

**Council on Education for Public Health
Adopted on June 15, 2019**

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

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
October 24-26, 2018

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CRITERIA:
Accreditation Criteria for Schools of Public Health & Public
Health Programs, amended October 2016

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INTRODUCTION

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the University of South Florida College of Public Health. The report evaluates the school's compliance with the *Criteria for Schools of Public Health and Public Health Programs, amended October 2016*. 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 October 2018 by a team of external peer reviewers. During the visit, the team had an opportunity to interview college and university officials, administrators, teaching faculty, students, alumni, and community representatives and to verify information in the self-study document by reviewing materials provided 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 established in 1956 as a public university, part of the State University System in Florida. Over its more than 50-year history, it has evolved and grown into a major research university. Based in Tampa, Florida, what is today known as the University of South Florida System comprises three-member institutions: USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee. Each institution is separately accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and each institution has its own Carnegie Classification of Institutions of Higher Education.

USF Tampa is home to 12 colleges including arts and sciences, behavioral and community sciences, business, education, engineering, global sustainability, marine science, medicine, nursing, pharmacy, public health, and arts. The university also houses an Honors College, an Office of Graduate Studies, and an Office of Undergraduate Studies. The College of Public Health is part of the USF Health group, which reports to the State University System Board of Governors, the Florida legislature, and the governor.

The College of Public Health enrolls approximately 1,385 students, including 571 undergraduate students and 814 graduate students. The college employs 241 faculty. The college includes over 20 MPH concentrations and offers eight degree types, including an MHA, in addition to a range of public health degrees at the bachelor's, master's, and doctoral levels. Until recently, the college has been organized as both a faculty assembly with multiple governance committees and as administrative units including central offices and five academic departments. In 2018, a proposal was approved to eliminate departments and move to a more unified faculty organized under the umbrella of public health. In the new organizational structure, faculty report directly to the dean. Faculty are grouped in strategic areas and faculty governance occurs via three standing committees, with members chosen from the Faculty Assembly.

The USF College of Public Health was created by the Florida Legislature in 1984 and was initially accredited as a college of public health in 1985. It was the first college of public health in the state was the only accredited college until 2007. The last accreditation review occurred in 2011, which resulted in a term of seven years. The college was asked to complete an interim report related to the following areas: student attrition, graduation rates, and joint degree program curricula. The Council accepted the college's submission in 2013 as evidence of compliance in all areas.

Instructional Matrix - Degrees and Concentrations						
Bachelor's Degree			Categorized as public health	Campus based	Executive	Distance based
Public Health	BSPH		X	BSPH		
Master's Degrees	Academic	Professional				
Applied Biostatistics		MPH	X	MPH		
Behavioral Health	MSPH	MPH	X	MPH MSPH		
Environmental and Occupational Health	MSPH	MPH	X			
Epidemiology	MSPH	MPH	X	MPH MSPH		MPH
Epidemiology and Global Health		MPH	X	MPH		
Epidemiology and Global Communicable Disease		MPH	X	MPH		
Epidemiology and Maternal and Child Health		MPH	X	MPH		
Genetic Counseling	MSPH		X	MSPH		
Genomics	MSPH		X	MSPH		
Global Communicable Disease	MSPH	MPH	X	MPH MSPH		
Global Disaster Management, Humanitarian Relief and Homeland Security		MPH	X			MPH
Global Practice		MPH	X	MPH		
Health Administration		MHA		MHA		
Health Care Organizations and Management		MPH	X	MPH		
Health Policies and Programs		MPH	X	MPH		
Health, Safety and Environment		MPH	X			MPH
Infection Control		MPH	X			MPH
Maternal and Child Health	MSPH	MPH	X	MPH MSPH		
Nutrition and Dietetics		MPH	X			MPH
Occupational Exposure Science	MSPH		X	MSPH		
Public Health Education	MSPH	MPH	X	MPH MSPH		

Public Health Practice		MPH	X			MPH
Social Marketing		MPH	X			MPH
Doctoral Degrees	Academic	Professional				
Advanced Practice Leadership in Public Health		DrPH	X			DrPH
Biostatistics	PhD		X	PhD		
Community and Family Health	PhD		X	PhD		
Environmental and Occupational Health	PhD		X	PhD		
Epidemiology	PhD		X	PhD		
Global Communicable Disease	PhD		X	PhD		
Health Services Research	PhD		X	PhD		
Public Health and Clinical Laboratory Science and Practice		DrPH	X			DrPH
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)						
2nd Degree Area						
<i>Degree area earned in conjunction</i>						
Anthropology	Community & Family Health	PhD-MA		X	PhD	
Anthropology	Epidemiology	PhD-MA	MPH-MA MPH-PhD	X	MPH, PhD	
Anthropology	Global Health Practice	PhD-MA	MPH-MA MPH-PhD	X	MPH, PhD	
Anthropology	Maternal and Child Health		MPH-MA MPH-PhD	X	MPH	
Anthropology	Public Health Education		MPH-MA MPH-PhD	X	MPH	
Health Administration (MHA)	Health Policies and Programs		MPH-MHA	X	MPH, MHA	
Nursing	Environmental and Occupational Health		MPH-MS	X	MPH	
Medicine	Any MPH concentration		MPH-MD	X	MPH	
Social Work	Behavioral Health		MPH-MSW	X	MPH	
Social Work	Maternal and Child Health		MPH-MSW	X	MPH	

USF BS Public Health – 3+2	MPH with concentration in Health Education		MPH-BS	X	MPH		
USF BS Honors	Any MPH concentration	MSPH-BS	MPH-BS	X	MPH, MSPH		
USF BS Environmental Sciences and Policy major	Environmental and Occupational Health	MSPH-BS	MPH-BS	X	MPH, MSPH		

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, implementation		The college has three standing committees: the Executive Committee, Education Committee, Research Committee, and Faculty Affairs Committee. The Education Committee has two sub-committees: the Curriculum Work Group and the Technology and Assessment Work Group. The college also has four ad hoc committees: the CEPH Accreditation Oversight Committee, Strategic Plan Oversight Committee, Diversity Committee, and the Electronic Business Process Management Governance Committee. All committees include faculty representatives. As appropriate, many committees include staff and students. The committees range in scope and function, from general policy and curricular review to specific oversight, such as the Strategic Plan Oversight Committee.		Click here to enter text.
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 				
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		<p>The Education Committee reviews the degree requirements and curriculum design for all concentrations. Student achievement and learning outcomes are assessed at multiple levels including by faculty, curriculum specialists, the Education Committee, and the office of the university provost. Admissions policies and decisions are made by admission review committees located in each program once an applicant meets the university's graduate admission requirements, if applicable.</p> <p>The Executive Committee discusses proposals for recruitment of new faculty. The Faculty Affairs Committee</p>		

		<p>makes recommendations on matters related to faculty appointments, recruitments, promotions, tenure, and development following collegiate guidelines. This committee also makes recommendations to the dean related to service activities. The Research Committee reviews and makes recommendations to the dean regarding research procedures and programs. It also is responsible for internal research awards that are available to faculty and students.</p> <p>Primary faculty meet together quarterly at meetings of the Faculty Assembly. Adjunct faculty are also invited to attend meetings of the Faculty Assembly. All faculty are also invited to community-building events sponsored by the dean's office. During the site visit, the college provided several additional examples of how primary and adjunct faculty are engaged in ways that benefit instructional programs. The undergraduate team meetings are held bi-monthly, and adjunct faculty teaching in the undergraduate program frequently attend these meetings, during which they receive updates and have the opportunity to provide input. Additionally, collegiate leaders provided examples of how faculty were actively involved in the strategic planning process, including the development of the school's goals and values, and faculty continue to be actively engaged in the implementation of the strategic plan.</p>		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Students participate in two of three standing committees (Education, Research) and in ad hoc committees (CEPH Accreditation Oversight Committee, Strategic Planning Oversight, Diversity, Electronic Business Process Management Governance Committee), and the self-study provided names of student representatives for the years 2016-2018. The chair of the Education Committee selects one master's and one doctoral student representative from a pool of volunteers who responded to an email from the Public Health Student Association (PHSA). Other committees have student representation based on volunteers. A graduate student serves as an ex-officio member on the Research Committee but the position has not been filled yet. Currently, student representatives serve on all of the above committees with the exception of the Research Committee. Student involvement in the above committees was validated with students present at the student lunch.	Click here to enter text.	Click here to enter text.
Students engaged as members on decision-making bodies, where appropriate				

		<p>Student representation also exists via the USF Health Executive Student Leadership Board (ESLB) organization, which includes the health-related colleges and programs. ESLB students are involved in student programs and services by assisting at student engagement events, providing campus tours, and interacting with students via email and social media. ESLB students also have the opportunity to meet with leaders of USF health units regarding student experiences. The student representative for the College of Public Health was present at the student lunch and indicated that the above organization is interdisciplinary in nature. Her involvement allows for recruitment of students from other areas to serve on the board and the opportunity to reach out to specific interest groups within the Health Center.</p> <p>The formal mechanism for students to participate and influence policy and decision making in the college is through participation in the committees that allow for student representation. Additionally, at the student lunch, multiple students noted the college's active engagement to seek input from students on a range of topics, such as involvement in the drafting and consideration of competencies, meetings with the dean on achieving greater equity across strategy groups, involvement on how to impact issues related to plagiarism through the Education Committee, input on faculty hires, involvement with the undergraduate Public Health Scholars program, and input on physical resources within the college.</p> <p>Additionally, the student committee representatives who were present at the student lunch indicated that they meet with other students to relay meeting decisions from</p>		
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		the committees on which they serve. They also bring concerns of students to appropriate committees.		
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Operates at highest level of organizational status & independence		<p>USF Health consists of the colleges of Medicine, Nursing, Pharmacy, and Public Health. The USF College of Public Health is one of four colleges in the USF Health administrative and fiscal entity. Each college is independent, and the dean serves as CEO of the unit. During a meeting with the president of the university, she highlighted that all units have considerable autonomy.</p> <p>The dean reports to the president of the university through the senior vice president for health. The organizational structure within the College of Public Health and in relation to the USF Health leadership is clearly described and graphically displayed in the introduction to in the self-study.</p>	Click here to enter text.	Click here to enter text.

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Offers professional public health master's degree in at least three distinct concentrations		The college offers the MPH degree with more than 20 options for concentration. The college offers eight public health doctoral degree program options (six PhD; two DrPH).	Click here to enter text.	Click here to enter text.
Offers public health doctoral degree programs in at least two distinct concentrations				

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The college's vision is to be the exemplar catalyst for public health innovation and advancement of the profession, locally and globally. The college's mission is "to provide excellence in public health education, leadership, advocacy, research and service; to nurture and motivate our students; and to deliver enhanced health and well-being to all humankind through collaborative partnerships with researchers, educators, health professionals and administrators." The college's vision and mission are reflected in the statement, "Our Practice is our Passion."	Click here to enter text.	Click here to enter text.
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				

Guiding statements reflect aspirations & respond to needs of intended service area(s)		<p>The college has identified its core values, which include social responsibility, social justice, multidisciplinary approach, global perspective, altruism, diversity and inclusiveness, leadership, and academic excellence. It was evident during meetings with faculty, staff, students and community stakeholders that the college is strongly committed to practice, and this commitment is incorporated into all facets of the college's operations.</p>		
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		<p>The college's strategic plan includes five goals:</p> <p>Goal I—Transforming Academic Programs and the Student Experience: The USF CPH will provide an MPH education and experiential learning environment that is integrative, comprehensive, and interdisciplinary, while allowing for flexibility based on prior learning and professional development goals.</p> <p>Goal II—Translating Translational Research: The USF CPH will be known as a leader of interdisciplinary, transformational research.</p> <p>Goal III—Enhance System Capacity: The USF CPH will be recognized as a leader in promoting public health system capacity locally, statewide, nationally and internationally.</p> <p>Goal IV—Our People: The USF CPH values inclusiveness and respect for all people. We will accomplish this through our culture, curriculum, research and service by continually fostering an environment within the College that embraces diversity, a sense of community, collegiality and life-long learning.</p>		

		<p>Goal V—Sustainability: The USF CPH will develop and maintain academic and financial practices and a physical environment that will ensure the sustainability of the College through 2022 and beyond.</p> <p>The guiding statements address instruction, scholarship and service. The self-study describes how the college responds to needs of internal and external stakeholders. The examples provided in the self-study were reinforced and amplified by community partners. Specific examples were given of how the dean and other faculty have worked with community partners to address specific needs.</p> <p>Prior to the site visit, team members had questions regarding the specificity of Goal I, which focuses on the MPH program. However, during the site visit, collegiate leaders explained how the decision to focus on the MPH in the goal statement had been made after careful consideration and was a reflection of the need to focus specifically on the MPH program as the college went through the process of integrating its core courses.</p> <p>During the site visit, collegiate leaders also provided examples of how the college has used the guiding statements in the allocation of resources and to guide decision-making. For example, in recruiting new faculty members, the college prioritizes candidates who have an interdisciplinary focus and interest in engaging with the community. In another example, to support junior faculty success, internal awards are available for pilot data and specific workshops are convened to support junior faculty success.</p>		
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B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		Using both the USF Web Reporting System and USF Data Analytics, the college collects and accurately presents graduation rate data for all degree levels. The maximum time to graduate for bachelor-level students is two years, measured from the time students reach 90 credit hours. However, the university does not have a time limit on undergraduate degrees, and students may continue past the two years without needing to request approval.	Click here to enter text.	Click here to enter text.
Achieves graduation rates of at least 70% for bachelor’s & master’s degrees, 60% for doctoral degrees		<p>The self-study reported data for bachelor’s degree students in the 2015-16, 2016-2017, and 2017-2018 cohorts. The 2016-2017 and 2017-2018 have not met the maximum time to graduate yet. The 2015-16 cohort surpasses this criterion’s expectations, with a graduation rate of 87%. Faculty indicated that the college’s bachelor’s program has one of the highest completion’s rates (in the 80th percentile) within the university.</p> <p>For master’s level degrees, graduation rates have consistently exceeded or are on track to exceed 70%. The maximum time to graduate for master’s level students is five years. For instance, 82% of the 2012-13 MPH cohort graduated within five years. For the doctoral level degrees, graduates have consistently met or are on track to exceed 60%. The maximum time to graduate for doctoral level students is currently seven years. The seven year maximum time to graduate impacts the 2011-2012 cohort and the subsequent cohorts. Prior to the seven year</p>		

		maximum time to graduate, doctoral students have a maximum of eight years to graduate. For example, 60% of the 2009-2010 DrPH cohort graduated within eight years. Additionally, 86% of the 2009-2010 PhD cohort graduated within eight years.		
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B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The self-study summarizes post-graduation outcomes for the bachelor, master's, and doctoral programs. Post-graduation outcome data are collected through the alumni survey and website searches (e.g., LinkedIn and Google). The 2016 data was gathered solely through the alumni survey process. In 2017, the college revised the survey process to contact alumni more frequently (at four, eight, and 12 months post-graduation). For the website searches, the college researches alumni employment 10-12 months after graduation. Data are grouped based on graduations from the summer semester through the following spring semester, since students graduate at multiple points during the year. MSPH graduates have positive post-graduation outcome rates. In 2016, 2017, 2018 graduates were either employed or continuing education at a rate of 82%, 84%, and 80% respectively. DrPH students also have positive post-graduation outcomes in the last three years at 100% across all years.	In 2016 our undergraduate response rate on their post-graduation outcome fell below the 30% response rate CEPH was looking for at the time. To respond to that we implemented a new process of researching alumni on the web (LinkedIn, Google, Facebook, etc). We also changed our survey process to send students a very short survey 4 and 8 months post-graduation in addition to our one-year post-graduation survey. The web research yielded good results and increased the percentage of students for whom we had an outcome (as stated in the comments below). The additional surveys did not increase our response rate over the one year time frame that we sent surveys.	The Council reviewed documentation in the report, the self-study, and the college's response to the site visit team's report. Collectively, this information supports the Council's finding that the college's tracking of bachelor's degree students is minimally sufficient for compliance with this criterion. Based on this information, the Council determined that this criterion should be changed from partially met to met with commentary. The commentary relates to the need for the college to continue to improve the response rate of BSPH alumni and ensure more complete
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree				

