings on the USF Health campus. The college has significantly expanded and enhanced its laboratory resources and has 24,227 square feet dedicated as wet lab and lab support space. These facilities are found in three buildings, including the main college building, the adjacent Northeast Educational Center and the Interdisciplinary Research Building located at USF Research Park.

Faculty, staff and students receive information technology support from USF Health Information Systems. This centralized office oversees functions that ensure the college and other groups within USF Health have access to computing resources. As mentioned, the main college building houses two modern computer labs for faculty, staff and students. Unique to the college is the in-house Office of Educational Technology and Assessment, which offers instructional design, development and real-time support to faculty who teach online courses. Access to instructional designers, a multimedia lab and a distance-learning studio equipped with state-of-the-art technologies are some of the benefits to teaching online public health courses. The college also offers hybrid courses, which are taught on campus but use online enhancements. The Office of Educational Technology and Assessment is now beginning to work with faculty on the development of more hybrid courses in addition to completely online formats.

The USF Library System consists of four main campus libraries (Tampa, Sarasota, Lakeland and St. Petersburg) and two specialized libraries including the Shimberg Health Sciences Library. This library
supports the instructional and research activities of USF Health. The library collection includes 151,400 volumes and 31,000 health science books with over 1,500 titles applicable to public health issues. The collection contains 938 e-books and subscriptions to 2,719 electronic journals, of which 41 are public health-specific. The Shimberg Library has a seating capacity of 375, a computer lab, networked workstations and access to the USF Health and university wireless networks. Off-campus access to all of the library’s electronic resources is available through the Shimberg Library website.

The college is able to access a wide variety of community resources to enhance its education and training, research and service programs. As described further in Criterion 2.4, the college has formal agreements with sites throughout the Tampa Bay area as well as in national and international locations to provide training and oversight for students involved in field placement activities. Local partners actively participate in the educational program by providing guest lectures in formal courses, serving on student, department and college committees, and serving as field experience preceptors. In addition, the Florida Department of Health, Doc Myers Laboratory is located on the Tampa campus. It provides students and faculty with opportunities to learn about public health laboratory services, administration and challenges and provides for collaboration with Florida Department of Health experts in research projects. Access to and benefits of these community resources were confirmed by the site visit team through meetings with students, community representatives, alumni, employers and faculty. In particular, when meeting with members of the community and alumni, their enthusiasm for the college was clear and they indicated that its presence has been transformational for the professional public health community.

The college has a variety of formal and informal relationships within and outside of the university that contribute to its instructional, research and service goals. In particular, colleagues across campus and in the public health system provide presentations and applied learning opportunities to students. Faculty from other colleges in USF Health are active contributors as are faculty from the disciplines of behavioral and community science, information science, engineering, business, marine science, arts and sciences and the University Center for Disabilities. In-kind contributions from faculty in other parts of the university and from public health professionals in the community include teaching courses that count for public health credit, guest lecturing in public health courses and providing service-learning opportunities to students. The emphasis on interdisciplinary teaching was affirmed in site visitors’ meetings with the faculty, senior vice president of USF Health and with the university president.

The college uses 17 outcome measures to evaluate the adequacy of its resources. Most have targets for 2012 and, in most cases, these targets have already been exceeded. These measures range from achieving increases in research expenditures to the provision of funds for professional development of students, staff and faculty. In addition, increases in the number of student credit hours generated have contributed to the excess revenue that the college has experienced over the past several years.
The college noted in the self-study that it has historically had excellent laboratory space to meet its needs and that recent construction of new laboratory space for global health will further increase its capabilities in the area of infectious disease. The college also identified the university’s financial resource allocation process as a strength. Site visitors agreed that the college’s access to the revenue it generates is a desirable model. Like many public institutions, the college acknowledged that the decline in recurring state-derived revenue has made it difficult to recruit new faculty needed for growth in enrollments. However, as discussed above, the college may soon see an increase in its recurring baseline budget.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Master of Public Health Degree.

The school shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional masters degree in at least the five areas of knowledge basic to public health. The school may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources.

This criterion is met. The college offers six degree programs: BS, MPH, MSPH, MHA, PhD and DrPH. The MPH degree is offered in the five core public health knowledge areas as well as other concentrations such as maternal and child health, global communicable disease and global health practice. The BS degree in public health and the MPH degree in public health practice are offered as college-wide programs, while all other degrees are offered through one of the five academic departments. The public health practice concentration is offered in both online and executive formats.

Without exception, all MPH, DrPH, MHA and BS degrees are considered professional. MSPH and PhD degrees are considered academic with the exception of the MSPH in industrial hygiene, which is considered a professional degree. Table 2 presents the college’s degree offerings.

In addition to the five core courses, the field experience, capstone course and comprehensive exam, MPH students must take a minimum of 12 credits in their area of specialty, take appropriate electives and complete a special project. Students in the MHA program complete the five core courses, seven courses related to management and policy, six courses about finance, economics and decision making, a supervised field experience, a special project and a case-based capstone course that includes a comprehensive exam. MHA students with substantial work experience can negotiate with their advisors to reduce the number of field experience hours required (eg, one or two hours) if they have meaningful experience that involves decision making in a health care or related organization.
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<th>Table 2. Degrees Offered</th>
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<tr>
<td>MPH/PhD Biochemistry/Molecular Biology</td>
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</table>
2.2 Program Length.

An MPH degree program or equivalent professional masters degree must be at least 42 semester credit units in length.

This criterion is met. All MPH degrees require between 43 and 51 semester-credit hours. The MHA degree requires a minimum of 57 semester-credit hours and the MSPH in industrial hygiene requires a minimum of 49 semester-credit hours.

One semester credit represents one contact hour of academic work per week, which includes lectures, laboratories, discussion groups and service learning projects. Thus, a three-credit course requires three contact hours per week. Students are expected to do additional work outside of class. For field experiences, one credit represents about 45 contact hours. Fall and spring semesters are 16 weeks in length, while the summer session can be either one 10-week session or two five-week sessions. While contact hours for courses taken in the summer are in a compressed time frame, they are the same as if the courses were offered in the fall or spring.

The college has not awarded any professional masters degrees for fewer than 42 semester credits in the last three years. No students remain who will graduate with fewer than the minimum required credit hours.

2.3 Public Health Core Knowledge.

All professional degree students must demonstrate an understanding of the public health core knowledge.

This criterion is met. MPH students obtain knowledge in the five core areas of public health through successful completion of five core courses, each worth three credits for a total of 15 credit hours. These courses are offered in both traditional classroom and online formats, sometimes in the same semester by the same course instructor.

Instruction in the five core areas of public health knowledge is required in all of the non-MPH professional degree programs (i.e., BSPH, MSPH in industrial hygiene and DrPH) as well. The BSPH program requires nine core courses that introduce public health policies and programs, roles of public health in society and key concepts that guide those roles. On-site review of the syllabi for these nine courses showed that the essential introductory core public health knowledge and undergraduate learning objectives are included. The five core courses required in the MPH degree program are also required of students earning an MSPH in industrial hygiene. On-site review of the syllabi for core graduate-level courses showed lists of the essential core knowledge in each public health domain and the relevant associated competencies.

Faculty confirmed to site visitors that all matriculants must have already completed the five core courses in public health before entering the DrPH degree program. If these courses were not completed at USF,
the applicant must provide copies of the syllabi for courses taken at a CEPH-accredited institution, thereby ensuring that the expected breadth and depth of core public health knowledge has been obtained before beginning doctoral-level study.

There was no evidence in the self-study or on site to suggest that waivers are permitted for core courses. However, in some joint-degree programs, substitutions for the biostatistics course and the social and behavioral health course were listed in the self-study and in the catalog. These substitutions are discussed in more detail in Criterion 2.11.

2.4 Practical Skills.

All professional degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students’ areas of specialization.

This criterion is met. Each department and degree program has established contact-hour requirements for the field experience. One credit hour translates into 45 clock hours of field experience. Credit hours range from one to 12 credits depending on the program. The typical masters-level field experience is six credits. The DrPH field experience requires students to engage in a specialized, intensive, practice-based experience of nine credit hours.

A number of options are available to assist students in securing field experience placements that meet their course of study and future career plans. The college supports students seeking a domestic field site by 1) sending weekly emails with field descriptions and links to opportunities for upcoming semesters, 2) inviting students to attend debriefing sessions at which students who have just completed their field placement discuss the experience, 3) providing access to an online database of previous field sites and 4) allowing students to create their own field experience with a new field site. To support students seeking an international field experience, the college provides a list of available sites based on past student experiences and faculty contacts. Students can also identify a new site in conjunction with the college’s international field experience supervisor and the potential site supervisor. Students who met with site visitors indicated that the college provides extensive support in securing a field placement site and that the opportunities to interact with fellow students and hear their experience in past field placements was appreciated.

The college’s website provides links to guidebooks for both the domestic and international field experience. The guidebooks provide instructions for students, all forms and agreement templates, site selection criteria, desirable supervisor traits, and roles and responsibilities of the site supervisor, faculty advisor, field placement manager and the student. The guidebook also provides instructions about how to complete the student field experience plan. The plan covers learning objectives, work products, reporting requirements and evaluation of the experience by both the student and the site supervisor.
In the last two years, domestic placements have included federal, state and local public health agencies, institutes, hospitals, community-based organizations, businesses and industry. Students in global study programs have completed their required field experience with the World Health Organization, government agencies and non-profit agencies in a number of international settings.

All MPH, MHA, MSPH in industrial hygiene and DrPH students must complete a supervised field experience. The college has assembled an impressive list of partner organizations – both domestically and internationally – where students complete these field placements. Students spoke highly of the support they received in planning for their field experiences. Students are required to have their plan approved by their academic advisor and host supervisor. There must also be communication among all parties at the mid-point and a final report and 15-minute debriefing at the end of the field experience. The expected requirement for the field placement is a minimum of 10 hours per week for a full semester for domestic placements and a full-time eight-week experience for international placements.

About one-fifth of the domestic field experiences are completed at USF or the associated H. Lee Moffitt Cancer Center. According to senior faculty, because the USF community is so large and diverse, many students can be placed with USF-associated programs outside of their core areas. They report stringent criteria for selecting the field placement site and that each placement requires the signature of the academic advisor, the field advisor and the student.

Online students in the public health practice degree program are required to complete at least one credit hour of field placement – either domestically or internationally. These students can go, as a group, for an eight-day visit to Panama, accompanied and evaluated by an appropriate academic advisor. They are required to develop individual plans and projects, and are evaluated individually. The experience is described as an intense, full-time undertaking. Site visitors determined that this is an appropriate field placement for public health practice students given that significant practice experience is a prerequisite to enroll in the online program. The college also has guidelines that allow working professionals to complete their field placement at their usual place of employment, but it must be clearly outside their routine duties, and approved by their academic advisor.

Each field preceptor/supervisor completes an evaluation of the student's performance in 21 areas. There is evidence that the college has modified its curriculum and added new course material in response to concerns raised by these evaluations. For example, faculty reported that cultural competence training had been expanded and more coursework in biostatistics was added as a result of external feedback.
No waivers have been granted for the field experience in the past three years. In rare instances, students may petition the associate dean of academic affairs to reduce the required number of hours based on previous, relevant experience. Senior faculty confirmed that petitions are granted only in rare circumstances.

2.5 Culminating Experience.

All professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

This criterion is met. Each concentration of the MPH degree requires three culminating experiences and the MHA and DrPH programs require two. BSPH students are required to complete three two-semester-credit hour culminating experience courses.

Table 3 summarizes the culminating experiences required of students in each degree program. The three MPH culminating experiences are a special project, a comprehensive exam and a capstone course. The special project provides an opportunity for students to develop research skills, demonstrate critical thinking skills and apply academic competencies as they prepare to enter public health careers. The results of the work must be written up as a scholarly report and the students may also make an oral presentation. Examination of several randomly-selected special project reports confirmed that they represent comprehensive, scholarly work, with many reporting on results obtained from primary data collection.

Since fall 2008, MPH students have been required to take a public health capstone course, designed to provide a culminating, interactive experience that promotes synthesis and application of public health core disciplines in situations simulating the actual practice of public health. Review of the syllabus of this course during the site visit indicated that it does fulfill these objectives. MPH students are also required to take a comprehensive exam. The exam focuses on evaluation of core areas of public health. Originally, this was a standalone exam and passing it was required for graduation. Then, with the development of the capstone course, the exam was incorporated into the course, representing 15 out of 100 possible points toward the final grade in the course. This resulted in a reduction in the percent of students passing the comprehensive exam from 82% in 2006-07 to 39% in 2009-10. This considerable decline in pass rates is discussed further in Criterion 2.7. Beginning in 2010, students have been encouraged to take the national Certified in Public Health (CPH) certification exam in place of the college exam. Approximately one-third of students have selected this option. The college plans to transition to use of the national certification exam in place of the college comprehensive exam as soon as it is offered by the National Board of Public Health Examiners (NBPHE) on a more frequent basis. At that time, successful completion of the CPH exam will be a requirement for graduation.
<table>
<thead>
<tr>
<th>Culminating Experience</th>
<th>BSPH</th>
<th>MPH</th>
<th>MHA</th>
<th>MSPH</th>
<th>DrPH</th>
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<tbody>
<tr>
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<td>Project</td>
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<td>Dissertation</td>
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1 Several programs in the Department of Environmental and Occupational Health require all MPH and MSPH students to complete an additional departmental concentration exam. These include occupational safety, industrial hygiene and occupational medicine. The concentration comprehensive exam is waived if the student passes a recognized professional certification examination (e.g., ASP, CSP, CIH).

2 MHA students complete a comprehensive examination and a capstone course developed specifically for them by faculty of the department.

Students in the other graduate professional degree programs are required to complete two culminating experiences. MHA students are required to complete a comprehensive exam and capstone course designed specifically for them. The MHA capstone course is a case-based seminar. Students work in teams to complete three case analyses and work individually to address two case analyses. MSPH students in industrial hygiene must complete a thesis and defend it in a public venue and pass a departmental comprehensive exam. DrPH students are required to complete qualifying exams and a dissertation. Students in the BSPH program are required to complete three two-credit-hour public health seminar courses and a course about critical issues in public health to fulfill their culminating experience requirement.

### 2.6 Required Competencies.

For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of educational programs.

This criterion is met. The college has developed and articulated competencies for each program identified in the instructional matrix. This includes the MPH and its concentrations, the MSPH and its concentrations, the various combined degrees, the doctoral degrees and the undergraduate degree.

The college's website includes cross-linkages between the core competencies for the major degree programs and specific courses; however, such cross-linkages are not in place for joint degree programs or substitution courses allowed in joint degrees (see the concern noted in Criterion 2.11). On-site review of course syllabi confirmed that these competencies are tied to learning objectives for each course developed by and housed within the COPH.

Competencies are developed through a participative process. The college gathers input on both the changing nature of public health and the ability of students and graduates to navigate the field through discussions with constituents, participation in professional associations, partnerships with community
organizations and surveys of alumni, employers and field experience preceptors. An ad hoc committee developed and recommended the core MPH competencies, which were adopted by the full faculty. Each department developed its own concentration-specific competencies, with oversight from the ad hoc committee. Junior faculty reported active involvement in the development of the competencies, and said that, in developing the concentration-specific competencies, they looked at "virtually every school of public health in the country." The doctoral competencies were developed by two committees (ie, one for PhD and one for DrPH) representing the departments offering these degrees. The leadership team told site visitors that there was regular input and interaction with both the practice community and the student body.