		<p>For the MPH program, the 2017 and 2018 graduates were either employed or continuing education at rates of 80% and 86% respectively. However, the 2016 data indicate positive post-graduation outcomes of 29%. Similarly, for the PhD program, the 2017 and 2018 graduates were employed at a rate of 82% and 88% respectively. The 2016 data indicated a rate of 64%. College faculty and staff explained that the difference in rates is attributable to improvements in data collection that the college has made in recent years.</p> <p>For bachelor's degree students for whom data were available, most reported being employed (71%) or enrolled in additional education (12%). Only 17% of graduates were still actively seeking employment or enrollment in additional education at the one-year mark.</p> <p>The concern pertains to the need to improve tracking of post-graduation outcomes for the public health bachelor's degree. For 2016, the college only was able to present data on post-graduation outcomes for 24% of students. The data are much stronger in 2017 and 2018, with available data for 88% and 84% of students, but, due to the large class size, this still means unknown outcomes for 69-85 individuals. During the site visit, faculty members stated that they had a plan to improve the BSPH alumni response. Their plan included adding additional survey touchpoints in addition to researching social media avenues to determine alumni's non-USF contact information.</p>	<p>Recently we have stopped sending the 4 and 8 month surveys, believing this is contributing more to survey fatigue rather than increased response rates. We now call survey participants who do not respond to our initial invitation to participate in our one-year post-graduation survey. We have only done this for two terms so far. Overall, it looks like calling is increasing the response rate for our graduate alumni, but not for our undergraduate alumni. However, we are still making calls for this spring so this may still help improve survey response.</p> <p><i>A note on the dual meaning of "Response Rate":</i> Typically the response rate of our surveys is lower for our undergrads than our graduate alumni. A 30% response rate to our surveys would be considered quite good. We also use "response rate" as a measure of the number of alumni from whom we have collected employment status. Employment status is the only post-graduation outcome reported to CEPH. So, when the report below says we had an 88% or 84% response rate, that is the % of undergraduates for whom we found an employment status (through our surveys or web</p>	<p>information on bachelor's degree graduates.</p>
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			<p>research), it is not the response rate to our alumni surveys.</p> <p>As for collecting non-USF contact information. We use many sources (our exit survey is the most consistent) but also the USF exit survey is used and that is required as students apply to graduate. We also use information from USF Development for email and phone numbers. In addition contact information is collected routinely by our Office of Engagement and Constituent Relations.</p> <p><i>Future:</i> USF ODS along with Career Services has launched a new survey called “First Destination” in Spring 2018. This is only for undergraduates and tracks their employment status at the time of graduation (a few months before and after).</p>	
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B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		<p>In summer 2018, surveys were sent to alumni who graduated from summer 2015 through spring 2016. Respondents were asked to score each of their degree competencies based on how frequently they use each one: never (1); sometimes (2) frequently (3), and a final open-ended question asked them if they felt improvements could be made to their competencies to describe a change that would improve competency outcomes. The college plans to survey graduates annually to evaluate alumni perceptions at two years post-graduation. The college provided a full summary of findings for the following degrees: BSPH, MPH, MSPH, PhD, and DrPH.</p> <p>Seventy-eight percent of BSPH respondents reported sometimes or frequently using their competencies; 83% of MPH graduates, 75% of MSPH graduates, 94% of PhD graduates, and 100% of DrPH graduates indicated that they sometimes or frequently used their degree competencies.</p> <p>To inquire about curriculum effectiveness (i.e., success in achieving competencies), the college opted to place calls, rather than relying on surveys.</p> <p>The commentary relates to the low response rates for all degree programs, which limits the college's ability to provide useful information. The response rates ranged from 17% (BSPH) to 25% (DrPH), with one exception. The</p>	Click here to enter text.	Click here to enter text.
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data address alumni perceptions of success in achieving competencies				
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements				

		<p>PhD reported the highest response rate at 50% (11 of 22 respondents). For the DrPH, only four graduates received the survey, and the 25% reflects one response. To increase response rates, faculty stated that they plan to locate alumni on LinkedIn in addition to having their students place calls to alumni.</p> <p>During on-site interviews, alumni praised the college's curriculum and the faculty's ability to be both receptive and flexible concerning their educational materials. Alumni also stated that the material they learned in class was representative of the current public health field. Additionally, alumni felt that the acquired knowledge prepared them adequately for the workforce and were willing to hire future graduates from the college.</p>		
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B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		The self-study notes that the specific measures listed for tracking each goal area reflect the college's broader spectrum of accountability, including to the university. This was reinforced by collegiate leaders during the site visit. Data for the measures come from a range of sources at the university and collegiate levels. The evaluation plan includes information regarding how data are collected and	Click here to enter text.	Click here to enter text.

<p>Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review</p>		<p>how often they are reviewed. All measures are reviewed at least annually.</p> <p>For the first goal, transform academic program and the student experience, the college identified 18 measures, including measures related to enrollment, retention and graduation for undergraduates, time-to-degree metrics for graduate students, and measures related to MPH students enrolled in transformed MPH core curriculum, courses that integrate technology in innovative ways to enhance leaning, and student satisfaction with instructional quality and career advising. The Office of Academic and Student Affairs is responsible for reviewing the majority of these measures (14 of 18 measures), with the Office of Research Administration reviewing three, of the measures and the Offices of Academic and Student Affairs and Research Administration jointly reviewing data for the percentage of PhD students serving as instructor of record in two different courses during their first three years in the PhD program.</p> <p>For the second goal, translating translational research, the college identified ten measures, including those related to research proposals submitted and funded, research expenditures, doctoral students funded on grants, peer reviewed publications (including with students), dissemination of research into practice, collaboration with community partners on research proposals, and opportunities for faculty to develop interdisciplinary teams. Nine of ten of the measures are reviewed by the ORA (one measure is reviewed by faculty affairs).</p> <p>For the third goal, enhance system capacity, the college identified six measures, including those related to</p>		
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		<p>workforce development and continuing education programming for professionals, faculty engagement in service, community-based service projects, and partnerships with external organizations focused on engagement and service. The Dean's Office reviews three of the measures, with the Office of Faculty Affairs reviewing the others.</p> <p>For the fourth goal, our people, the college identified six measures, including those related to offering professional development opportunities for faculty and staff, increasing the diversity of faculty, staff, and students, and improving the climate of the college as an environment that is welcoming of all and embraces diversity, belonging and respect for all people. The Office of Faculty Affairs is responsible for reviewing five of the six measures. The Office of Academic and Student Affairs reviews data for the number of students recognized for their accomplishments.</p> <p>For the fifth goal, sustainability, the college identified seven measures including those related to management of revenue, philanthropy, quality of facilities, quality and utilization of technology in the classroom, rankings, and corporate partnerships. The dean is responsible for reviewing three of the measures, the Office of Finance and Administration reviews three, and the Office of Academic and Student Affairs reviews the measure related to classroom technology.</p> <p>The site visit team noted that the measures allow the college to assess progress in advancing the field of public health and promoting student success. During the site visit, collegiate leaders provided examples of how data are</p>		
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		used to inform decision-making and promote student success including progression toward the degree. Data on the college's progress on its goals and associated measures is shared during State of the College presentations (which are open to all), with Faculty Assembly and with the Advisory Board.		
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B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		At its monthly meetings, the college's Executive Committee reviews data related to performance metrics as well as collegiate operations and the strategic plan. Performance and evaluation data are also shared with the Faculty Assembly. During the site visit, collegiate leaders noted that to increase transparency, data on financial metrics are shared as part of collegiate updates.	Click here to enter text.	Click here to enter text.
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)		Several examples were provided of ways in which data were used to make programmatic changes. For example, time to degree and probationary status data indicated that some MPH students were not making adequate progression in their program of study. The college supplemented these quantitative data with qualitative data from students, faculty, and staff. Based on the data, the college made the programmatic decision to hire professional staff to advise MPH students, with a focus on degree program requirements, progression through the degree, and required forms. Faculty now focus on mentoring students on their educational and career goals. The college will continue to track time to degree and		

		<p>probationary status data as well as student satisfaction data to ensure that this programmatic change has the intended impact.</p> <p>During the site visit, collegiate leaders noted that, based on student feedback, changes were made to computer lab access and that students are now able to access IT resources and programs when they are working remotely. Students also noted that they had an opportunity to provide input into renovations that were made in the building. Doctoral students noted they provided feedback regarding differences between doctoral programs in areas such as access to funding for travel. Based on this feedback, the college has taken steps to ensure that doctoral students in all concentrations have equal access to needed resources and assistance.</p>		
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C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		Funding comes from a variety of sources: State appropriations (including lottery funds), tuition and fees, grants and contracts, auxiliary programs, research indirect costs, gifts and donations, and continuing education fees.	Click here to enter text.	Click here to enter text.
Financial support appears sufficiently stable at time of site visit		The previously listed funds are used in the following ways: the majority of the state appropriations is used to support recurring salaries and benefits and operating costs. The		

		<p>majority of lottery funds supports a portion of the budget for the Academic and Student Affairs Office.</p> <p>Any unspent balance of State appropriations is subject to a USF senior vice president “tax,” with the remaining funds available for carry-forward and used typically for operating expenses and strategic investments.</p> <p>Grant and contracts funds cover expenses related to the proposed efforts. Auxiliary programs support faculty and staff salary and benefit, graduate assistant, and other student employment and operating expenses. Research indirects are collected in one fiscal year and distributed in the following fiscal year. The USF System senior vice president determines what indirects will be distributed (typically 16-17% of all indirects earned). Presently, indirects that are allocated to the college are distributed 50% to the dean to support the Office of Research Administration, 35% to the PI, and 15% to a strategic research fund. Directed gifts and donations go to support specific donor requirements; otherwise, they contribute to the general operating budget. Continuing education fees support personnel and expenses.</p> <p>In terms of faculty, salaries are allocated in different ways. Typical college support for tenure-track faculty is 75% of faculty salary and benefits through the college’s base budget (some faculty have a 50% or 25% commitment from the college); faculty generate their remaining salary and benefits. If faculty cannot generate their portion of their salary, they remain on a partial FTE appointment. Administrative or other assigned college duties are funded through the college’s base budget. For teaching pathway faculty and practice pathway faculty, they are primarily</p>		
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		<p>funded through state funds. Research pathway faculty are supported through extramural grants and contracts.</p> <p>Operational costs come from a variety of sources and are allocated to “accountable officers” though an annual budget process.</p> <p>Student support, including funding for all PhD students [tuition, fees, health insurance] for their first two years comes from various sources, including college funds, graduate/research assistantships, hourly employment, and scholarship awards.</p> <p>Faculty development funds are included in the annual budget process and funds are allocated for faculty development programming, targeted training, and travel. The college also funds meritorious faculty and staff profession development requests.</p> <p>The college has a variety of mechanisms for requesting additional funds for operating expenses, student support, and faculty development, and the self-study outlined several substantial awards to the college in the last several years.</p> <p>The college receives 100% of the tuition generated through its courses, irrespective of the student’s home, as well as 100% of special fees and 100% of distance learning fees associated with any course offered at least 80% online.</p> <p>College expenses have been largely stable over the past three years: \$56 million in FY15-16, \$54 million in FY16-17 and \$59 million in FY17-18. Income exceeded expenses in</p>		
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		all three years: \$62 million in FY15-16, \$65 million in FY16-17, and \$65 million in FY17-18.		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
College employs at least 21 PIF; or program employs at least 3 PIF		<p>The college employs 78 primary instructional faculty (PIF) members. There are 21 distinct public health concentrations, and each concentration has appropriate resources to satisfy this criterion's minimum thresholds. All faculty designated in the table that demonstrates adequate resources per concentration are allocated at 1.0 FTE.</p> <p>Undergraduate students are advised by a pool of three professional advisors. Other than providing informal guidance, faculty do not advise undergraduate students. The advising ratio for bachelor's students is 571 to 3.</p> <p>At the master's level, two professional staff advisors provide academic progress advising to all master's students. Faculty provide mentoring on selection of electives, culminating projects and experiences, and career goals. However, for general advising, MPH students</p>	Click here to enter text.	Click here to enter text.
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				

Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable		are assigned to one of two graduate staff advisors for general advising.		
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable		The average advising load for master's level students is 12 to 1, with a minimum of one and a maximum of 69. One faculty member advises all students enrolled in the online public health practice program, and this explains the high maximum figure.		
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)		The average advising load for the doctoral level is 3.4 students per faculty member.		
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)		<p>The average advising load for the MPH Integrative Learning Experience is 12 per faculty member. The average advising load for faculty mentoring related to thesis, dissertation, or DrPH integrative experience is two per faculty member.</p> <p>In 2017, the college issued a student satisfaction survey. 49.9% of undergraduate students reported that they were satisfied with their class sizes. Similarly, 49.2% of master's level students reported that they were satisfied with their class sizes. Lastly, 60.8% of doctoral students indicated that they were satisfied with their class sizes. The college indicated that they delved more deeply into survey results to generate improvement in learning. Students provided numerous write-in comments on the student satisfaction survey. Some students preferred smaller classes, in order to receive more individual attention from professors. In comparison, others suggested larger classes for higher demand classes.</p> <p>In terms of availability of faculty, most students described positive experiences, with faculty willing to meet with</p>		