The competency review process occurs formally every three to five years, but occurs informally on a regular basis. As part of the preparation for the accreditation review, the faculty reviewed and revised the competencies as needed. The faculty based this review on several factors including 1) employment expectations upon graduation, 2) advances in public health research and 3) concentration-specific changes. Feedback was obtained from faculty, alumni, students and other stakeholders. Students and community representatives reported that there were several opportunities to provide input into the process.

Students reported strong and ongoing involvement on the part of faculty in support of the competencies. Students said they are routinely reminded about the competencies at the start and end of each course, and some faculty ask for student feedback specifically on whether the course adequately addressed the competencies. Students also report that they attend a lecture on each core competency during the capstone course. Students are made aware of the competencies through the college's website, at orientation and during meetings with their faculty advisors. Faculty told site visitors that competencies are an important part of the process of academic advising.

2.7 Assessment Procedures.

There shall be procedures for assessing and documenting the extent to which each student has demonstrated competence in the required areas of performance.

This criterion is partially met. The college's website presents a well-organized linkage between specific competencies and course content, with the exception of courses offered by other colleges approved for credit sharing among joint degree students (see the concern noted in Criterion 2.11). The college also articulates a significant number of mechanisms by which these competencies are assessed and evaluated.

In addition to the completion of coursework, these mechanisms include the capstone course with embedded core comprehensive exam (required for MPH, optional for MSPH), standalone core
comprehensive exam (available to MPH students who matriculated prior to the development of the new capstone course), case-study-based capstone course and advanced seminar in health care management (for MHA students), special projects (required of all MPH and MHA students), thesis (required of MSPH students) and dissertation (for both PhD and DrPH students). A supervised field experience is required of MPH, MHA, MSPH in industrial hygiene and DrPH students.

The MPH capstone course requires students to synthesize and apply knowledge through "highly interactive experiences, simulating the actual practice of public health." Together, students write a team report on a public health issue and each student also writes a technical report derived from public health data. Students reported having a positive experience with the group activities, and said that a focus on group-based activities is a consistent part of the curriculum. The on-campus capstone course is a semester-long course. For online students, the capstone course can be completed during a five-day intensive on-site experience that includes a variety of different activities, including significant evening work.

As discussed in Criterion 2.6, the college is transitioning from requiring all MPH students to take and pass an in-house comprehensive exam to requiring that they take and pass the CPH exam offered by NBPHE. During this time of transition, students can choose which exam to take; however, all students must pass the capstone course to graduate.

Each semester, students complete a form documenting which competencies they have addressed. Prior to graduation, students complete a summative competency form to ensure they have developed competence on all measures. Students are also required to keep a log of their activities as they relate to the competencies. This has been done on paper in the past, but the college is now developing an online mechanism that will assist students in this process.

The college has created a "passion passport" as an optional co-curricular activity to build familiarity with the competencies. The passport is a booklet that includes the core competencies and the student's concentration-specific competencies. Students can get the blank pages stamped when they attend events that address the competencies. Students reported positive experiences with the passion passport and said that it helped to remind them of the competencies and encouraged them to keep track of which they had or had not yet attained. The term "passion" is used throughout the college and is clearly a consistent theme in the way the college presents itself.

The college tracks student performance on professional competency exams. In the past three years, five students have passed the Certified Health Education Specialist (CHES) exam (100%), five students have
passed the industrial hygiene exam (100%), one student passed the certified safety professional exam (100%) and 209 students have passed the CPH exam (94%).

The 2010 employer survey was sent to 136 employers and received a response rate of 34%. The college has appropriately reviewed and analyzed the employers' responses, and the faculty reported that curricular changes have been made as a result of external input. In addition, the college conducts a survey of alumni every two years, focusing on those who graduated about two years prior to the survey. In 2010, 234 alumni received the survey, which resulted in a 27% response rate (i.e., 64 responses). The college stays in contact with alumni through a print newsletter, a monthly electronic newsletter and various social media forums.

Site visitors had difficulty determining whether job placement within 12 months following award of the degree is less than 80%. This appears to be due, at least in part, to the fact that the majority of alumni who responded to the most recent survey were working at the time of graduation. Of 64 responses from 234 surveys, only six responded that they were actively seeking employment at the time of graduation. According to the Office of Academic and Student Affairs, three of these six alums subsequently reported that they were currently employed when surveyed two years after graduation. Of the two who identified new employment, the time to employment was four and 18 months, respectively.

The college provided detailed and appropriate data on the destination of graduates. More than half of all graduates reported working in a government or health care setting. Common destinations also include non-profit organizations and universities to work on research projects. As previously discussed, it cannot be determined whether employment was pre-existing or a result of the recently acquired degree.

The concern relates to graduation rates. Several programs have high attrition rates, particularly among students completing the first 15 credit hours of coursework. Students in the 2005-06, 2006-07 and 2007-08 cohorts, respectively, are used in the following analysis of graduation rates. For the MPH program, the attrition percentages for these three cohorts are 35%, 30% and 22%. For the MHA program, attrition percentages are 18%, 44% and 26%. For the MSPH program, attrition percentages are 47%, 29% and 33%.

It is clear that high attrition is an issue recognized by the faculty and leadership, both at the college and university levels. Senior faculty and college administrators reported that they believe the leading reason for dropping out of the program is financial, though no formal survey results were presented. In addition to the overall economic slow-down, the financial challenges facing students have been exacerbated by reduced funding available from local employers and by the Florida legislature, which changed its policies regarding the determination of in-state versus out-of-state tuition. Another common reason students
become inactive or drop out appears to be personal or family health challenges. It was also reported by faculty that some students in dual-degree programs may elect to not complete the MPH, and that still other students are using the MPH as a "holding place" while awaiting entrance into either another academic program or a desired employment opportunity.

A number of steps have been taken to increase student retention with a particular focus on the preliminary courses in epidemiology and biostatistics. For students entering with lower quantitative GRE scores, the college recommends that students complete the undergraduate epidemiology and biostatistics courses before starting their graduate counterparts. These undergraduate courses do not count toward the graduation requirements. Additionally, faculty members have adopted a new program to contact inactive students and this program has generated some re-enrollment. College leadership reported that they will be conducting focus groups related to student retention as part of a newly received maternal and child health training grant.

2.8 Other Professional Degrees.

If the school offers curricula for professional degrees other than the MPH or equivalent public health degrees, students pursuing them must be grounded in basic public health knowledge.

This criterion is not applicable.

2.9 Academic Degrees.

If the school also offers curricula for academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

This criterion is met. All five departments within the college offer the MSPH and PhD as academic degrees. The MSPH focuses on research design, data collection, analysis and application of research in public health. PhD students must demonstrate proficiency and distinctive achievement in a specific field; show the ability to conduct original, independent investigation; and present findings with a high degree of literary skill in a dissertation.

To assure a broad introduction to public health, students within the MSPH programs must complete nine credits of core public health courses, including Biostatistics I and Epidemiology plus one other core course approved by the student's academic advisor. The third course is selected from Principles of Health Policy and Management, Environmental and Occupational Health or Social and Behavioral Sciences Applied to Health. MSPH students must also pass Biostatistics II and complete two culminating experiences: a master's thesis and a comprehensive core exam covering the three core courses they completed. The Department of Environmental and Occupational Health also requires its MSPH students to sit for a departmental concentration exam. The thesis requires students to work under the supervision of committee members to develop a proposal, complete the thesis and present an oral defense.
PhD students who do not possess an MPH degree must complete three core courses as a prerequisite to any further advanced coursework. As with MSPH students, PhD students must take Biostatistics I and Epidemiology as well as one additional core course. These courses are not counted toward the minimum number of credit hours needed to complete the doctoral degree. In addition, all PhD students are required to attend at least three one-credit-hour, college-wide, advanced interdisciplinary seminars prior to graduation. These seminars bring together doctoral students from across the disciplines to address specific professional development topics such as professionalism, ethics, leadership, research methods and conflict resolution and negotiation. Doctoral students who met with site visitors said they receive a strong public health foundation through their coursework, involvement in research projects and interactions with other students. The qualifying exam and dissertation serve as culminating experiences for PhD students.

Site visitors determined that academic-degree students gain an introduction to the many public health disciplines through coursework, seminars, learning experiences beyond didactic courses and culminating projects.

2.10 Doctoral Degrees.

The school shall offer at least three doctoral degree programs that are relevant to any of the five areas of basic public health knowledge.

This criterion is met. The college offers the PhD in 10 concentrations and the DrPH in two concentrations. All five departments offer the PhD degree, while the Department of Community and Family Health and the Department of Global Health offer the DrPH as well. The Department of Community and Family Health has the largest enrollment of doctoral students (approximately 42) followed by the Department of Environmental and Occupational Health and the Department of Epidemiology and Biostatistics with about 20 and 19 doctoral students, respectively. The two DrPH programs began accepting students in the 2009-10 academic year. Therefore, no students have graduated at present but a total of seven students are enrolled in the two degree programs. All departments have appropriate faculty resources to support the doctoral degrees.

PhD students must have a graduate degree to be considered for the program. DrPH students must have an MPH, MHA or equivalent degree from a CEPH-accredited university and a minimum of two years of work experience in public health, a closely related field or as a health professional before enrolling in the program.

The college provides the necessary resources for doctoral-level training including appropriate depth in coursework, mentoring opportunities and financial support. Qualified students are only admitted if a faculty mentor can be identified and, although not every student receives funding, all departments make
concerted efforts to find resources. Funding sources include employment within the college's institutes, teaching undergraduate courses and receiving scholarships from the college or university.

The college will consider additional DrPH concentrations based on student demand and faculty and program capacity; however, a timeline has not been determined to date.

2.11 Joint Degrees.

If the school offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

This criterion is partially met. The college offers nine joint degrees in conjunction with six USF colleges and one external institution, the Stetson Law School in Tampa. All joint degrees are conferred with the MPH except for the MA in anthropology/PhD in public health.

Although joint degree programs vary in the number of total credits required for the two degrees, the MPH portion of all joint degrees requires a minimum of 42 credits and students are expected to take the MPH core courses, required concentration-specific courses, field experience, special project and capstone course. Approved variations in these requirements include the option for joint anthropology students to take the equivalent anthropology statistics course, the option for joint social work students to take an equivalent social work social and behavioral sciences course and the option for joint nursing students to take the equivalent nursing social and behavioral sciences course. A maximum of nine credits can be shared between the two degrees with approval of academic advisors from both departments.

Site visitors noted that while the catalog states that three social work courses can be counted for the core social and behavioral sciences course, faculty who met with the site visit team said only two counted. Faculty also said the substitution of these core public health courses rarely, if ever, occurs. If this is the case, the college should update its materials for consistency.

The concern relates to the lack of a consistent review process for substitute courses. These courses have not been reviewed by the Curriculum Committee since the college adopted its current core competencies and the syllabi do not show comparable learning objectives or any link to the competencies included in the core courses offered by the COPH.

For example, the course description and learning objectives for Theoretical Foundations and Professional Role Development (NGR 6121) from the College of Nursing are not closely aligned with the core social and behavioral sciences course. Review of the required and suggested readings showed coverage of some, but not all, behavior change theories. Similar issues were seen in the substitute social work courses (Foundations of Human Behavior – SOW 6105 and Foundations of Social Welfare Police – SOW 6235). When considered together, these courses may be an appropriate substitution for the core social
and behavioral sciences course, but each alone does not appear to cover the breadth and depth of the core course. Furthermore, site visitors could not confirm that any public health examples are used in these courses offered by other colleges, nor that any COPH competencies have been linked to them.

The college must review courses from other colleges that joint-degree students can substitute for core public health courses and ensure that public health competencies also guide the curriculum-planning process of these courses. The relationship between public health competencies and course learning objectives must be explicit.

2.12 Distance Education or Executive Degree Programs.

If the school offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these programs must a) be consistent with the mission of the school and within the school's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the school and university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the school offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication, and student services. The school must have an ongoing program to evaluate the academic effectiveness of the format, to assess teaching and learning methodologies and to systematically use this information to stimulate program improvements.

This criterion is met. The college has four distance and online programs: the executive MPH in public health practice (offered online with an intensive once per month weekend on campus), and three online MPH programs with concentrations in public health practice, public health administration and global disaster management and humanitarian assistance. The executive MPH is primarily for health care professionals who are seeking public health training while continuing their current employment. The online MPH requires three or more years of public health experience as a prerequisite. These programs create learning communities among workers in highly diverse geographic areas and work settings, providing the participants with crucial collegial support and insights from regions other than their own.

These programs meet CEPH's requirement for a minimum of 42 credit hours of instruction. Nearly all of the courses taken by the online students are the same as those offered on campus for the MPH program; the format, rather than the content, is the primary difference. These programs require all five core courses, 12 or more concentration credits, a choice of electives, a capstone course including the imbedded comprehensive exam, a field experience and a special project. However, two curricular differences exist between the on-campus and the distance/executive education (D/EE) MPH programs. D/EE students typically complete the field experience as a one-credit course, rather than the three- to six-credit formats more common among on-campus MPH students. Furthermore, although the capstone course for D/EE students is offered as a three-credit course and includes the same topics as the capstone course for on-campus students, it is offered in a compressed five-day format on campus. D/EE
students complete work for the course before arriving on campus and have assignments to complete each night. Site visitors determined that D/EE students are expected to complete an equally rigorous and comprehensive capstone experience as that required of on-campus students.

USF offers these programs in response to the Florida legislature's mandate to ensure a well-trained public health workforce in the state. Students clearly value these programs as convenient opportunities for advancing their public health knowledge and careers.

The administrative and advising support for D/EE students is similar to the services provided to on-campus students. The staff of the Office of Public Health Practice and Leadership provides support for off-campus public health practice students, while department staff and faculty advise the executive education students. The faculty reported spending at least the same, if not more, time advising D/EE students as they do for on-campus students. Advising frequently takes place in person, on the telephone and via e-mail. Site visitors confirmed that this form of advising is meeting students' needs and providing both faculty and students with substantive academic relationships.

The methods of evaluating student performance are nearly always the same regardless of whether the course is taken online or on campus. D/EE students have the same opportunity to evaluate course content, format and instructor as on-campus students have. Like some campus-based courses, online courses offer a mid-course evaluation to provide course instructors with insights about course delivery methods and instructional approaches, which have resulted in course improvements. Students who met with site visitors indicated high levels of satisfaction with the content, delivery and flexibility of the D/EE degree programs.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

The school shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

This criterion is met. Faculty and students are actively engaged in research activities and interdisciplinary research across the colleges that comprise USF Health and the university. Community-based research and involvement of students in research are strongly encouraged and facilitated. The college provides the facilities and infrastructure and has in place the processes, procedures and practices necessary to support and facilitate research.

Faculty members conduct research in a wide array of areas, including community-based research, and generate support from a variety of funding agencies, reflecting the diversity of their work. Research in the
college is also facilitated and enhanced by the research centers. During the site visit, meetings with the leadership of the college, the senior vice president for USF Health and the president of the university revealed the strong emphasis placed on interdisciplinary research. Seed funds for interdisciplinary projects are available to bring together faculty from different departments and colleges both within USF Health and across the university.

The Office of Research provides a broad spectrum of services to facilitate research, and faculty told site visitors that they are satisfied with the support they receive. This office oversees the management of the college’s research programs and assists investigators in seeking external funding, promotes interdisciplinary research and manages awards from proposal development through financial administration and award closeout. The Office of Research serves as a liaison with the USF Division of Sponsored Research (DSR) and Research Financial Management (RFM). The associate dean for research and a team of research directors and staff comprise this office. A research advisory group composed of faculty members from departments and centers examines issues important to advancing the college’s research program. The Office of Research also works with USF Health and other USF campus offices to ensure compliance with applicable regulations, to secure needed matching funds or other expressions of institutional support and to promote successful proposal submissions. The Office of Research also organizes various research events including participation in USF Health Research Day and University Research One Week.