		<p>students during office hours or by setting individual appointments. A few students noted that the experience depends on the professor. Students were also asked to describe their experience getting assistance from faculty in online courses. Most students described a positive experience. Faculty were responsive to student questions, readily available, and eager to assist students.</p> <p>During the site visit, students indicated that they were satisfied with their class sizes. They also stated that faculty, including the dean, had an open-door policy and were very responsive to all of their inquiries and concerns. Students also indicated that the faculty genuinely care and want students to succeed. One doctoral student stated that her dissertation was focused on the country of Senegal, where the language is predominately French. At the time, she was not fluent in the language and was hoping to learn the language to better communicate. She brought her concerns to the dean who helped her use an independent study credit to enroll in undergraduate French courses.</p>		
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C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		As of fall 2018, the college reported 197 permanent and temporary staff (not including student workers), for a ratio of staff to faculty of more than 2:1). The majority of these staff positions are in research and programmatic support.	Click here to enter text.	Click here to enter text.
Staff & other personnel resources appear sufficiently stable		<p>College support personnel are administratively centralized to support academic and student affairs, research administration, human resources and faculty affairs, facilities management, financial management, and engagement and constituent relations.</p> <p>In addition to staff support, the college supports students as graduate assistants and hourly workers (153 as of fall 2018). Graduate students are primarily engaged in teaching and research activities. There are also employment opportunities for undergraduate students including work study, research, and administrative support.</p> <p>At the site visit the site visit team learned that the move to a new structure with support staff who provide faculty support in the absence of departmental structures is working well. Reviewers learned that faculty and students are happy with the staff support available.</p> <p>The college provides internal IT curriculum support in addition to campus-level staff. At the site visit, students were particularly effusive in their enthusiasm for the IT curriculum and other IT support.</p>		

C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The college has sufficient physical resources to meet its academic, research, and service goals. All ranked faculty have individual offices in one of the college's buildings or allocated space. Based on the needs of the program or unit, non-ranked faculty either have their own offices or may share space (e.g., research space). All college staff have assigned office space within these same buildings as well as within the USF Health Center for Wellness, Engagement, Leadership & Learning (the WELL. Both faculty and staff offices have wired networks and Wi-Fi capabilities and are equipped to the support the work requirements of each staff member.	Click here to enter text.	Click here to enter text.
Physical resources appear sufficiently stable		<p>The college has 11 classrooms that house the majority of the college's on-campus instruction. Classrooms range in size from a capacity of 15 students to 150 students. Additionally, the college also has three auditoriums that can accommodate up to 450 individuals.</p> <p>Throughout the college spaces, students are frequently assigned individual and shared office space that is available throughout the college's buildings, in the USF Health library, and in the USF Health WELL, where students in all the colleges of USF Health share the use of the study space.</p> <p>The college also has laboratories that are fully equipped.</p>		

		During the site visit, faculty indicated that they believed that the physical resources are appropriate.		
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C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources , including personnel, for students & faculty		<p>There are three libraries on the Tampa campus, the main research library and two specialty libraries (Health Sciences and Mental Health Institute). The libraries provide access to almost four million volumes and electronic resources, including 6,500 e-journal subscriptions and access to another 52,500 e-journal titles. The Health Sciences Library has an extensive collection of health-related books, journals and other resources. The college has a dedicated Health Sciences librarian as a resource for faculty and students and a full time IT staff to aid in online access to library resources.</p> <p>In a 2016-2017 graduating student survey, only about 10% of students rated the library as fair/poor. At the site visit, faculty spoke very enthusiastically about the libraries (especially the Health Sciences library) and especially about the dedicated Health Sciences librarian.</p> <p>Students have access to the college's computer labs and wireless access to the internet. The labs have 85 virtual desktops accessible 20 hours/day, seven days a week. The Health Sciences Library also has a 16-seat open computer lab that students can use, and there is a large computer lab</p>	Click here to enter text.	Click here to enter text.
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable				

		<p>in the main library and the campus Research Computing Lab. All labs provide Microsoft Office applications and faculty requested software. USF IT also provides students access to a software gateway to download relevant software applications. The college provides student access to course materials through the Canvas learning management system. The self-study indicated that there was some student unhappiness with the campus computing labs. Only 60% of 2016-2017 graduating students found the campus computer labs most or somewhat beneficial. A survey of faculty, staff, and students performed in Fall 2017 indicated that only 58% were extremely or somewhat satisfied with computer labs (11% were somewhat or extremely dissatisfied). However, at the site visit, both students and faculty expressed considerable satisfaction with the campus computing labs and with campus IT generally.</p> <p>Faculty have access to campus computing resources similar to that of students. In addition, all faculty are provided a desktop or laptop computer. The college also purchases additional software, specific to individual faculty needs. The campus Canvas learning management system is the infrastructure used to provide class materials and manage coursework.</p> <p>The fall 2017 survey of faculty, staff and students regarding information technology indicated that respondents were largely satisfied with the technology. At the site visit, the team learned that a plan was in place to establish a formal replacement cycle for faculty computers.</p> <p>Technology support is through centralized USF Information Technology. A support technician is located in the main</p>		
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		<p>college building and other personnel are available as needed. USF IT supports the college's website and online applications (partial funding supplied by the college). The college's Office of Engagement and Constituent Relations supports study group social media activities.</p> <p>One faculty member gave an example of how vast the resources are. She indicated that the college has a research librarian dedicated solely to the college and also, stated how helpful the librarian has been for locating materials. The college also has an IT staff member who resides within the college and is always accessible if there are any issues. Additionally, students also noted that IT was very responsive and helpful.</p>		
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D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>Three MPH core curriculum foundational public health courses are required by all Master's degrees and are pre-requisites for DrPH and PhD degrees, unless students have a previous MPH degree: PHC 6588: History and Systems of Public Health (one credit), 6756: Population Assessment: Part 1 (five credits), and 6757: Population Assessment, Part 2 (three credits).</p> <p>The self-study indicates which course material covers the 12 foundational learning objectives, and the course syllabi specify where in each course these learning objectives are covered.</p>	We have addressed the site visit team's concern regarding validation of assessment for competencies 2, 4, and 12. For clarification, supporting materials and related syllabi, please see the Attachments Folder for D1 - MPH & DrPH Foundational Public Health Knowledge.	The Council reviewed the college's response to the site visit team's report and determined that the response provides sufficient information to validate coverage of learning objectives 2, 4, and 12. Based on the syllabi and other information provided, the Council found that the college has adequately addressed the concern site visitors identified. Therefore, the Council changed the finding for this criterion from partially met to met.

		<p>The concern relates to the three learning objectives, indicated in the D1 worksheet, for which site visitors could not validate coverage. The review of the self-study and discussion at the site visit identified some issues with the documentation of the coverage of the learning objectives. The self-study indicates that learning objective 2 is covered in PHC 6588 lesson 0, but the Spring 2018 syllabus has no lesson zero. The self-study indicates that learning objectives 4 and 12 are covered in designated modules of PHC 6756 and PHC 6757, but site visitors' review of the spring 2018 syllabi could not identify components of the listed modules that relate directly to the referenced content.</p> <p>During the site visit, the USF team acknowledged that lesson zero was not described in the syllabus and indicated that PHC 6588 lesson zero referred to a reading assignment and pre-class work that is required prior to the beginning of the course. Differences between the syllabi provided in the ERF and described by USF faculty at site visit were explained by changes in the Fall 2017 courses necessitated by hurricane Irma. Nevertheless, the site visit team was unable to confirm that public health foundation knowledge competencies 2, 4, and 12 were adequately covered in the courses said to cover them.</p>		
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D1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population’s health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population’s health	Yes
8. Explain biological & genetic factors that affect a population’s health	Yes
9. Explain behavioral & psychological factors that affect a population’s health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The site visit team reviewed the program's curriculum and assessment opportunities for each of the required foundational competencies and determined that the college's MPH curriculum allows for assessment of all required competencies.</p> <p>Site visitors used the self-study document, syllabi, and assessment examples, along with information gathered during the site visit to validate the assessments for all competencies.</p> <p>During on-site interviews with faculty, the team was able to obtain additional detail to validate the didactic coverage and assessment for a number of competencies. For example, competency statement 17 is assessed in PHC 6757: Population Assessment: Part 2. In PHC 6757, students are responsible for presenting a project to their peers, who are in the role of acting as Congress and have to negotiate to demonstrate how that their selected project is fundable. Additionally, competency statement 21 is assessed in PHC 6756: Population Assessment: Part 1. In PHC 6756, students are responsible for engaging in interprofessional exercises with students with other colleges and professional programs during a mock food outbreak module. Public health students serve as public health professionals, while students from other colleges and programs take on other roles.</p>	Click here to enter text.	Click here to enter text.

D2 Worksheet

MPH Foundational Competencies	Yes/CNV
1. Apply epidemiological methods to the breadth of settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	Yes
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Perform effectively on interprofessional teams	Yes
22. Apply systems thinking tools to a public health issue	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all DrPH students, at least once, on their ability to demonstrate each foundational competency (see worksheet for detail)		<p>The site visit team reviewed the college's curriculum and assessment opportunities for each of the required DrPH foundational competencies. The college uses both a core curriculum for all DrPH students and concentration coursework to map to the foundational competencies.</p> <p>The concern relates to the inability of the site visit team to validate that all DrPH students are assessed on their ability to demonstrate each of the foundational competencies at least one time. The site visit team was unable to validate appropriate assessment opportunities and/or didactic preparation for two competencies (5 and 17). The D3 worksheet summarizes these findings.</p> <p>For competency 5, reviewers noted that content related to the foundational competency was clearly presented in coursework; however, the assessment activity did not appear to adequately address all aspects of the competency statement. Faculty identified the assessment opportunity as a publishable writing assignment designed to communicate public health science to diverse stakeholders, including individuals at all health literacy levels. The information available to the site team suggested that the assessment opportunity appears to focus on writing for individuals with an academic background, instead of lay audiences or audiences with varying levels of health literacy.</p>	<p>We have addressed the site visit team's concern relating to both the MPH & DrPH Foundational Public Health Knowledge competencies, 2, 4 and 12, and for assessment and/or didactic preparation for DrPH Foundational Competencies 5 and 17.</p> <p>Please see Attachments Folder D3 for the MPH and DrPH Foundational Public Health Knowledge clarification and related syllabi.</p> <p>Please see the Attachments Folder D3 for syllabus PHC 7149 <i>Practical Applications II: Public Health Leadership, where appropriate assessment opportunities</i> for competencies 5 and 17 have been addressed. Clarification found within the Alignment Matrix section.</p>	The Council reviewed the college's response to the site visit team's report and determined that it documents appropriate assessment activities for competencies 5 and 17. Based on the syllabi and other information provided, the Council found that the college has adequately addressed the concern site visitors identified. Therefore, the Council changed the finding for this criterion from partially met to met.

		For competency 17, reviewers identified a similar concern; the didactic preparation was evident in course syllabi; however, the mapped assessment opportunities did not address all aspects of the competency. Competency 17 requires students to be able to “propose interprofessional team approaches to improving public health.” However, the assessments did not appear to consistently require demonstration of this skill.		
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D3 Worksheet

DrPH Foundational Competency	Yes/CNV
1. Explain qualitative, quantitative, mixed methods & policy analysis research & evaluation methods to address health issues at multiple (individual, group, organization, community & population) levels	Yes
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue	Yes
3. Explain the use & limitations of surveillance systems & national surveys in assessing, monitoring & evaluating policies & programs & to address a population’s health	Yes
4. Propose strategies for health improvement & elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders & other partners	Yes
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior & policies	Yes
6. Integrate knowledge, approaches, methods, values & potential contributions from multiple professions & systems in addressing public health problems	Yes
7. Create a strategic plan	Yes
8. Facilitate shared decision making through negotiation & consensus-building methods	Yes
9. Create organizational change strategies	Yes
10. Propose strategies to promote inclusion & equity within public health programs, policies & systems	Yes
11. Assess one’s own strengths & weaknesses in leadership capacities, including cultural proficiency	Yes
12. Propose human, fiscal & other resources to achieve a strategic goal	Yes
13. Cultivate new resources & revenue streams to achieve a strategic goal	Yes
14. Design a system-level intervention to address a public health issue	Yes
15. Integrate knowledge of cultural values & practices in the design of public health policies & programs	Yes
16. Integrate scientific information, legal & regulatory approaches, ethical frameworks & varied stakeholder interests in policy development & analysis	Yes
17. Propose interprofessional team approaches to improving public health	Yes
18. Assess an audience’s knowledge & learning needs	Yes
19. Deliver training or educational experiences that promote learning in academic, organizational or community settings	Yes
20. Use best practice modalities in pedagogical practices	Yes

D4. MPH & DrPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		<p>The college provides concentration competencies for all MPH and DrPH concentrations in the self-study. The self-study also lists assessment opportunities for each concentration competency.</p> <p>The concern relates to the inability of the site visit team to validate that all MPH and DrPH students are assessed on their ability to demonstrate each of the concentration competencies at least one time. The site visit team was unable to validate appropriate assessment opportunities and/or didactic preparation for several competencies. The D4 worksheet summarizes these findings.</p>	<p>The site visit team's concerns have been addressed for the D4 MPH & DrPH Concentration Competencies. Please see Attachments Folder – D4 where each concentration listed below is addressed individually – each in its own folder.</p>	<p>The Council reviewed the college's response to the site visit team's report and found that the college has defined appropriate competencies and corresponding assessments. The updated set of competencies has assessments that were validated as appropriate by the site visit team. Based on the revised competencies and other information provided, the Council found that the college has adequately addressed the concern site visitors identified. Therefore, the Council changed the finding for this criterion from partially met to met.</p>
Assesses all students at least once on their ability to demonstrate each concentration competency		<p>For some competencies, while the general content related to the concentration competency was clearly presented in coursework, the assessment activity did not adequately address all aspects of the competency statement. For example, the DrPH in Advanced Practice Leadership in Public Health concentration competency 7 "disseminate knowledge across targeted audiences in practice, policy, and community settings" was mapped to PHC 6411: Introduction to Social Marketing. Faculty identified multiple assessment opportunities including a cover letter and an elevator pitch. However, the site visit team was unable to correlate how the assessment opportunities map to the competency.</p>	<p>Please note, since only five (5) competencies were needed for validation, we removed those that the site team was not able to validate assessment and/or didactic.</p> <ul style="list-style-type: none"> • MPH in Healthcare Organization and Management; • MPH in Health Policies and Programs; • MPH in Epidemiology & Maternal and Child Health; • MPH in Maternal and Child Health; • MPH in Public Health Practice; • DrPH in Advanced Practice Leadership in Public Health; • DrPH in Public Health and Clinical Laboratory Science and Practice. 	
If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES)	N/A			

D4 Worksheet

MPH in Healthcare Organization & Management		Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1.	A.2. Performance Measurement: Develop and use metrics to assess clinical and organizational performance	Yes	Yes
2.	A.5. Operations Management: Use process management methods and tools in performance and quality improvement, e.g., CQI, Six Sigma, flowcharts, etc.	Yes	Yes
3.	A.6. Analytical Thinking: Build analytical thinking acumen, e.g., the ability to understand relevant concepts and issues by delving into its pertinent components and formulating solutions.	Yes	Yes
4.	B.1. Operational and Strategic Planning: Understand all components of operational and strategic plans, e.g., environmental scanning, competitive analysis, strategy development	Yes	Yes
5.	B.3. Management of Organizational Design: Lead improvement upon organizational design and culture, e.g., formal and informal decision-making structures, and champion workforce diversity	Yes	Yes
6.	C.4. Public Policy: Comprehend the policy process and analyze public policy context and choices.	Yes	Yes
7.	Budgets: Comprehend budgets, e.g., sources of revenue and expense, use of standards in budget development	Yes	Yes
8.	D.2. Cost Accounting: Explain the principles and applications of cost accounting, e.g., the costing process, measurement, and control	Yes	Yes
9.	D.3. Financial Statement Analysis: Understand financial statements, e.g., net income and cash flow statements, ratio analysis, pro forma statements	Yes	Yes
10.	E.1. Values and Ethical Decision-Making: Demonstrate public health values and reinforce ethical decision-making	Yes	Yes
11.	E.2. Written Communication: Integrate and demonstrate effective written communication.	Yes	Yes
12.	E.3. Oral Communication: Integrate and demonstrate effective oral communication with other individuals and in groups.	Yes	Yes
13.	E.4. Professionalism: Demonstrate professionalism, e.g., abilities to effectively work with others, to engage in relationship building, to be accountable, to act with integrity	Yes	Yes

MPH in Health, Safety and Environment	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Understand and describe natural and engineered environmental systems and their interrelationships with human activities, health and welfare	Yes	Yes
2. Understand and explain the impact of the environment on biological systems	Yes	Yes
3. Use technical knowledge and skill for the recognition, evaluation, risk assessment, and prevention and control of environmental hazards and human health problems	Yes	Yes
4. Identify scientific, cultural, political, legal and ethical practices and decisions that have beneficial or adverse effects on human populations or ecosystems	Yes	Yes
5. Apply mathematical, statistical, and evidence-based methods to evaluate both current environmental issues and proposed interventions	Yes	Yes

MPH in Applied Biostatistics	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply biostatistical methods to the design of experimental and observational studies with respect to sample selection, randomization, and power.	Yes	Yes
2. Apply common probability distributions to public health outcomes	Yes	Yes
3. Use statistical techniques including descriptive statistics, data exploration, estimation, hypothesis testing and modeling.	Yes	Yes
4. Demonstrate basic data management skills and use common statistical software packages for data analysis.	Yes	Yes
5. Use real data to practice how to formulate research problems that often arises in public health setting, identify the correct statistical methods for data analysis, and interpret analysis results.	Yes	Yes
6. Develop written and oral presentation based on statistical analyses	Yes	Yes

MPH in Health Policies and Programs		Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1.	A.4. Quantitative Analysis: Demonstrated the application of quantitative analytic techniques (e.g., descriptive and inferential statistics, regression, forecasting) and the use of software tools, such as Excel, in management decision-making	Yes	Yes
2.	A.6. Analytical Thinking: Build analytical thinking acumen, e.g., the ability to understand relevant concepts and issues by delving into its pertinent components and formulating solutions	Yes	Yes
3.	A.8. Health Services Research Methods: Perform the steps involved in health services research, including identifying a topic, reviewing existing literature, obtaining relevant data, conducting quantitative analysis, and summarizing results	Yes	Yes
4.	C.2. Community Engagement: Assess community needs and values and the role of external relations e.g., demographic/population contacts for business development	Yes	Yes
5.	C.4. Public Policy: Comprehend the policy process and analyze public policy context and choices.	Yes	Yes
6.	E.1. Values and Ethical Decision-Making: Demonstrate public health values and reinforce ethical decision-making	Yes	Yes
7.	E.2. Written Communication: Integrate and demonstrate effective written communication.	Yes	Yes
8.	E.3. Oral Communication: Integrate and demonstrate effective oral communication with other individuals and in groups.	Yes	Yes
9.	E.4. Professionalism: Demonstrate professionalism, e.g., abilities to effectively work with others, to engage in relationship building, to be accountable, to act with integrity	Yes	Yes

MPH in Infection Control	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Describe the role of professionals who practice infection prevention and control in healthcare settings, alternate settings and in the promotion of public health	Yes	Yes
2. Outline and apply the steps in an outbreak investigation in selected scenarios	Yes	Yes
3. Interpret the design, collection, compilation and interpretation of surveillance data on local, state, national and global scales	Yes	Yes
4. List, define and provide examples of primary, secondary and tertiary infectious disease prevention strategies, with an emphasis on infection prevention, in both developing and developed countries	Yes	Yes
5. Differentiate between the independent and collaborative functions on infection preventionists and occupational health professionals in a variety of settings	Yes	Yes
6. Recognize management, communication, and educational principals related to infection prevention, patient safety, and public health	Yes	Yes
7. List essential research designs and principals and apply these to critically appraise scientific literature	Yes	Yes
8. Identify infectious disease processes for pathologic bacteria, viruses, fungi, protozoa and other organisms of major public health concern, including clinical and diagnostic applications	Yes	Yes
9. Explain factors influencing provision of a safe and clean environment of care in healthcare settings and other settings where healthcare is provided	Yes	Yes
10. Demonstrate mastery of the essential components of an infection prevention and control program	Yes	Yes

MPH in Social Marketing	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Describe social marketing to colleagues and other professionals and differentiate it from other approaches to influencing behaviors and social change.	Yes	Yes
2. Work with colleagues and stakeholders to identify community, state, province, national, regional, and/or international priorities and identify those for which social marketing approach may be appropriate.	Yes	Yes
3. Identify and segment affected populations and select appropriate high priority segments.	Yes	Yes
4. Prioritize and select measurable behaviors (not just awareness or attitudes) of individual organizations and/or policy makers to influence.	Yes	Yes
5. Design and conduct situational analysis and formative research, employing mixed methodologies needed to understand current audience barriers and benefits, as well as competing behaviors and direct and indirect competition.	Yes	Yes
6. Select and apply relevant social marketing, behavioral, exchange and social science theories, models, frameworks and research to inform development of a social marketing strategic plan, one that meet the needs and wants of the intended audience.	Yes	Yes
7. Create an integrated social marketing mix strategy that extends beyond communications only campaigns, with consideration of all appropriate evidence-based tools and theory needed to influence a desired behavior.	Yes	Yes
8. Test the effectiveness, acceptability, and ethics of potential social marketing strategies with representatives of target audiences and stakeholders and adapt as necessary.	Yes	Yes
9. Finalize an implementation plan, incorporating opportunities for scaling up and sustainability.	Yes	Yes
10. Design and implement an evaluation plan, including a monitoring system to assure programs are on track to achieve goals and meet agreed quality and efficiency standards.	Yes	Yes
11. Apply ethical principles to the conduct of research, developing, implementing and evaluating a social marketing plan.	Yes	Yes
12. Document and communicate the results of social marketing initiatives to colleagues, stakeholders, communities and other relevant organizations and groups.	Yes	Yes

MPH in Epidemiology & Global Communicable Disease	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess, synthesize and critically evaluate epidemiologic scientific literature.	Yes	Yes
2. Describe and discuss strengths and limitations of experimental and observational study designs. Work with colleagues and stakeholders to identify community, state, province, national, regional, and/or international priorities and identify those for which social marketing approach may be appropriate	Yes	Yes
3. Describe and discuss basic principles of conducting epidemiologic research.	Yes	Yes
4. Identify and discuss risk factors based on their relationships to health outcomes	Yes	Yes
5. Demonstrate proficiency in basic and intermediate epidemiologic methods and principles.	Yes	Yes
6. Understand the application of epidemiologic methods in the design of experimental and observational studies with respect to sample selection, randomization, and power.	Yes	Yes
7. Demonstrate proficiency in use of common statistical software packages for data analysis and appropriate interpretation of results.	Yes	Yes
8. Use statistical techniques including descriptive statistics, data exploration, estimation, hypothesis testing, and modeling	Yes	Yes
9. Develop written and oral presentations based on results of statistical and epidemiologic analyses	Yes	Yes
10. Interpret the natural history of disease-causing parasites, bacteria, viruses, fungi, and other organisms of major public health concern, as well as the disease processes and clinical manifestations caused by those infectious organisms.	Yes	Yes
11. Identify the appropriate diagnosis, surveillance, control, treatment and prevention of communicable diseases.	Yes	Yes
12. Describe the natural human defenses, the appropriate use of diagnostic techniques and serological surveillance, and the role of preventive interventions and treatments such as vaccines and antibiotics against communicable diseases.	Yes	Yes
13. Identify the biological, genetic, cultural, social, and economic factors that contribute to the incidence and prevalence of communicable disease and impact on transmission, control, treatment, and prevention of these conditions.	Yes	Yes
14. Apply innovative techniques including geographic information system (GIS) modeling to identify public health conditions and problems related to the surveillance and control of communicable diseases in developing countries.	Yes	Yes
15. Design programs for the surveillance and control of communicable diseases.	Yes	Yes
16. Apply principles of genetics, immunology, molecular biology and other essential biological sciences disciplines in the laboratory setting for research and the diagnosis, surveillance, control, treatment and prevention of communicable diseases.	Yes	Yes
17. Prepare and present information about communicable diseases to other members of health-related professions and to members of the public in a professional and effective manner.	Yes	Yes
18. Explain factors such as biology, ecology, and dynamics of arthropod vector populations that affect transmission of specific communicable diseases, such as malaria and dengue fever.	Yes	Yes

MPH in Epidemiology & Maternal and Child Health	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess, synthesize and critically evaluate epidemiologic scientific literature.	Yes	Yes
2. Describe and discuss strengths and limitations of experimental and observational study designs. Work with colleagues and stakeholders to identify community, state, province, national, regional, and/or international priorities and identify those for which social marketing approach may be appropriate	Yes	Yes
3. Describe and discuss basic principles of conducting epidemiologic research.	Yes	Yes
4. Identify and discuss risk factors based on their relationships to health outcomes	Yes	Yes
5. Demonstrate proficiency in basic and intermediate epidemiologic methods and principles.	Yes	Yes
6. Understand the application of epidemiologic methods in the design of experimental and observational studies with respect to sample selection, randomization, and power.	Yes	Yes
7. Demonstrate proficiency in use of common statistical software packages for data analysis and appropriate interpretation of results.	Yes	Yes
8. Use statistical techniques including descriptive statistics, data exploration, estimation, hypothesis testing, and modeling	Yes	Yes
9. Develop written and oral presentations based on results of statistical and epidemiologic analyses	Yes	Yes
10. Identify the scientific underpinnings and strength of evidence from the literature for addressing MCH, including: morbidity and mortality; individual, family, social and community factors; and health system characteristics	Yes	Yes
11. Describe the scope and impact of MCH problems for children, women and families	Yes	Yes
12. Apply organizational theory to public health, program planning, management and evaluation	Yes	Yes
13. Describe MCH history, policy development. Major programs, laws, regulation, advocacy movements and current legislative mandates	Yes	Yes
14. Summarize data on a policy, write policy statements, and translate policies into organization	Yes	Yes
15. Utilize cultural competence and social justice concepts, community partnership development, and ethical standards in practice	Yes	Yes

MPH in Epidemiology & Global Health Practice	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess, synthesize and critically evaluate epidemiologic scientific literature.	Yes	Yes
2. Describe and discuss strengths and limitations of experimental and observational study designs. Work with colleagues and stakeholders to identify community, state, province, national, regional, and/or international priorities and identify those for which social marketing approach may be appropriate	Yes	Yes
3. Describe and discuss basic principles of conducting epidemiologic research.	Yes	Yes
4. Identify and discuss risk factors based on their relationships to health outcomes	Yes	Yes
5. Demonstrate proficiency in basic and intermediate epidemiologic methods and principles.	Yes	Yes
6. Understand the application of epidemiologic methods in the design of experimental and observational studies with respect to sample selection, randomization, and power.	Yes	Yes
7. Demonstrate proficiency in use of common statistical software packages for data analysis and appropriate interpretation of results.	Yes	Yes
8. Use statistical techniques including descriptive statistics, data exploration, estimation, hypothesis testing, and modeling	Yes	Yes
9. Develop written and oral presentations based on results of statistical and epidemiologic analyses	Yes	Yes
10. Describe the socio-cultural, political and economic determinants of health and health status at the global level	Yes	Yes
11. Assess the burden of diseases on health, service utilization and finance.	Yes	Yes
12. Analyze the prevailing international health systems in industrial and developing countries, comparing coverage, utilization, equity, policy, organization, delivery and financing of those systems and define the rationale for health systems' reforms.	Yes	Yes
13. Appraise the role of cultural, social and economic factors that contribute to the incidence of disease and influence prevention strategies.	Yes	Yes
14. Assess public health conditions and problems related to diseases control and surveillance in developing countries.	Yes	Yes
15. Use ethical and culturally appropriate technology/ interventions when addressing public health problems and prevention at the global health level.	Yes	Yes
16. Propose methodologies for the evaluation of public health programs and interventions.	Yes	Yes
17. Apply social justice and human rights principles in public health policies and programs.	Yes	Yes
18. Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being.	Yes	Yes

MPH in Epidemiology	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess, synthesize and critically evaluate epidemiologic scientific literature.	Yes	Yes
2. Describe and discuss strengths and limitations of experimental and observational study designs. Work with colleagues and stakeholders to identify community, state, province, national, regional, and/or international priorities and identify those for which social marketing approach may be appropriate	Yes	Yes
3. Describe and discuss basic principles of conducting epidemiologic research.	Yes	Yes
4. Identify and discuss risk factors based on their relationships to health outcomes	Yes	Yes
5. Demonstrate proficiency in basic and intermediate epidemiologic methods and principles.	Yes	Yes
6. Understand the application of epidemiologic methods in the design of experimental and observational studies with respect to sample selection, randomization, and power.	Yes	Yes
7. Demonstrate proficiency in use of common statistical software packages for data analysis and appropriate interpretation of results.	Yes	Yes
8. Use statistical techniques including descriptive statistics, data exploration, estimation, hypothesis testing, and modeling	Yes	Yes
9. Develop written and oral presentations based on results of statistical and epidemiologic analyses	Yes	Yes