The Office of Research must fully implement policies and procedures of the USF Office of Research and Innovation with support from the DSR and RFM and other units. These additional units include the Research Foundation, Patents and Licensing, Comparative Medicine, and Research Integrity and Compliance. The Division of Research Integrity and Compliance is the USF unit that ensures that the research performed is safe, ethical and in compliance with applicable regulations, laws and institutional polices, as well as federal regulations and guidelines. USF has established and provides resources for an animal care and use program. All research and teaching activities involving vertebrate animals must be conducted in accordance with USF’s Institutional Animal Care and Use Committee (IACUC) policies. USF has a systematic and comprehensive Human Research Protection Program (HRPP). All policies pertaining to research and research compliance are available on the USF Research Integrity & Compliance web page.

Over the past three years, approximately 50% of the college’s research projects have involved community-based research. The criteria used to define community-based research by the college are appropriate. Several specific examples of community-based research projects are presented in the self-study. These include projects with the Florida Prevention Research Center addressing childhood obesity prevention, promotion of eye safety among citrus workers and prevention of tobacco and alcohol use in
middle school students; and collaboration with the University of Miami and a consortium of universities and counties across Florida on the National Children’s Study. During the site visit, faculty and students confirmed their strong engagement with the community through research projects.

The number of extramurally-funded research projects and the number of faculty serving as principal investigators serve as metrics to evaluate the college’s research efforts. In the last three years, such projects totaled 103, 113 and 107, respectively, with 43, 45 and 44 primary and secondary faculty serving as principal investigators. However, as mentioned during the site visit, these data do not capture all of the research projects that faculty members are engaged in, many of which are collaborative and/or funded by other mechanisms. On site, college leaders emphasized the importance of evaluating research efforts not only on the funding brought in, but also on the products going out. Such products include publications, presentations and non-funded research projects.

The college has developed a variety of measures to evaluate the research programs of its faculty and students. The college has made good progress toward achieving its targets for most of the objectives related to research and exceeded the indicators for several. The research objectives are as follows:

- By July 1, 2012, the COPH will increase its expenditures of extramural funds by 50% over baseline.
- By July 1, 2012, the COPH faculty will increase its annual dissemination product output in peer-reviewed journals and other specified venues by 35% over baseline.
- By July 1, 2012, the COPH will increase its inter-university collaborations for research by 20% over baseline.

Students are actively engaged in research, and this was confirmed by meetings of the site visitors with students and faculty. Students were involved in 62%, 72% and 62%, respectively, of faculty research activities in the last three years. The self-study stated that these funded projects, together with other sources of revenue, have allowed for the support of over 250 graduate research assistant positions over the three-year period. A number of specific examples of college support for student research engagement were presented to site visitors. The college supports a student research coordinator who provides students with information about internal and external funding opportunities, coordinates the student research scholarship and student honorary award for research and practice (i.e., the mechanism by which students are supported to travel to scientific meetings), facilitates the process for students to be involved in special research symposia and ensures that students receive recognition for their research accomplishments. The college identified enhancing student dissemination of the results of their scholarly work as an important strategic direction for students in the 2007-12 Strategic Plan. The plan established a target to increase the number of peer-reviewed publications with students as an author or co-author by 40% over the 2006-07 baseline of 49 publications. This goal has been exceeded with students having published 246 such articles over the last three years. The college also identified a target to increase the number of presentations at national or international conferences with students by 25% over the 2006-07
baseline of 79. In the last three years, students have been involved in over 240 such presentations. The academic departments and research centers also take an active role in coordinating opportunities to support and highlight student research. The importance of research center contributions to research was mentioned throughout the site visit.

The college’s portfolio of research activities range from the molecular sciences to global issues. Faculty are well recognized for their research, and interdisciplinary and community-based research is strongly encouraged and supported. Furthermore, students are actively engaged in research. The college acknowledges that the full scope of student engagement may not be captured and it plans to increase the tracking by faculty of student participation in and contributions to research.

3.2 Service.

The school shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

This criterion is met. The college has clear goals and objectives for improving community service in its strategic plan. Each year, these goals and objectives are reviewed and performance is tracked. Service involvement is included in the COPH Faculty Affairs Appointment, Promotion, and Tenure Guidelines. Service can be provided in both professional and practice endeavors. Annual faculty assignment and evaluation guidelines are in place. In accordance with a USF/United Faculty of Florida (UFF) Collective Bargaining Agreement, unit faculty are apprised in writing six weeks prior to the beginning of each academic year of the duties assigned in teaching, research, other creative activities, public service and any other specific duties assigned for that year. An electronic Annual Faculty Activity Report (AFAR) has been created to collect information on duties assigned to faculty, including public/professional service.

Senior and junior faculty who met with site visitors agreed that time was available in their annual work plans for engaging in community service and they felt that the college values faculty participation in community service. In addition, junior faculty said it was an important component in preparing their portfolios for tenure. Private- and public-sector constituents as well as alumni who met with site visitors indicated that faculty and staff provide extensive service on various committees and taskforces in the USF service area, and the deans, past and present, have made service work by faculty a priority.

Performance on the objectives indicated in the strategic plan show both progress and achievement toward the 2012 established targets. The college seeks to have 35% of its faculty engaged on an annual basis in leadership service to a professional organization with a public health mission. In the 2009-10 academic year, 30.7% of faculty were involved in service in this capacity. This level of participation is an increase from a baseline of 30.3%. The college has exceeded its target of 45% of its faculty being engaged on an annual basis in community service for the last three academic years.
Many of the service-related grants awarded to the college provide opportunities for student participation. Students are involved in service-learning projects at the local, state, national and international levels. Students told site visitors that information about service opportunities are routinely communicated to students. Examples include bike rodeos and flu clinics. Students were in general agreement that service to the community was both encouraged and facilitated and they reported satisfaction with the available opportunities.

3.3 Workforce Development.

The school shall engage in activities that support the professional development of the public health workforce.

This criterion is met. A directive from the Florida legislature mandates that the college "assume a leadership role within the public health system through the development of academic programs intended to meet this state's unique health care, environmental, economic, political and social needs" (Florida Statute 381.0301). The college's leadership team and faculty are aware of this statutory mandate and offer a variety of opportunities to support the professional development of Florida's public health workforce.

The college provides workforce development through programs, centers, non-degree certificates and individual faculty offerings. Centers and institutes are an important venue for the public health workforce to receive education. Currently, 19 institutes and centers provide this education. The institutes/centers focus on areas such as public health preparedness, occupational health and safety, leadership, social marketing and family violence. Each institute/center has needs assessment methods and program evaluation in place. A new Public Health Training Center is being developed in partnership with the Florida Department of Health with funding from the Health Resources and Services Administration (HRSA). In addition, a statewide needs assessment is being conducted to assist in the creation of a multi-year workforce development plan.

The college offers 19 graduate certificates to both non-degree- and degree-seeking students. Graduate certificates are offered through the departments of community and family health, environmental and occupational health, epidemiology and biostatistics, global health and health policy and management. One college-wide generalist certificate is also offered. Web pages for each certificate program provide course location/delivery mode information, brief descriptions of the certificate, credits allowed toward graduate degrees, testing and admission requirements, application and registration processes, tuition/fees, financial aid and time limit to completion. A total of 433 students were admitted into graduate certificate programs in the last three years (110 in 2007-08, 112 in 2008-09 and 211 in 2009-10).

Over the last three years, 96,583 individuals received continuing education through the college's institutes and centers, a large majority being offered at in-person events and programs. Faculty members also
provide training opportunities to specific audiences at on-site locations. The 88 on-site programs presented in the last three academic years served a total of 7,397 individuals.