MPH in Global Communicable Disease	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Interpret the natural history of disease-causing parasites, bacteria, viruses, fungi, and other organisms of major public health concern, as well as the disease processes and clinical manifestations caused by those infectious organisms.	Yes	Yes
2. Identify the appropriate diagnosis, surveillance, control, treatment and prevention of communicable diseases.	Yes	Yes
3. Describe the natural human defenses, the appropriate use of diagnostic techniques and serological surveillance, and the role of preventive interventions and treatments such as vaccines and antibiotics against communicable diseases.	Yes	Yes
4. Identify the biological, genetic, cultural, social, and economic factors that contribute to the incidence and prevalence of communicable disease and impact on transmission, control, treatment, and prevention of these conditions.	Yes	Yes
5. Apply innovative techniques including geographic information system (GIS) modeling to identify public health conditions and problems related to the surveillance and control of communicable diseases in developing countries.	Yes	Yes
6. Design programs for the surveillance and control of communicable diseases.	Yes	Yes
7. Apply principles of genetics, immunology, molecular biology and other essential biological sciences disciplines in the laboratory setting for research and the diagnosis, surveillance, control, treatment and prevention of communicable diseases.	Yes	Yes
8. Prepare and present information about communicable diseases to other members of health-related professions and to members of the public in a professional and effective manner.	Yes	Yes
9. Explain factors such as biology, ecology, and dynamics of arthropod vector populations that affect transmission of specific communicable diseases, such as malaria and dengue fever.	Yes	Yes

MPH in Global Health Practice	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Describe the socio-cultural, political and economic determinants of health and health status at the global level	Yes	Yes
2. Assess the burden of diseases on health, service utilization and finance.	Yes	Yes
3. Analyze the prevailing international health systems in industrial and developing countries, comparing coverage, utilization, equity, policy, organization, delivery and financing of those systems and define the rationale for health systems' reforms.	Yes	Yes
4. Appraise the role of cultural, social and economic factors that contribute to the incidence of disease and influence prevention strategies.	Yes	Yes
5. Assess public health conditions and problems related to diseases control and surveillance in developing countries.	Yes	Yes
6. Use ethical and culturally appropriate technology/ interventions when addressing public health problems and prevention at the global health level.	Yes	Yes
7. Propose methodologies for the evaluation of public health programs and interventions.	Yes	Yes
8. Apply social justice and human rights principles in public health policies and programs.	Yes	Yes
9. Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being.	Yes	Yes

MPH in Maternal and Child Health	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Identify the scientific underpinnings and strength of evidence from the literature for addressing MCH, including: morbidity and mortality; individual, family, social and community factors; and health system characteristics	Yes	Yes
2. Describe the scope and impact of MCH problems for children, women and families	Yes	Yes
3. Apply organizational theory to public health, program planning, management and evaluation	Yes	Yes
4. Describe MCH history, policy development. Major programs, laws, regulation, advocacy movements and current legislative mandates	Yes	Yes
5. Summarize data on a policy, write policy statements, and translate policies into organization	Yes	Yes
6. Utilize cultural competence and social justice concepts, community partnership development, and ethical standards in practice	Yes	Yes

MPH in Nutrition and Dietetics	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings	Yes	Yes
2. Develop and implement advanced nutrition programs that promote population health in the community	Yes	Yes
3. Conduct applied practice research	Yes	Yes
4. Identify and advance leadership opportunities for expanded visibility and enhanced effectiveness of registered dietitians in serving the nutrition and health promotion needs of the public	Yes	Yes
5. Demonstrate effective communications skills for clinical and customer services in a variety of formats	Yes	Yes

MPH in Public Health Education	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess needs, resources and capacity for health education and promotion	Yes	Yes
2. Plan health education and promotion	Yes	Yes
3. Implement health education and promotion	Yes	Yes
4. Conduct evaluation and research related to health education and promotion	Yes	Yes
5. Administer and manage health education and promotion	Yes	Yes
6. Serve as a health education and promotion resource person	Yes	Yes
7. Communicate, promote and advocate for health, health education and promotion, and the profession	Yes	Yes

MPH in Public Health Practice	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Performance Measurement: Develop and use metrics to assess clinical and organizational performance.	Yes	Yes
2. Information Systems and Technology: Comprehend the use and applications of information systems and technology in health services management, e.g., electronic medical records, decision support systems, and use of software tools for decision-making	Yes	Yes
3. Quantitative Analysis: Demonstrated the application of quantitative analytic techniques (e.g., descriptive and inferential statistics, regression, forecasting) and the use of software tools, such as Excel, in management decision-making	Yes	Yes
4. Operations Management: Use process management methods and tools in performance and quality improvement, e.g., CQI, Six Sigma, flowcharts, etc.	Yes	Yes
5. Analytical Thinking: Build analytical thinking acumen, e.g., the ability to understand relevant concepts and issues by delving into its pertinent components and formulating solutions.	Yes	Yes
6. Program Evaluation: Comprehend evaluation designs, implementation, and analysis	Yes	Yes
7. Operational and Strategic Planning: Understand all components of operational and strategic plans, e.g., environmental scanning, competitive analysis, strategy development	Yes	Yes
8. Marketing: Apply marketing principles to management decision-making	Yes	Yes
9. Written Communication: Integrate and demonstrate effective written communication.	Yes	Yes

DrPH in Advanced Practice Leadership in Public Health	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Synthesize knowledge from a broad range of disciplines in public health	Yes	Yes
2. Demonstrate holistic thinking ability and understanding of the inter-connectivity of system elements	Yes	Yes
3. Communicate public health research, policy, or practice in a scholarly paper suitable for publication in a recognized journal.	Yes	Yes
4. Use concepts and methods from social and behavioral sciences in the design and implementation of community health research and intervention programs	Yes	Yes
5. Translate research-informed approaches to public health practice	Yes	Yes

DrPH in Public Health & Clinical Laboratory Science and Practice	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Demonstrate the laboratory's culture of quality by integrating operations, services, and infrastructure into a system that meets applicable regulatory standards, professional guidelines, and customer requirements for ensuring and maintaining quality and continually improved laboratory services.	Yes	Yes
2. Adhere to policies and principles governing professional and scientific ethics and rules of conduct when working in a public health laboratory.	Yes	Yes
3. Communicate in writing, orally, or through nonverbal means in person or electronically in a clear, concise, and accurate manner appropriate to a given audience.	Yes	Yes
4. Ensure that the laboratory's risk mitigation plan, security plan, personnel security program, and information security meet organization goals, regulatory requirements, and established standards, and ensures that physical security is maintained.	Yes	Yes
5. Address the knowledge, skills, and abilities needed to mitigate, prepare for, respond to, and recover from laboratory-specific emergency events and situations.	Yes	Yes
6. Cultivate the knowledge, skills, and abilities needed to train public health laboratory professionals by gathering training content, design training sessions, managing the logistics of set-up for training delivery, applying principles of learning to training implementation and delivery, evaluating learner knowledge and skills development, and marketing training opportunities.	Yes	Yes

MPH in Applied Biostatistics	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply biostatistical methods to the design of experimental and observational studies with respect to sample selection, randomization, and power.	Yes	Yes
2. Apply common probability distributions to public health outcomes	Yes	Yes
3. Use statistical techniques including descriptive statistics, data exploration, estimation, hypothesis testing and modeling.	Yes	Yes
4. Demonstrate basic data management skills and use common statistical software packages for data analysis.	Yes	Yes
5. Use real data to practice how to formulate research problems that often arises in public health setting, identify the correct statistical methods for data analysis, and interpret analysis results.	Yes	Yes
6. Develop written and oral presentation based on statistical analyses.	Yes	Yes

MPH in Behavioral Health	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply the history, legislation, and epidemiology to the prevention of and treatment interventions for individuals with behavioral health problems (including alcohol, drug abuse, and mental disorders).	Yes	Yes
2. Apply ethical and legal principles and stigma issues to the diagnosis of people with behavioral health problems and in the design of and delivery of services and programs to individuals with behavioral health problems.	Yes	Yes
3. Apply the principles of study design and a systems approach to program planning, implementation, and evaluation in organization and community initiatives in the integration of health and behavioral health problems.	Yes	Yes
4. Demonstrate an in-depth understanding of behavioral health advocacy, policy, information systems and systems change, as well as the social, political, and environmental contexts of behavioral health.	Yes	Yes
5. Investigate, determine, and address unique issues for behavioral health services in specific at-risk populations, with consideration for differences in culture, values, age, gender, ethnicity, and race in behavioral health services delivery.	Yes	Yes

MPH in Environmental Health	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Understand and describe natural and engineered environmental systems and their interrelationships with human activities, health, and welfare	Yes	Yes
2. Understand and explain the impact of the environment on biological systems	Yes	Yes
3. Use technical knowledge and skill for the recognition, evaluation, risk assessment, and prevention or control of environmental hazards and human health problems	Yes	Yes
4. Identify scientific, cultural, political, legal and ethical practices and decisions that have beneficial or adverse effects on human populations or ecosystems	Yes	Yes
5. Apply mathematical, statistical, and evidence-based methods to evaluate both current environmental issues and proposed interventions	Yes	Yes

MPH in Global Disaster Management	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Understand, apply and evaluate the disaster cycle.	Yes	Yes
2. Evaluate the role of the local, state and federal government in the recovery process.	Yes	Yes
3. Understand the eight key fundamentals of the strategy underlying critical infrastructure protection	Yes	Yes
4. Utilize the six analytical tools used for critical infrastructure analysis	Yes	Yes
5. Understand the USA Patriot Act (2001), Homeland Security Act (2002) and other Homeland Security statutes and policy documents.	Yes	Yes
6. Discuss and analyze the shift from disaster management practices towards an integrated disaster risk reduction approach in the context of sustainable development.	Yes	Yes
7. Understand and apply at least two methods of assessment for specific emergency situations in the field.	Yes	Yes
8. Develop, implement, and monitor adequacy of services provided to affected populations.	Yes	Yes
9. Evaluate the historic and evolving role of humanitarian assistance.	Yes	Yes
10. Know basic leadership skills to overcome challenges in humanitarian assistance.	Yes	Yes
11. Develop and implement a critical analysis of early warning systems.	Yes	Yes
12. Apply environmental health principles to establish a safe water supply and to implement sanitary measures.	Yes	Yes
13. Prepare, implement, and monitor a plan to integrate displaced persons into the local community.	Yes	Yes
14. Know basic leadership skills to overcome challenges in humanitarian assistance;	Yes	Yes
15. Analyze and interpret the pervasive threat created by terrorism and WMD within the context of public health to include bioterrorism, agro-terrorism, disease surveillance, and pandemic fears.	Yes	Yes
16. Analyze current public health vulnerability analyses and risk assessment systems to include the medical surge impact on communities, public health's role in the National Response Framework, and general public health preparedness capabilities.	Yes	Yes
17. Evaluate the legal aspects of Homeland Security as it relates to the 4th Amendment and civil liberties.	Yes	Yes
18. Analyze the role of the public health professional in fighting infectious diseases.	Yes	Yes
19. Analyze the role of immunization in halting the spread of diseases and as a tool in quarantine strategy.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		<p>Prior to fall 2018, MPH and MSPH industrial hygiene students completed a field experience course, which was a culminating practice-based experience. Students were required to complete a plan for this experience that outlined activities, goals, and deliverables, and the student's faculty mentor, the field experience site preceptor and the college field experience administrator reviewed and approved the documents.</p> <p>Some of the sites where this field experience was performed include Healthy Start, Coalition of Hillsborough County's Community Outreach and Education Program, Head Start, Hillsborough County, USF Health Physician's Group, Iganga District, Uganda Medi-Weightloss headquarters, and the St. Joseph's Hospital, Tampa.</p> <p>The college documented clear processes for choosing and approving field experience sites and preceptors. Faculty described clear the mechanisms for preceptors to provide feedback on students and for students to provide feedback on preceptors. Students chose five competencies to be addressed through the field experience. Deliverables included a preceptor evaluation and a final experience report, including a student</p>	Click here to enter text.	Click here to enter text.
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least 5 competencies, at least 3 of which are foundational				
If applicable, combined degree students have opportunities to integrate & apply learning from both degree programs				

		<p>reflection on the nature of and the degree to which the competencies were obtained.</p> <p>The self-study indicated that, starting in fall 2018, all MPH students will meet the APE requirement with two experiences, one of which must be interprofessional. The second experience, the self-study says, could be a field experience, course-based activities, or service learning/volunteer opportunities.</p> <p>Students will develop a plan to meet APE requirements and will secure approval for a contract through registering for and completing a course, PHC 6949. There are various deliverables expected from the APE experience, and the deliverables expected are the same irrespective of which of the mechanisms students use to complete the 6949 requirements. The deliverables are expected to include one or more work products.</p> <p>PHC 6949 also requires an exit interview, at which students discuss the extent to which the experiences contributed to the attainment of the five pre-specified competencies (including at least three foundational competencies) with the faculty advisor. During the site visit, the site visit team learned that no specific documentation of competency attainment was planned, although the exit interview and discussion of competencies would feature prominently in the grading process.</p> <p>For those meeting the APE requirement via a field experience, the operational details will remain largely the same as for the previous field experiences. As the 6949 course has just begun, the details of how course-based</p>		
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		<p>activities or service learning/volunteer opportunities will be used to fulfill the 6949 requirements are yet to be fully tested.</p> <p>Work products meaningful to the field experience site were also an expectation of the previous field experience, although faculty at the site visit indicated that these work products were not always required to be submitted to the college as part of the course deliverables.</p> <p>The material in the ERF provided for review contained many field experience reports, which presented student reflections on the competencies. The student's APE advisor reviews the deliverables and provides a grade.</p> <p>The commentary relates to the fact that the new APE is in the pilot phase, and the college may consider further refinements after reviewing the pilot results.</p>		
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D6. DRPH APPLIED PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete at least one applied project that is meaningful for an organization & to advanced public health practice		All DrPH students engage in one or more practice-based experiences with the goal of developing their advanced practice and leadership skills. The applied practice experience requirement can be achieved by completion of a single large project or several smaller projects and can be spread across multiple semesters. The student is expected to achieve demonstrated growth in at least five of the DrPH competencies, and one of the competencies	Click here to enter text.	Click here to enter text.
Project(s) allow for advanced-level collaboration with practitioners				
Project(s) include reflective component				

Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		must relate to leadership or management. Students must identify a mentor(s) in a public health organization who will guide them during their applied practice experience. During the site visit faculty described the process of selecting and approving DrPH preceptors. In discussion on site with DrPH faculty leads, it was noted that students who complete the applied practice experience in their work setting must find an individual other than their direct supervisors to serve as the mentor. However, the direct supervisor works with the student to help identify someone in the organization in a more advanced leadership position who can serve in the mentor role.		
Processes in place to ensure that project(s) demonstrate at least 5 competencies, including at least 1 related to leadership		<p>Students begin to develop a proposal for an applied practice experience while attending the DrPH Institute. Students then work with their faculty advisors and mentors to develop a complete proposal that includes the competencies, learning objectives, activities and deliverables. The deliverables must meet the needs of the organization and demonstrate reflection on development of the stated competencies and fulfillment of learning objectives. To ensure that the project is meaningful for the organization and advances the field of public health, proposals are approved by the faculty advisor, mentor, and DrPH director. The five applied practice experiences included in the self-study were based in the following organizations: Partnership Support Unit with the Office for State, Tribal, Local and Territorial Support, Centers for Disease Control and Prevention (CDC); FoodNet (CDC); Boston Scientific; CDC-Nigeria; National Center for Injury Prevention and Control, CDC.</p> <p>Students submit the deliverables to their faculty advisors, who provide a final evaluation of the quality and</p>		

		<p>achievement of the deliverables and whether the student met the stated learning objectives. As part of the applied practice experience, students are asked to reflect on their experience and how they met each of the competencies they chose.</p> <p>Examples of deliverables included development and delivery of education and training programs, conference presentations, presentations at workshops, publishing an article in a peer reviewed journal, and development and implementation of surveys. In reviewing the examples provided in the ERF, the projects were appropriate for students at the doctoral level of training.</p> <p>The college did not have samples of the applied practice experience deliverables for students in the public health and clinical laboratory science and practice concentration, as it did not begin until the 2018 academic year. During the site visit, faculty noted the new APE process will include mentor evaluation of the student.</p>		
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D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		The integrative learning experience (ILE) may be based on a variety of possible outcomes (practice-based project, essay, etc.) in the final term or year. A project plan that addresses at least five foundational and concentration-specific competencies is developed in conjunction with a faculty mentor who reviews and critiques the initial	Click here to enter text.	Click here to enter text.
Project occurs at or near end of program of study				

Students produce a high-quality written product		written draft and who grades the final product with attention to overall integration and synthesis. This is conducted through a three credit hour course, which was adapted and changed for implementation in fall 2018, along with an altered rubric to ensure integration of the foundational competencies.		
Faculty reviews student project & validates demonstration & synthesis of specific competencies				
If applicable, combined degree students incorporate learning from both degree programs		<p>The ILE competency rubric assesses whether the foundational and selected concentration-specific competencies were met, with a clear definition for each category (proficient, knowledgeable, aware, novice, none), ranging from an illustration to evaluate, to analyze, or to apply the competency and connect it to PH principles. A separate quality assessment rubric is also included to evaluate the written product by section (topic selection, literature or community approaches, analysis of evidence, final perceptions, audience, written communication, use of faculty mentor feedback).</p> <p>These forms are embedded in the PHP 6949 syllabus for the Integrative Learning Experience. Two faculty review the final written assignment and submit a score based on a maximum of 52 points (24 for competency and 28 for quality), and the final overall grade is based on the average of these two scores.</p> <p>Faculty and student responsibilities are clearly delineated in the new syllabus for PHC 6950. Faculty advise students regarding the most appropriate competencies for their project, approve and grade the final written integrated product using a rubric, provide feedback on a full and complete draft, and grade the final product. Students interact with their mentors to select five competencies appropriate to their project at an outside organization.</p>		

		<p>This selection is documented on an official form and integrates the faculty mentor's feedback. A research-based paper is permitted when a previous field experience has been documented.</p> <p>The final product is in the form of a written product. Student samples for the years 2015-2017 are shown for 28 MPH programs; they vary based on concentration. Examples selected from a number of the MPH programs include the following:</p> <ul style="list-style-type: none"> • Complete Health Improvement Program Impact on Hospital Employee Wellbeing and Productivity (Health Behavior); • Mediator/Moderator Analysis of Latino Style Parent-child communication and other factors influencing the efficacy of a randomized, controlled trial of an adolescent HIV Intervention (Applied Biostatistics); • Improving the Safety Culture in a Multi-PI Lab (Environmental Health); • Girls on the Run Southern Tampa Bay Council (Epidemiology and Biostatistics); • Comprehensive Sexual Health Education in Ecuador (Global Health); • Education to Reduce Blood Culture Contamination With a Focus on Proper Cleaning Techniques and Inoculation in the Emergency Room Setting (Infection Control). • Efficacy of Immunoassay Analysis (Toxicology and Risk Assessment). <p>Based on on-site discussions, for at least two of the joint degrees across units, there is an attempt to have the integrative experience incorporate and integrate their educational experiences from each degree program.</p>		
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		<p>Within the college, there is a strong attempt to integrate learning experience across programs as well.</p> <p>The commentary relates to the fact that the college is currently in transition from the use of the special project to the current ILE and was developing their new forms, handbooks, and guidelines at the time of the site visit. The college may consider further requirements based on the results of the pilot.</p>		
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students generate field-based products consistent with advanced practice designed to influence programs, policies or systems		<p>Students in both the Advanced Practice Leadership Public Health concentration and Public Health and Clinical Laboratory Science and Practice concentration follow the guidance provided in the Doctoral Project Plan, which serves as the culminating comprehensive doctoral project for each DrPH student. Near the completion of a students' required coursework, they are eligible for the oral qualifying exam, which is the defense of the Doctoral Project Plan. The plan includes four chapters: introduction; extensive literature review, with a critical analysis of the literature relevant to the topic area; methods, with a description of deliverables; and project implementation plan.</p> <p>The doctoral project is the most comprehensive and complex demonstration of the student's mastery of the DrPH competencies, integrating applicable theories and theoretical concepts to advance innovations in their</p>	Click here to enter text.	Click here to enter text.
Products allow students to demonstrate synthesis of foundational & concentration competencies				
Qualified individuals assess student performance & ensure that competencies are addressed				

		<p>specific field of public health practice. The doctoral project includes the completion of three deliverables. After completion of the deliverables, the student completes a final paper, which includes additional chapters on the results of the project and discussion/public health impact, as well as an oral defense of the deliverables and discussion of how the project implementation plan progressed and concluded.</p> <p>The initial proposal and final paper and oral defense are evaluated by the student's doctoral committee, which includes a faculty adviser, an additional faculty member, and a community adviser.</p> <p>The student's doctoral committee utilizes a rubric to ensure that the doctoral project demonstrates how the project synthesizes the competencies across all DrPH curriculum domains in the student's concentration area. The DrPH ILE examples provided focused on substantive public health issues that were appropriate for the doctoral level of training.</p>		
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D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students introduced to all domains:				
1. Foundations of scientific knowledge, including biological & life sciences & concepts of health & disease		The BSPH is offered in both campus-based and online formats. The BSPH requires at least 120 accepted semester hours with a minimum GPA of 2.0 at completion, and 54 major credit hours (30 credits of required core	Click here to enter text.	Click here to enter text.

2. Foundations of social & behavioral sciences		courses; 12 credits of skills courses; 12 credits of electives/specializations).		
3. Basic statistics				
4. Humanities / fine arts		<p>Students are introduced to this criterion's domains in both university-required classes and major coursework. The self-study provided detailed descriptions of learning experiences for all available public health courses that are classified as core, skills, or required electives or specializations.</p> <p>For example, for domain 1, scientific knowledge is covered in HSC 4551: Survey of Human Disease. Students are responsible for identifying and demonstrating awareness on a myriad of public health topics including pathogenic microorganisms, fungi, and animal parasites; communicable diseases; hereditary diseases, tumors, blood abnormalities. Students are assessed through class discussion, homework, group presentation, papers, quizzes, and exams.</p> <p>During the site visit, students noted that the depth of information provided was exceptional, and they said that they were impressed that doctoral dissertation proposals were available to them via live stream.</p>		

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are		The BS in public health requires 54 credit hours in the major. This includes 30 credit hours of required core	Click here to enter text.	Click here to enter text.

covered at least once (see worksheet for detail)		content courses: PHC 4101 Overview of Public Health Programs/Policies, PHC 3302 Introduction to Environmental & Occupational Health, PHC 4030 Introduction to Epidemiology, HSC 4624 Foundations of Global Health, PHC 4464 Introduction to Health Disparities & Social Determinants, PHC 4060 Biostatistics in Society, HSC 4211 Health, Behavior & Society, HSC 4630 Understanding U.S. Healthcare, HSC 4551 Survey of Human Diseases, and PHC 4117 Workforce and Leadership Development.		
If curriculum intends to prepare students for a specific credential (eg, CHES), curriculum addresses the areas of instruction required for credential eligibility	N/A	<p>Students are also required to take 12 credit hours of required skills courses: PHC 4720 Foundations of Public Health Writing, HSC 4631 Critical Issues in Public Health, PHC 4755 Foundation of Evaluation and Research, and one of the following courses—PHC 4931 Healthcare Ethics, PHC 4942 Public Health Seminar, PHC 4140 Introduction to Public Health GIS Mapping, PHC Approved USF Study Abroad, or HSC 4537 Medical Terminology.</p> <p>Additionally, students take 12 credit hours of electives in public health, or they may choose a specialization in one of the following areas: nutrition, infection control, health education, environmental & occupational health, or global health.</p> <p>In reviewing the syllabi for the required core content and skills courses, site visitors were able to validate that all elements were covered at least once. Many domains were covered in multiple required core and/or skills courses.</p> <p>Domain 1, Overview of Public Health, is covered by several required core courses including PHC 3302 Introduction to Environmental & Occupational Health, PHC 4101 Overview</p>		

		<p>of Public Health Programs/Policies, and PHC 4464 Introduction to Epidemiology.</p> <p>Domain 2, Role and Importance of Data in Public Health, is covered by several required core courses including PHC 3302 Environmental & Occupational Health, PHC 4069 Introduction to Biostatistics in Society, PHC 4101 Overview of Public Health Programs/Policies, and PHC 4755 Foundations of Evaluation & Research in Public Health.</p> <p>Domain 3, Identifying and Addressing Population Health Challenges, is covered by several required core courses including PHC 3302 Environmental & Occupational Health, PHC 4101 Overview of Public Health Programs/Policies, HSC 4551 Survey of Human Diseases, HSC 4624 Foundations of Global Health, and HSC 4630 Understanding US Healthcare.</p> <p>Domain 4, Human Health, is covered by several required courses including, PHC 3302 Environmental & Occupational Health, HSC 4551 Survey of Human Diseases, and PHC 4755 Foundations of Evaluation & Research in Public Health.</p> <p>Domain 5, Determinants of Health, is covered in many of the required courses including PHC 4101 Overview of Public Health Programs/Policies, PHC 4464 Introduction to Health Disparities Social Determinants, HSC 4630 Understanding US Health Care, and PHC 4755 Foundations of Evaluation & Research in Public Health.</p> <p>Domain 7, Overview of the Health System, is covered by the required courses PHC 4101 Overview of Public Health</p>		
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		<p>Programs/Policies and HSC 4630 Understanding US Health Care.</p> <p>Domain 9, Health Communications, is covered by several required courses including PHC 4101 Overview of Public Health Programs/Policies, PHC 4464 Introduction to Health Disparities Social Determinants, HSC 4551 Survey of Human Diseases, and PHC 4720 Foundations of Public Health Writing.</p> <p>Prior to the site visit, reviewers had questions regarding the validation of domain 6 (fundamental concepts & features of project implementation) and domain 8 (basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government). During the site visit, the faculty member who teaches PHC 4464 Introduction to Health Disparities & Social Determinants described how their course provides didactic coverage as well as student assessment of domain areas 6 and 8.</p> <p>The curriculum is not intended to prepare students for a specific credential (e.g., CHES).</p>		
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D10 Worksheet

Public Health Domains	Yes/CNV
1. History & philosophy of public health as well as its core values, concepts & functions across the globe & in society	Yes
2. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice	Yes
3. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations	Yes
4. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course	Yes
5. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities	Yes
6. Fundamental concepts & features of project implementation, including planning, assessment & evaluation	Yes
7. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries	Yes
8. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government	Yes
9. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology	Yes

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		Public health bachelor's degree students are assessed on the undergraduate foundational competencies through various methods. The first foundational competency, public health communication, includes elements of oral communication, written communication, communication with diverse audiences, and communication through a variety of media. Students demonstrate the elements of this competency through presentations, recruitment videos, a research paper, journal assignments, and a course final paper.	Click here to enter text.	Click here to enter text.
1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences				
2. ability to locate, use, evaluate & synthesize public health information		In the second foundational competency, information literacy, students demonstrate the elements of this competency through research papers, infographic creation, homework, and exams. All students demonstrate mastery of this competency through the described assessment opportunities.		

D11 Worksheet

Competency Elements	Yes/CNV
Public Health Communication	
Oral communication	Yes
Written communication	Yes
Communicate with diverse audiences	Yes
Communicate through variety of media	Yes
Information Literacy	
Locate information	Yes
Use information	Yes
Evaluation information	Yes
Synthesize information	Yes

D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		The self-study indicates that the cumulative and experiential activities through which students can integrate, synthesize and apply knowledge include bachelor's degree required core coursework (e.g., 4030, 4060, 4101, 4141, 4464, etc.) with experiential elements, which are taken throughout the degree program. A course at the end of the BSPH coursework which is a cumulative and experiential activity is HSC 4631 (Critical Issues in Public Health), a required capstone course. A review of the 4631 syllabus indicated that the course provides students the opportunity to learn about the multiple ways to view controversial topics in public health and covers current public health topics including biomedical issues, social and behavioral factors related to health, and environmental issues.	Click here to enter text.	The Council reviewed the site visit team's report and noted that the team did not identify any issues warranting a finding of met with commentary. Therefore, the Council changed the finding for this criterion from met with commentary to met.
Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies		<p>Other cumulative and experiential activities not required for the BSPH degree but available to students are conducting undergraduate research, completing an undergraduate honors thesis, and USF-approved study abroad</p> <p>The self-study indicates that students are required to choose a required experiential and cumulative skills course.</p> <p>During the site visit, reviewers were told that bachelor degree students are encouraged to have exposure to local-</p>		

		<p>level professionals and agencies. When site visitors met with community partners, many indicated that they had hosted BSPH students at their facilities.</p> <p>For instance, PHC 4141 students are exposed to Tampa homeless areas and associated service providers, PHC 4375 has a community-based service learning component, and PHC 4464 has a group paper/group video presentation involving active contact with a local organization that works in health equity.</p>		
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D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		<p>The college ensures that public health bachelor's degree students have exposure to all cross-cutting concepts through a number of possibilities. Examples include case studies, creation of videos, development of brochures and memos, development of policy briefs and press release narratives, development of resume and cover letter, discussion posts, Facebook discussions, individual and group presentations, Instagram posts, journal article evaluation, journal posts (written & photo), poster presentations, reflections paper & project, research papers, term projects, written assignments, as well as through traditional lecture, quizzes, and exams.</p> <p>Several examples include topical discussions on gun control in <i>HSC 4631-Critical Issues in Public Health</i> (advocacy for protection & promotion of the public's health); selection of an agency and determining how it</p>	Click here to enter text.	Click here to enter text.