In addition to the programs offered by the institutes and centers, the college collaborates with local, state, national and international organizations to provide continuing education. For example, faculty and staff have worked with the Pan American Health Organization to deliver social marketing training to frontline public health workers in Mexico, Chile and Guatemala. National collaborations with the University of Alabama at Birmingham have resulted in a maternal and child health training program. Site visitors confirmed that a strong relationship exists between the college and the local health departments in the west central region of Florida as well as with the Florida Department of Health. These relationships have facilitated ongoing assessment, planning and delivery of continuing education programs.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

The school shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, research and teaching competence, and practice experience, is able to fully support the school’s mission, goals and objectives.

This criterion is met. The college has a multidisciplinary, collaborative, experienced group of core and other faculty who contribute to the research, practice, education and service goals of the college.

There are two classifications of faculty in the college: core and other. Core faculty are tenured, tenure-earning or non-tenure-earning and are appointed as instructors, assistant, associate or full professors. They are required to participate in educational activities, through teaching and/or advising students, research, other scholarship and service. However, it is recognized in the appointment and promotion guidelines that not all faculty will accomplish all examples of activities in each of these areas. As of April 2011, 75 core faculty have appointments in the college and they are trained in a wide array of disciplines. All but six core faculty have doctoral degrees. “Other” faculty receive adjunct, affiliate or joint appointments when they contribute to the teaching mission. The 75 other faculty who support the college are also predominately doctorally trained and have expertise in many public health disciplines. Their contributions are important to the quality of the college’s academic program.

A significant number of core and other faculty bring practice experience to the college through current and former practice activities. For example, members of the core faculty have served in state-level public health positions, as the deputy commissioner of a county health department, as the state’s vital records officer, as a health policy analyst and as the county health officer. During the site visit it was apparent to the site visit team that many faculty work closely with public health practitioners in their research and
service activities and through these interactions are able to connect students to field experience opportunities in the practice community.

The college uses 16 outcome measures to judge the qualifications of its faculty. Key measures include number of ranked faculty, number of faculty with public health-related masters and doctoral degrees, percent of faculty successfully promoted and granted tenure, number of faculty receiving awards and honors from the university and the number of faculty serving as officers and/or leaders in professional organizations at the national or international level. The college's faculty development programs (e.g., mentoring, promotion and tenure workshops) provide junior faculty with considerable guidance as they develop their individual academic careers and navigate the rigorous promotion and tenure process. Thus, during the past three years, 100% of the faculty reviewed for promotion and tenure have been successful. In addition, other outcome measures that pertain to faculty qualifications are part of the assessments of research and include numbers of peer-reviewed publications and invited presentations. Excellent progress has been made to increase the number of peer-reviewed products of research, far surpassing the 2012 goals set forth in the strategic plan.

The number of faculty with professional degrees from schools of public health and who bring public health practice experience to the college are strengths identified by the college and confirmed by the site visit team. The college also has two 21st Century Scholars awarded by the State University System (SUS) Board of Governors, two Fulbright grantees, one University Distinguished Professor and two USF Health Distinguished Professors. Furthermore, five of the top 25 research awards to USF in 2010 were awarded to COPH faculty. In the future, the college plans to increase the number of individuals from the practice community who regularly participate as instructors and student mentors.

4.2 Faculty Policies and Procedures.

The school shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

This criterion is met. The college has in place a set of well-defined policies and procedures that support the recruitment, appointment and promotion of faculty. In particular, the college supports the professional development and advancement of faculty through the provision of mentoring for junior faculty, annual and mid-tenure reviews, promotion and tenure workshops and seed grants for interdisciplinary research initiatives.

The college's Office of Faculty and Staff Affairs supports the recruitment, development and retention of faculty. The office's website includes resources such as guidelines for faculty, community events for faculty and staff, critical policies and procedures and forms for a number of processes. The website also provides links to other development programs including those offered by the college's Office of
Educational Technology Assistance and the USF 21st Century Teaching Enhancement Center. Site visitors' review of the University Faculty Handbook and the college's appointment, promotion and tenure guidelines found them to be thorough and clear as to the expectations and process.

The associate dean for faculty and staff affairs participates in the recruitment of new faculty and orients them to the college, USF Health and the university. New faculty are invited to participate in the university's faculty orientation program and to view an online video of the USF Health faculty orientation. A major responsibility of the Office of Faculty and Staff Affairs is to promote professional development opportunities for faculty to ensure their success at USF, either by coordinating programs or making faculty aware of those offered by other entities within the college or university.

The college also provides support for the professional development of faculty including informal mentoring and sabbaticals. The college has encouraged each department to assign a mentor to new and junior faculty. In discussions with both the junior and senior faculty during the site visit, it was clear that there is enthusiastic support for the mentoring process and that it is of great value to the junior faculty. Each of the junior faculty who met with site visitors had senior faculty mentors from their departments as well as from other departments either within or outside the college. Junior faculty also referred to the mentoring they receive from their department chairs at the time of their annual reviews. USF Health has developed an online "Mentor Match" system to match new and junior faculty with more experienced faculty throughout USF Health who can serve as mentors. Mentors are identified and introduced electronically to their mentees. At least one junior faculty member mentioned using this system and said that it was beneficial.

A coordinator for faculty development was hired two years ago to coordinate the faculty development programs and to help faculty prepare their promotion and tenure applications. USF requires a mid-tenure review process. Faculty confirmed that feedback provided to them during the mid-tenure review helped to focus their efforts on activities that would increase the likelihood of their being successful candidates for promotion and tenure. The coordinator for faculty development also assists faculty in preparing mid-tenure review packets. Faculty commented on how helpful the process is, along with the annual promotion and tenure workshops sponsored by the Office of Faculty and Staff Affairs.

In 2009, the dean and Executive Committee created a strategic investment fund to provide resources to faculty and staff that ensures the continued growth and improvement of the college. Among the four new funding programs, one provides faculty and staff professional development awards and a second supports international travel awards. Faculty and staff can apply to pursue professional development opportunities relevant to their current work and future career goals.
New pathways for promotion of the non-tenure-earning faculty have been developed. These include research and teaching pathways. Research-focused faculty are primarily engaged in and supported by research grants but may also perform occasional teaching. Faculty on the teaching pathway are primarily engaged in teaching, although they are also expected to engage in some research and scholarship activity. A promotional pathway for non-tenure-earning instructors has also been developed.

Formal procedures are in place for evaluating faculty performance. USF policy and the USF/UFF Collective Bargaining Agreement require that an annual evaluation be conducted for all faculty members. As discussed in Criterion 3.2, faculty report their accomplishments via a comprehensive online AFAR, which is the basis for the annual evaluation. The AFAR represents a comprehensive report of the research, teaching, service and scholarly activities of the faculty. AFARs are used by the chairs and the dean to complete annual evaluations for each faculty member who reports directly to them. The chairs and the dean meet with each faculty member to review their reports and evaluations.

Students complete course evaluations at the end of each semester that provide confidential evaluations of both course and instructor effectiveness. For on-campus courses, evaluations are completed on paper while evaluations are completed electronically for online courses. Evaluations are summarized and provided to the faculty member, department chair, associate dean for academic affairs and the dean. Faculty said they find the evaluations helpful. Faculty are also encouraged to conduct their own mid-course evaluations. When concerns arise about course or teaching effectiveness, the department chair counsels the faculty member and, if necessary, provides a referral to the USF Office of 21st Century Learning. Evaluation of teaching effectiveness is an essential component of mid-tenure review and of the tenure and promotion process. Teaching evaluation considers student course evaluations, relevance of the course material, use of teaching innovation, the extent of student engagement in service-based learning or other hands-on applications of skills learned in the classroom, team-teaching, recognition for teaching (eg, publications on teaching, awards for teaching) and formal and informal advising and mentoring of students. Department chairs and the Curriculum Committee are engaged in the development and review of materials and teaching innovations for both in-class and online courses.

Faculty engagement in community service is another element considered in the promotion and tenure review process. A section of the college’s appointment and tenure guidelines is dedicated to service. Service is defined as service to the profession or field and service to the community; the types of service activities are defined in the appointment, promotion and tenure guidelines. There is also an expectation that faculty will contribute to public health practice. In addition, the research and scholarship criteria for promotion include recognition of the importance of public health practice scholarship. Community service activities are tracked separately in the AFAR and become part of the faculty member’s performance record.
Site visitors determined that the guidelines and procedures for the fair and consistent recruitment, appointment and promotion of qualified faculty, variety of faculty development activities available, mid-tenure review process and mechanisms for evaluation of teaching effectiveness and community service are strengths within the college. The college has identified a need to increase the participation of faculty in the junior faculty mentoring programs; however, meetings with junior faculty suggested that they are satisfied with the mentoring they receive. The college also plans to create a practice pathway for faculty who bring significant practice experience to the college and a mid-promotion review process for faculty in the non-tenure-earning pathways.

4.3 Faculty and Staff Diversity.

The school shall recruit, retain and promote a diverse faculty and staff, and shall offer equitable opportunities to qualified individuals regardless of age, gender, race, disability, sexual orientation, religion or national origin.

This criterion is met. The college's faculty is 74% Caucasian, 9% Asian/Pacific Islander, 7% Hispanic/Latino, 6% African American and 4% Native American/Alaska native or other. Females comprise 46% of the faculty complement. The college's staff is 68% Caucasian, 14% African American, 9% Hispanic/Latino and 9% Asian/Pacific Islander or other. Females comprise 71% of the staff complement.

During the college's last accreditation review, this criterion was found to be partially met. Since that time, significant effort has been made to improve the diversity of the faculty and staff. Efforts include the incorporation of specific goals and objectives into the 2007-12 Strategic Plan and the development and use of assessment tools to monitor performance. An outcome measure was developed that seeks to have COPH faculty and staff who are members of underrepresented racial or ethnic minority groups be at least proportionately representative of the USF service area. Over the last three years, the percentage of faculty in underrepresented groups rose from 13% to 19%; in 2009-10, the USF service area was composed of 25% underrepresented racial or ethnic minority groups. For this same three-year time period, the percentage of staff in underrepresented groups declined from 31% to 21%.

USF has an Office of Diversity and Equal Opportunity that provides policies, procedures and programs to ensure equitable opportunities for faculty and staff. These policies, procedures and programs are accessible on the college's Office of Faculty and Staff Affairs website.

A significant factor in the recruitment and retention of all core faculty, including diverse faculty, is the culture of support that is readily apparent at the college and was repeatedly stated by faculty. This was particularly evident in the junior faculty who continually cited systematic mentoring, quality relationships with senior faculty, the support to engage in interdisciplinary work and an environment in which they can
grow as reasons why they chose USF and why they hope to stay. The college has also taken advantage of waivers of USF advertising policies to hire minority faculty without conducting national searches. A faculty search plan template has also been created to guide faculty searches. The template requires that search committees be diverse and that they reach out to minorities and women to ensure diverse applicant pools.

As part of continual assessment to gauge performance in creating a welcoming and inclusive environment for individuals from diverse cultures, USF conducts a Campus Climate Survey every eight years. The survey is sent to all full-time faculty, administrative/professional employees and staff. The survey measures attitudes relative to diversity, equity, morale, safety and inclusion as well as their experiences of non-inclusion, harassment and/or discrimination. The college compares responses from the entire university to responses from those affiliated with USF Health to determine whether specific areas need additional attention.

4.4 Student Recruitment and Admissions.

The school shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the school’s various learning activities, which will enable each of them to develop competence for a career in public health.

This criterion is met. The college has a comprehensive process for recruiting students. Well-defined admission criteria are easily accessible on the college’s website.

The college focuses on recruiting and enrolling highly qualified and diverse students who are interested in public health careers. A variety of recruitment strategies are employed to locate and attract qualified candidates, including presentations in undergraduate USF courses, distribution of handouts, brochures and other promotional items, workshops for regional high school teachers and guidance counselors, attendance at health education fairs and advertisements in the campus newspaper. The pre-admission advisor/recruiter manages recruitment activities. Her time is largely spent counseling, encouraging and assisting prospective non-degree students, providing information about the academic choices available within the college and meeting with walk-ins to explain the opportunities available in the public health field.

Undergraduate admission is open to any student admitted to USF. The State of Florida has minimum requirements and there are required general education courses. The college’s website defines the admissions criteria, including those related to “fast track” and combined degree programs, as well as the requirements for a minor in public health and a non-degree certificate in public health.
The college clearly articulates admissions requirements for the various degree programs – with defined GRE and GPA scores. In addition to a GPA of 3.0 or better, GRE requirements for the masters programs vary depending on concentration and degree. For masters programs, the minimum acceptable verbal scores range from 450 to 500. For quantitative scores, the minimum range is 550 to 600. In lieu of the GRE, a GMAT score of 500 can be submitted for application to the MPH or MSPH in health policy and management and the MHA program. An MCAT score of eight or better can substitute for the GRE, except for degrees in biostatistics, epidemiology and health policy and management.

GRE requirements for doctoral candidates are a verbal score of at least 480 and a quantitative score of at least 620. Doctoral candidates must also have a minimum GPA of 3.0. A GMAT score of 600 or better can be applied to the PhD in health policy and management, and an MCAT score of eight or better can be applied to doctoral degrees in community and family health, environmental health and global health.

The GRE is not required for working professionals who have three or more years of practice experience who are applying for the public health practice concentration. Students who possess a relevant terminal degree or a relevant masters degree from a US institution may petition for waiver of the GRE. Separate requirements exist for admission to the various graduate certificate programs, and these are clearly outlined on the college’s website.

Students are also required to submit letters of recommendation, a resume/CV and, in some cases, a writing sample or detailed personal statement. Test of English as a Foreign Language (TOEFL) scores are required for students who are not native speakers of English. Students with inadequate TOEFL scores are not considered for admission.

The college uses the Schools of Public Health Application Service (SOPHAS) with a supplemental application to the Graduate School. The reported student experience with SOPHAS is positive, though some students, when surveyed, have expressed concerns about the cost. The college requires that doctoral students complete one year of full-time residency. Each department makes its own admissions decisions, which are forwarded to the Graduate School for processing. The college keeps appropriately detailed records of applicants, acceptances and enrollment for all program areas. Additionally, the college surveys students about their experiences with the admissions and orientation processes.

4.5 Student Diversity.

Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin.

This criterion is met. The college strives to enroll students who are proportionally representative of the USF service area, which includes the counties served by the West Central Florida Health District.
Underrepresented racial or ethnic minority groups are estimated to make up 25% of the population of the USF service area. Enrollment of African American, American Indian and Hispanic/Latino students has increased from a baseline of 22.9% set in 2006-07 to 25.4% in 2009-10. Total enrollment of these minority groups across USF was 24.7% in 2009-10.

The USF Office of Diversity and Equal Opportunity provides policy guidance on achieving a diverse student population. In addition, the 2007-12 Strategic Plan includes two objectives for improving the diversity of the student body: 1) The census of USF COPH students who are members of underrepresented racial or ethnic minority groups will at least be proportionally representative of the USF service area; and 2) At least 45% of new USF COPH degree-seeking students will be non-residents of Florida. The college met the target for the first objective during the last two academic years (26.3% and 25.5%, respectively). The college has not yet met its target for the second objective (22.8%, 30.9% and 35.5% for the last three academic years), but site visitors recognized the college's efforts, the steady growth in non-resident students year over year and the college's ambitious target. The college's fundraising activities have increasingly focused on raising scholarship funds to support students.

Specific plans for meeting diversity objectives include 1) participating at state, local and national conferences and recruitment fairs, 2) participating in USF-sponsored recruitment activities, 3) expanding recruitment efforts into Historically Black Colleges and Universities (HBCUs) and Hispanic-serving institutions, including Hispanic Serving Health Professions Schools (HSHPS) initiatives and 4) continuing to improve and increase student financial aid. Students reported to site visitors that they feel supported by faculty and the college in general, which was consistent with faculty and staff perspectives.