		<p>serves and benefits the community in HSC 4624-Foundations of Global Health (community dynamics); use of PhotoVoice as part of a group project to evaluate barriers to behavioral change on the college campus in HSC 4211-Health Behavior & Society (critical thinking and creativity); and case studies that analyze the complexity of ethics in public health in PHC 4931-Health Care Ethics (ethical decision-making as related to self & society).</p> <p>The self-study's co-curricular experience descriptions provide additional examples on how students are exposed to the 12 concepts through the American Red Cross, Local Mitigation Strategy Working Group, and County Community Emergency Response Team. Examples include experiences associated with smoke alarm installations for at-risk communities; identification of at-risk populations in floodplain areas using GIS data; development of programs focused on disaster preparedness and disaster medical operations; and development of workshops for the Crisis Center.</p>		
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D13 Worksheet

Cross-cutting Concepts & Experiences	Yes/CNV
advocacy for protection & promotion of the public’s health at all levels of society	Yes
community dynamics	Yes
critical thinking & creativity	Yes
cultural contexts in which public health professionals work	Yes
ethical decision making as related to self & society	Yes
independent work & a personal work ethic	Yes
networking	Yes
organizational dynamics	Yes
professionalism	Yes
research methods	Yes
systems thinking	Yes
teamwork & leadership	Yes

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		Each MPH concentration in the MPH program requires 42 credits. Credit hours awarded to students must meet the federal definitions of a student credit hour. The definition of credit hour at USF is defined as 1) not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or 2) at least an equivalent amount of work as required in item 1 for other academic activities as established by the institution including laboratory work, internships, cooperative education, practica, studio work, independent research, and other academic work leading to the award of credit hours.	Click here to enter text.	

D15. DRPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
DrPH requires at least 36 semester-credits of post-master's coursework or equivalent		The DrPH degree requires 43 post-master's credit hours, which includes at least 36 post-master's coursework credit hours. The integrative experience requires a minimum of six credit hours, which does not count toward the 36 coursework hours.	Click here to enter text.	Click here to enter text.
Defines credits appropriately—eg, credit for thesis writing or				

independent internship hours not included in 36				
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D16. BACHELOR'S DEGREE PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Required credit hours commensurate with other similar degrees in institution		Students who are seeking the BSPH degree must complete at least 120 accepted semester hours with a minimum USF cumulative GPA and overall GPA of 2.0. The undergraduate degree uses the same definition of a credit hour as the master's degree. This is comparable to other bachelor's degrees on campus including the BS in Cell Molecular Biology and the BSW in Social Work.	Click here to enter text.	Click here to enter text.
Clear, public policies on coursework taken elsewhere, including at community colleges		<p>The university has appropriate policies and procedures to evaluate student coursework completed at other institutions. For lower-level transfer credits, applicants with fewer than 60 transferable semester credits must submit a USF application for admission, a non-refundable application fee, an official transcript from each college attended, an official high college transcript, official GED scores, if applicable, official SAT or ACT scores, and an IELTS or TOEFL score, if applicable. Lower-level transfer applicants who enter USF with 12 to 59 transferable semester credits must meet an additional set of standards to be considered for admission including having a 2.5 average GPA, as calculated by USF.</p> <p>For upper-level transfer credits, to be considered for admission, applicants with 60 or more semester credits must submit a USF application for admission, a non-</p>		

		refundable application fee, an official transcript from each previous college attended, a TOEFL or IELTS score if applicable. Additionally, undergraduate students who have not have not earned the AA degree from a Florida public institution or who have attended another college after receipt of the AA must minimally meet the additional requirements to be considered for admission including having a B average as calculated by USF.		
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D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The college offers eight MSPH concentrations, as shown in the instructional matrix in the introduction of this report.	The site visit team's concerns have been addressed.	The Council reviewed the college's response to the site visit team's report that demonstrates updated competencies.
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		The site visit team reviewed the school's curriculum related to each of the required foundational knowledge areas to ensure grounding through appropriate methods. The site visit team also reviewed additional materials provided by the college during the site visit and heard from faculty regarding the foundational knowledge areas. Although the college identified required coursework, the site visit team was unable to verify coverage for all learning objectives for academic public health master's students.	Please see Attachments Folder – D17 where each concentration listed below is addressed individually – each in its own folder. Please note, since only five (5) competencies were needed for validation, we removed those that the site team was not able to validate assessment and/or didactic.	The revised competency lists have corresponding assessments that were validated by the site visit team. Also, based on the syllabi and other information provided, the Council found that the college has adequately addressed the concern site visitors identified for foundational learning objectives 2, 4, and 12.
Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level				
Assesses all students at least once on their ability to demonstrate each concentration competency				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health		The first concern relates to the public health knowledge areas for which reviewers could not validate coverage and assessment. The D17-1 worksheet summarizes those areas. Since the foundational knowledge areas are	<i>Foundational Knowledge</i> supporting assessment. <i>Public</i> together materials <i>Health</i> with for	

knowledge in the context of a population health framework		mapped to the same courses and experiences as those for MPH students, reviewers' comments in Criterion D1 are applicable here, as well.	<i>MSPH in Genetic Counseling</i> <i>MSPH in Occupational Exposure Science</i>	Therefore, the Council changed the finding for this criterion from partially met to met.
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course		The site visit team reviewed the MSPH final research project papers and determined that they were appropriate for the level of rigor and for the degree type. Additionally, all MSPH students are required to complete the Population Assessment: Part 1 (PHC 6756) and Population Assessment: Part 2 (PHC 6757) courses. In these courses, students quantitatively analyze public health data by applying epidemiological and biostatistics methodologies, and qualitatively analyze case studies by applying public health theories and models. Furthermore, in each MSPH concentration, students are exposed to the research methods related to their concentration area, which they then apply in thesis work.	<i>MSPH Global Communicable Disease</i>	
Students produce an appropriately rigorous discovery-based paper or project at or near end of program			<i>MSPH Maternal Child Health</i>	
Students have opportunities to engage in research at level appropriate to program's objectives				
		<p>The site visit team noted that the MSPH in genetic counseling has several concentration competencies that the team was able to validate as being taught and assessed in the context of didactic coursework. However, due to the clinical nature of the degree, some concentration competencies could only (appropriately) be validated in the practice setting. Thus, while they appear on the D 17-2 worksheet as CNV (due to the lack of assessment during didactic coursework), the site visit team was satisfied that the competencies are assessed during clinical placements.</p> <p>The second concern relates to the inability of the site visit team to validate that students in the MSPH in global communicable disease are assessed on their ability to demonstrate each of the defined concentration competencies at least one time. In some instances, the site</p>		

		<p>visit team was able to validate part, but not all, of a multi-part competency. In other cases, the syllabi did not provide sufficient detail to confirm didactic preparation related to the competency, and site visitors were unable to obtain sufficient information during on-site interviews to verify that coursework prepared students for concentration competencies. These areas are detailed in worksheet D17-2.</p> <p>Although the team was not able to validate that every competency in each concentration is explicitly assessed (as detailed in the D17-2 worksheet), the MSPH concentration in which this was the case (i.e., MSPH in occupational exposure science) had more competencies than would be required to design appropriate depth in a concentration area. Of the concentration competencies, site visitors were satisfied that an adequate number are both taught and assessed as part of the curriculum.</p>		
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D17-1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population’s health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population’s health	Yes
8. Explain biological & genetic factors that affect a population’s health	Yes
9. Explain behavioral & psychological factors that affect a population’s health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes

D17-2 Worksheet

MSPH in Genetic Counseling	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Demonstrate and utilize a depth and breadth of understanding and knowledge of genetics and genomics core concepts and principles	Yes	Yes
2. Construct relevant, targeted, and comprehensive personal and family histories and pedigrees	Yes	Yes
3. Identify assess, facilitate, and integrate genetic testing options in genetic counseling practice	Yes	Yes
4. Assess individuals' and relatives' probability of conditions with a genetic component or carrier status based on pedigree, test results, and other pertinent information	Yes	Yes
5. Demonstrate skills necessary to successfully manage a case	Yes	Yes
6. Critically assess the genetic/genomic, medical and social science literature and information	Yes	Yes
7. Write concise and understandable clinical and scientific information for audiences of varying educational backgrounds	Yes	Yes
8. Act in accordance with ethical, legal, and philosophical principles and values of the genetic counseling profession and the policies of one's institution or organization	Yes	Yes

MSPH in Public Health Education	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess needs, resources and capacity for health education and promotion	Yes	Yes
2. Plan health education and promotion	Yes	Yes
3. Implement health education and promotion	Yes	Yes
4. Conduct evaluation and research related to health education and promotion	Yes	Yes
5. Administer and manage health education and promotion	Yes	Yes
6. Serve as a health education and promotion resource person	Yes	Yes
7. Communicate, promote and advocate for health, health education and promotion, and the profession	Yes	Yes

MSPH in Occupational Exposure Science	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Recognize health hazards that cause illness and injury associated with occupations	Yes	Yes
2. Apply basic scientific and engineering principles to anticipate and identify actual and potential health hazards in the workplace	Yes	Yes
3. Interpret literature and incorporate this knowledge into the evaluation and management of occupational health hazards	Yes	Yes
4. Apply the principles of engineering in the design of appropriate controls for workplace health hazards	Yes	Yes
5. Evaluate need, recommend, maintain, and manage the use of appropriate types of personal protective equipment for control of worker exposures	Yes	Yes
6. Communicate verbally and in writing research methods, results, conclusions, and implications as demonstrated through the preparation and defense of a thesis	Yes	Yes
7. Communicate verbally and in writing to professional peers, labor, management, and diverse community populations, the nature, risks, and remediation of occupational health hazards	Yes	Yes

MSPH in Behavioral Health	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply the history, legislation, and epidemiology to the prevention of and treatment interventions for individuals with behavioral health problems (including alcohol, drug abuse, and mental disorders)	Yes	Yes
2. Apply ethical and legal principles and stigma issues to the diagnosis of people with behavioral health problems and in the design of and delivery of services and programs to individuals with behavioral health problems. Demonstrate research and evaluation skills pertaining to public health issues	Yes	Yes
3. Apply the principles of study design and a systems approach to program planning, implementation, and evaluation in organization and community initiatives in the integration of health and behavioral health problems	Yes	Yes
4. Demonstrate an in-depth understanding of behavioral health advocacy, policy, information systems and systems change, as well as the social, political, and environmental contexts of behavioral health	Yes	Yes
5. Investigate, determine, and address unique issues for behavioral health services in specific at-risk populations, with consideration for differences in culture, values, age, gender, ethnicity, and race in behavioral health services delivery	Yes	Yes

MSPH in Environmental Health and Occupational Health	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Understand and describe natural and engineered environmental systems and their interrelationships with human activities, health, and welfare	Yes	Yes
2. Understand and explain the impact of the environment on biological systems	Yes	Yes
3. Use technical knowledge and skill for the recognition, evaluation, risk assessment, and prevention or control of environmental hazards and human health problems	Yes	Yes
4. Identify scientific, cultural, political, legal and ethical practices and decisions that have beneficial or adverse effects on human populations or ecosystems	Yes	Yes
5. Apply mathematical, statistical, and evidence-based methods to evaluate both current environmental issues and proposed interventions	Yes	Yes

MSPH in Epidemiology	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess, synthesize and critically evaluate epidemiologic scientific literature	Yes	Yes
2. Describe and discuss strengths and limitations of experimental and observational study designs	Yes	Yes
3. Describe and discuss basic principles of conducting epidemiologic research	Yes	Yes
4. Identify and discuss risk factors based on their relationships to health outcomes	Yes	Yes
5. Demonstrate proficiency in basic and intermediate epidemiologic methods and principles	Yes	Yes
6. Understand the application of epidemiologic methods in the design of experimental and observational studies with respect to sample selection, randomization, and power	Yes	Yes
7. Demonstrate proficiency in use of common statistical software packages for data analysis and appropriate interpretation of results	Yes	Yes
8. Use statistical techniques including descriptive statistics, data exploration, estimation, hypothesis testing, and modeling	Yes	Yes
9. Develop written and oral presentations based on results of statistical and epidemiologic analyses	Yes	Yes

MSPH in Global Communicable Disease	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Interpret the natural history of disease-causing parasites, bacteria, viruses, fungi and other organisms of major public health concern, as well as the disease processes and clinical manifestations caused by those infectious organisms	Yes	Yes
2. Identify the appropriate diagnosis, surveillance, control, treatment, and prevention of communicable diseases.	Yes	Yes
3. Describe the natural human defenses, the appropriate use of diagnostic techniques and serological surveillance, and the role of preventive interventions and treatments such as vaccines and antibiotics against communicable disease.	Yes	Yes
4. Identify the biological, genetic, cultural, social, and economic factors that contribute to the incidence and prevalence of communicable disease and impact on transmission, control, treatment, and prevention of these conditions.	Yes	Yes
5. Demonstrate the ability to perform laboratory research and to communicate results via technical reports.	Yes	Yes

MSPH in Maternal Child Health	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critically evaluate scholarly research in public health in terms of scientific rigor, appropriate use of methods and measures, and contribution to science	Yes	Yes
2. Investigate and determine socio-ecological factors that affect the health of a population	Yes	Yes
3. Demonstrate research and evaluation skills pertaining to public health issues	Yes	Yes
4. Apply ethical principles guiding the conduct of research on human subjects	Yes	Yes
5. Communicate verbally and in writing, scientific methods, findings and implications as demonstrated in a thesis defense.	Yes	Yes