4.6 Advising and Career Counseling.

There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

This criterion is met. Upon entry into a degree program, department chairs assign students to a faculty academic advisor. Advisors are expected to meet with students at least once each semester, review and sign registration permits and monitor student progress via the academic program checklist. Advising also includes addressing student concerns about academic probation and time to degree completion as well as providing guidance related to the identification and development of appropriate goals for the special project and field experience. Academic advisors work closely with students to ensure the fulfillment of core and concentration-specific competencies for the degree. Students may also receive referrals to appropriate USF campus resources (eg, mental health counseling, victim assistance, writing center) from their advisor. In addition to assigned faculty advisors, each department has a coordinator who is available to answer questions about course selection, forms and deadlines.
The director of the public health practice distance-learning program serves as the advisor for all students in the program until they complete 21 credit hours. After meeting this threshold, the program director and a department chair assign students to new academic advisors based on their special project and field experience interests. Dual-concentration students are assigned to an advisor from each program. The Office of Academic and Student Affairs supports faculty advisors and students by ensuring that all college and university policies and procedures are understood and followed.

Instructors hired specifically for the BSPH program advise undergraduate students. Doctoral students are matched with a faculty member upon admission. These students also create a committee early in the degree program that provides guidance and subject matter expertise. Doctoral students also serve as mentors for undergraduate and masters-level students.

Despite the formal mechanisms in place to assure adequate academic advising, some students have expressed concern in exit interviews about the variation in advising quality among faculty members. To address these concerns, the associate dean for academic and student affairs developed a clear set of advisor guidelines and provided mandatory advisor training for all faculty in spring 2011. In addition, student leaders are working with the Office of the Dean to develop a mechanism for evaluating advisors. Students who met with site visitors said they had positive experiences with their advisors and other faculty members. Although students acknowledged that it can be difficult to schedule meetings that work for the student and advisor, faculty make every effort to be accessible, including to online and executive education students.

During new-student orientation, students receive a career planning guide and, when available, a copy of Advancing Healthy Populations: The Pfizer Guide to Careers in Public Health. At this time, faculty and staff stress the importance of using the degree program to develop a career and the expectation that students are ultimately responsible for developing their careers. The college positions itself as a resource that can provide tools and services as part of each student’s larger effort.

Students have access to a variety of career development programs, which are designed to provide education and counseling in a group setting. The college typically hosts sessions about the job search process, resume/CV writing, cover letter writing, networking, public health careers with the federal government and international opportunities. Audio and video recordings of these sessions are made available to distance-based students. All students can access career resources and fellowship opportunities via the college’s website. Both campus- and distance-based students are encouraged to use the college’s Office of Career Development and Field Placement and the USF Career Center for assistance with career counseling, resume critiquing and other career activities. Upon request, students seeking ideas for career paths are put in contact with appropriate alumni who share similar interests.
The college uses three main venues to inform students and recent graduates of job opportunities. First, the college has established a group on LinkedIn to disseminate job announcements. This forum allows all members of the group (ie, staff, faculty, alumni, students and employers) to share opportunities from any geographic area at no charge. Second, the college maintains a bulletin board dedicated to employment information. Third, students can meet face-to-face with potential employers at college-sponsored networking fairs.

Students seeking post-graduate employment are asked to provide information about their satisfaction with the college's career development offerings as part of the exit survey. In 2009, students reported the following information:

- 84% agreed that talking with staff at their field experience site was useful
- 81% agreed that job opportunities posted on e-mail and web pages were useful
- 64% agreed that talking with a faculty advisor was useful
- 59% agreed that job opportunities posted on bulletin boards were useful

On-site, students said they were highly satisfied with the career counseling available. They feel that faculty take an interest in their prior work experience, personal situations and future career goals. In particular, students said the services provided by the Office of Academic and Student Affairs are helpful and appreciated.
Agenda

Council on Education for Public Health
Accreditation Site Visit

University of South Florida
College of Public Health

May 16-18, 2011

Monday, May 16, 2011

8:30 am  Meeting with Self-Study Leadership Team
          Jay Evans
          David Hopeboom
          Barbara Kennedy
          Paula Knaus
          Deanna Washington
          Donna Petersen

9:00 am  Break

9:15 am  Meeting with College Leadership Team
          Julie Baldwin
          Tom Bernard
          Jay Evans
          Paula Knaus
          Boo Kwa
          Tom Mason
          Wil Milhous
          Donna Peterson
          Heather Stockwell
          Adewale Troutman
          Deanna Washington
          Arthur Williams

10:30 am  Break

10:45 am  Meeting with Academic Programs and Curriculum and Educational Outcomes Committee Members,
          Undergraduate Programs, Academic Affairs and Field Placement
          Rita DeBate
          Steve Mlynarek
          Kay Perrin
          Natalie Preslon-Washington
          Aurora Sanchez-Anguiano
          Alan Sear
          Jamie Wilke-Corvin
          Deanna Washington

12:00 pm  Break

12:30 pm  Lunch with Students
          Petyao Cheng
          Terrill Curtis
          Raymond DeCubba
          Brooke Falt
          Samantha Frith
          Meghan Haggard
          Latoya Hill
          Nicole Johnson
          James McNight
          Ryan Michael
          Zachary Pruitt
          Joanna Scian
          Tara Trudnak
Carla Turner  
Sam Turner  
Nicholas Weedon

1:45 pm  
Break

2:00 pm  
Meeting with MPH Core Faculty  
Yangxin Huang  
Steve Mlynarek  
Barbara Orban  
Heather Stockwell  
Carla Vandeweerdt  
Jamie Wilke-Corvin

3:00 pm  
Meeting with Faculty Affairs and Student Services  
Marilyn Batchelor  
Marti Coulter  
Michelle Hodge  
Ellen Kent  
Paula Knaus  
Kathleen O'Rourke  
Elleenne Pracht  
Natalie Preston-Washington  
Deanna Wathington  
Jay Wolfson

3:45 pm  
Break

4:00 pm  
Resource File Review/Executive Session

5:00 pm  
Adjourn

Tuesday, May 17, 2011

8:00 am  
Resource File Review/Executive Session

8:30 am  
Meeting with Junior Faculty  
Eric Buhler  
Ricardo Izurieta  
Fodesy Jaward  
Alfred Mbabu  
Amy Stuart  
Dawood Sultan

9:30 am  
Break

9:45 am  
Meeting with Senior Faculty  
Ellen Daley  
Phil Marty  
Tom Mason  
Karen Liller  
Hamisu Salthu  
Dennis Kyle

10:45 am  
Break

11:00 am  
Meeting with University Leadership  
Judy Genshaft  
Steve Klasko
11:45 am  Lunch with Community Representatives, Alumni, Employers and Preceptors
Phil Amuso
Samuel P. Bell, III
Betty Caslor
Estrellita "Lo" Berry
Paul D'Agostino
Steve A. Freedman
Doug Holt
Richard Hunter
Laura Kolkmann
Bill Little
Geoff Luebkmann
Harry Spring
Richard Turner
Robert Windom

1:30 pm  Break

1:45 pm  Meeting with Public Health Leadership and Practice, Educational Technology and Assessment Leadership
Azizyl A. Adzan
Carol Bryant
Somer Burke
Jim Mortimer
Etienne Prochot
Ira Richards
David Rogoff
Sandhya Srinivasan
Adewale Troutman

3:00 pm  Break

3:15 pm  Meeting with Doctoral Degrees Leadership
Amy Borenstein
Marli Coulter
Ray Harbison
Russell Kirby
Bruce Levin
Art Williams
Yiliang Zhu

4:00 pm  Resource File Review/Executive Session

5:00 pm  Adjourn

Wednesday, May 18, 2011

8:30 am  Executive Session

1:00 pm  Exit Interview