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The college offers six PhD concentrations, as shown in the instructional matrix in the introduction of this report.	<p>The site visit team's concerns have been addressed. Please see Attachments Folder – D18 where each concentration listed below is addressed individually – each in its own folder. Please note, since only five (5) competencies were needed for validation, we removed those that the site team was not able to validate assessment and/or didactic.</p> <p><i>PhD in Community and Family Health</i></p> <p><i>PhD in Global Communicable Disease</i></p> <p><i>PhD in Health Sciences Research</i></p>	<p>The Council reviewed the college's response to the site visit team's report that demonstrates updated competencies.</p> <p>The revised competency lists have corresponding assessments that were validated by the site visit team. Also, based on the syllabi and other information provided, the Council found that the college has adequately addressed the concern site visitors identified for foundational learning objectives 2, 4, and 12. Based on the revised competencies and other information provided, the Council found that the college has adequately addressed the concern site visitors identified.</p> <p>Therefore, the Council changed the finding for this criterion from partially met to met.</p>
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		The site visit team reviewed the college's curriculum related to each of the required foundational knowledge areas to ensure grounding through appropriate methods. The site visit team also reviewed additional materials provided by the college during the site visit and heard from faculty regarding the foundational knowledge areas. Although the college provided specified coursework, the site visit team was unable to verify coverage for all learning objectives for academic public health doctoral students.		
Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level				
Assesses all students at least once on their ability to demonstrate each concentration competency				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework		The first concern relates to the public health knowledge areas for which reviewers could not validate coverage and assessment. The D17-1 worksheet summarizes those areas. Since the foundational knowledge areas are mapped to the same courses and experiences as those for MPH students, reviewers' comments in Criterion D1 are applicable here, as well.		
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately advanced research project at or near end of program		The site visit team reviewed the PhD final research project papers and determined that they were appropriate for the level of rigor and for the degree type. Additionally, all doctoral degree students are required to complete certain		

Students have opportunities to engage in research at appropriate level		courses that are targeted to address the discovery and translation of public health knowledge in the context of a population health framework. Due to the Florida State University System's Board of Governors requirement, the PhD and DrPH degrees have the same Classification of Instructional Programs (CIP) code and must share some coursework. There are six doctoral common core classes that provide a bridge between public health discovery (e.g., PHC 7154: Evidence-Informed Public Health I) and translation to public health knowledge (PHC 7103: Transforming Public Health Practice). The self-study indicates that the coursework is designed to demonstrate the evolution of research ideas through public health practice.		
Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study		<p>The second concern relates to the inability of the site visit team to validate that all PhD students in the global communicable disease concentration are assessed on their ability to demonstrate each of the defined concentration competencies at least one time. The D18-2 worksheet summarizes the team's findings.</p> <p>Although the team was not able to validate that every competency in each concentration is explicitly assessed (as detailed in the D18-2 worksheet), all PhD concentrations in which this was the case had more competencies than would be required to design appropriate depth in a concentration area. Of the concentration competencies, site visitors were satisfied that an adequate number were both taught and assessed as part of the curriculum.</p>		

D18-1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population’s health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population’s health	Yes
8. Explain biological & genetic factors that affect a population’s health	Yes
9. Explain behavioral & psychological factors that affect a population’s health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes

D18-2 Worksheet

PhD in Community and Family Health	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Defend the importance of theoretical frameworks in planning, implementation, and evaluation of community and family health interventions	Yes	Yes
2. Describe significant public health achievements, changing paradigms, and continuing challenges	Yes	Yes
3. Analyze research traditions in community and family health from the standpoint of the philosophy of science	Yes	Yes
4. Critically analyze research literature	Yes	Yes
5. Identify models for guiding independent research	Yes	Yes
6. Describe techniques and methods for community-based participatory research	Yes	Yes
7. Assess appropriateness of existing data sets to answer research questions	Yes	Yes
8. Analyze research data	Yes	Yes
9. Interpret research findings	Yes	Yes
10. Prepare scholarly publications and deliver oral presentations.	Yes	Yes
11. Identify the practice and policy implications of specific research	Yes	Yes
12. Describe techniques and methods for including community members in planning, implementing, and evaluating public health programs	Yes	Yes
13. Disseminate knowledge across targeted audiences in practice, policy, and community settings	Yes	Yes
14. Demonstrate proficiency in writing audience-centered technical reports	Yes	Yes
15. Advocate for public health issues in community and family health	Yes	Yes

PhD in Health Sciences Research	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Know how to apply alternative theoretical and conceptual models relevant to health services research	Yes	Yes
2. Apply in-depth disciplinary knowledge and skills relevant to health services research, and pose innovative and important research questions, informed by systematic reviews of the literature, stakeholder needs, and relevant theoretical and conceptual models	Yes	Yes
3. Use knowledge of the structures, performance, quality, policy, and societal context of health and health care to formulate solutions for health policy problems	Yes	Yes
4. Select appropriate interventional (experimental and quasi-experimental) study designs to address specific health services research questions, and use appropriate analytical methods to clarify associations between variables and to delineate causal inferences	Yes	Yes
5. Know how to assemble secondary data from existing public and private data sources	Yes	Yes

PhD in Biostatistics	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. In-depth knowledge of epidemiology evaluation of healthcare outcome and system; special knowledge in a chosen field of public health where the student has interests in conducting biostatistical applications	Yes	Yes
2. In-depth knowledge of the history of biostatistics with respect to its role in medicine and public health	Yes	Yes
3. Skills to search and review health literature to understand substantive research questions	Yes	Yes
4. Skills to search and review statistical literature to understand the limitations and strengths of key methodologies	Yes	Yes
5. Ability to articulate research needs for evaluating methods, improving existing methods, and developing new methods	Yes	Yes
6. Ability to translate a substantive research question into statistical question and identify biostatistical methods to address it	Yes	Yes
7. Ability to design and carry out a research study plan for an application project, including an analysis plan	Yes	Yes
8. Clear understanding of the role a Biostatistician plays in enhancing scientific integrity with respect to data collection, analysis, reporting, and interpretation	Yes	Yes
9. Experience and skills in consultation and collaboration with researchers of diverse background	Yes	Yes
10. Ability of effective communication, including effective presentation of findings at professional meetings and seminars, teaching introductory biostatistics courses, and interpreting statistical analysis for lay persons	Yes	Yes
11. Exposure to leadership development in a team environment	Yes	Yes
12. Experience in scientific writing, including developing applications for pre-or post-doctoral fellowships, manuscript preparation, participating in developing research grant proposals	Yes	Yes
13. Knowledge of funding opportunities from federal, local governments, and non-profit sources	Yes	Yes

PhD in Environmental and Occupational Health	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Demonstrate general knowledge of public health in the context of environmental factors, occupational exposures, and related health outcomes including personal risk factors	Yes	Yes
2. Demonstrate knowledge of the history of environmental and occupational health	Yes	Yes
3. Interpret literature regarding environmental and occupational health and understand the limitations and strengths of the research presented	Yes	Yes
4. Conduct discipline-specific literature reviews to assess current issues and develop research questions	Yes	Yes
5. Demonstrate special knowledge in a specific area of interest in occupational health	Yes	Yes
6. Articulate research needs for new methods and improvement of existing methods	Yes	Yes
7. Formulate substantive research questions in occupational health	Yes	Yes
8. Design and execute a feasible research plan to address specific gaps in the state of knowledge in occupational health	Yes	Yes
9. Understand study design and data structure, and be able to interpret results	Yes	Yes
10. Conduct research responsibly with an understanding of scientific integrity with respect to data collection, analysis, interpretation, and reporting	Yes	Yes
11. Perform all research ethically with respect for the protection of human participants	Yes	Yes
12. Communicate effectively with other scientists and the public	Yes	Yes
13. Collaborate with researchers in other disciplines	Yes	Yes
14. Prepare manuscripts presenting the results of research	Yes	Yes
15. Present research at professional conferences and seminars	Yes	Yes
16. Engage in lifelong learning regarding occupational health	Yes	Yes
17. Provide leadership in occupational and public health improvement at the local, state, national and international levels	Yes	Yes
18. Convey broad knowledge of environmental and occupational health in an educational setting	Yes	Yes

PhD in Epidemiology	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critically review and evaluate the scientific literature, synthesizing the findings across studies, and developing an informed judgment on the state of knowledge in that area, presenting appropriate implications for public health practice, public policy, and implications for further research	Yes	Yes
2. Demonstrate mastery of a substantive area, including knowledge and application of that knowledge in conducting original research related to a specific topic, including the descriptive and analytic epidemiological literature, pathophysiology of disease, policy and public health implications of research	Yes	Yes
3. Understand and implement the concepts of ethical conduct of research which involves human subjects, issues of confidentiality, and awareness of particular issues relevant to the conduct of epidemiological studies in special and vulnerable populations	Yes	Yes
4. Formulate an original hypothesis or statement of the research problem that will advance scientific knowledge about a topic of public health importance	Yes	Yes
5. Design epidemiological studies to address questions of public health importance. Understand the advantages and limitations of each design for addressing specific problems, as well as the practical aspects of their uses, including trade-offs	Yes	Yes
6. Develop an epidemiology research proposal to address a study question (or questions), which includes a scientific and public health rationale for the significance of the study, and detailed methodology to conduct the epidemiological study to answer the question (or questions)	Yes	Yes
7. Demonstrate mastery in the implementation and conduct of data collection, for epidemiological studies in a clinical and/or community setting. Develop, implement and assess quality assurance and control measures	Yes	Yes
8. Interpret research results from statistical analyses of epidemiological studies, make appropriate inferences based on results, and understand implications of the results in the context of findings from other studies and relevant information and theories from other sciences such as, biology, physics and the social sciences	Yes	Yes
9. Present the findings from epidemiological investigation in writing and orally to scientific and lay audiences. Including, presentation of findings from epidemiological investigations at national and international meetings in epidemiology and/or in their substantive area	Yes	Yes
10. Submit the findings of epidemiological research in manuscript form for publication to an external, peer-reviewed journal	Yes	Yes
11. Critically review and evaluate scientific manuscripts and epidemiological research proposals	Yes	Yes
12. Demonstrate proficiency in explaining fundamental and complex epidemiological concepts and methods, and fundamental concepts and methods in their substantive/focus area in the classroom to undergraduate and/or graduate students	Yes	Yes

PhD in Global Communicable Disease	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Interpret the natural history of disease-causing parasites, bacteria, viruses, fungi and other organisms of major public health concern, as well as the disease processes and clinical manifestations caused by those infectious organisms.	Yes	Yes
2. Identify the appropriate diagnosis, surveillance, control, treatment, and prevention of communicable diseases.	Yes	Yes
3. Describe the natural human defenses, the appropriate use of diagnostic techniques and serological surveillance, and the role of preventive interventions and treatments such as vaccines and antibiotics against communicable disease.	Yes	Yes
4. Identify the biological, genetic, cultural, social, and economic factors that contribute to the incidence and prevalence of communicable disease and impact on transmission, control, treatment, and prevention of these conditions.	Yes	Yes
5. Demonstrate the ability to perform laboratory research and to communicate results via technical reports.	Yes	Yes
6. Define and formulate a research hypothesis that will provide information aimed at improving the health of individuals and communities with a focus on, but not confined to tropical infectious disease research.	Yes	Yes
7. Develop and apply laboratory and field methodologies to test a research hypothesis, including quality assurance/quality control techniques and statistical methods that test the validity and significance of research data.	Yes	Yes
8. Demonstrate the oral and writing skills, and experimental design, worthy of defending a dissertation and publication in academic and professional journals	Yes	Yes

D19. ALL REMAINING DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The only non-public health degree awarded by the college is the MHA. Students completing an MHA degree are required to take the same three MPH core curriculum foundational public health courses (PHC 6588, 6756, 6757) as do students completing an MPH degree.	The site visit team's concerns have been addressed. Please see Attachments Folder – D19 for Foundational Public Health Knowledge supporting materials for the MHA degree.	The Council reviewed the college's response to the site visit team's report that demonstrates updated information. Based on the syllabi and other information provided, the Council found that the college has adequately addressed the concern site visitors identified for foundational learning objectives 2, 4, and 12. Based on the information provided, the Council found that the college has adequately addressed the concern site visitors identified.
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		The concern relates to the public health knowledge areas for which reviewers could not validate coverage and assessment. The D19 worksheet summarizes those areas. Since the foundational knowledge areas are mapped to the same courses and experiences as those for MPH students, reviewers' comments in Criterion D1 are applicable here, as well.	Please note, since only five (5) competencies were needed for validation, we removed those that the site team was not able to validate assessment and/or didactic.	Therefore, the Council changed the finding for this criterion from partially met to met.

D19 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population’s health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population’s health	Yes
8. Explain biological & genetic factors that affect a population’s health	Yes
9. Explain behavioral & psychological factors that affect a population’s health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes

D20. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		<p>The college offers six MPH concentrations in a fully distance-based format and one DrPH concentration. The online programs are modeled on the same curriculum, admission, and graduation requirements as those for on-campus programs. All degree-specific requirements are available online, and there is flexibility regarding the choice of online electives.</p> <p>The initial rationale for the development of the online program was based primarily on the needs of the Department of Health, and this continues to be the case. As coursework developed into a complete online MPH program, the need increased. There are 400 students enrolled in the online graduate degree programs (about 50% in-state).</p> <p>Administratively, the online programs are considered to be part of the four strategic areas (Policy, Practice, & Leadership, Population Health Science, Global & Planetary Health, Interdisciplinary Science & Practice) in the college. The College of Public Health has its own in-house IT office, the Educational Technology and Assessment Office (ETA), which provides instructional and course development assistance to both faculty and students.</p> <p>Student support is provided by the Student Affairs Office, which covers all student needs and support (online and on-campus). Regarding educational outcomes, format, and</p>	Click here to enter text.	Click here to enter text.
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services				
Ongoing effort to evaluate academic effectiveness & make program improvements				
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification				

		<p>methods, each faculty member and instructional designer uses an agreed-upon set of minimum standards to evaluate and redesign online courses. In spring 2018, the university transitioned to a course quality rubric (Quality Matters).As confirmed in the on-site discussions, the Quality Matters rubric program is in the process of being implemented as part of the 2025 State University System (SUS) Strategic Plan for Online Education as recommended by the Board of Governors to implement quality control over online courses and programs. The training process for faculty was initiated in August 2018 and is ongoing. It is also anticipated that Quality Matters will be used to ensure competency alignment with a course.</p> <p>The self-study provides descriptive information provided on available training of faculty and notes that ETA staff provide training to faculty on a regular basis through the use of a symposium-style ETA Connect event every semester; this training addresses new technologies.</p> <p>The Education Committee monitors all degree programs both on-campus and online to ensure comparability of academic rigor. The college has reassessed its techniques to evaluate teaching effectiveness of faculty. Although peer evaluation was considered and tested, it was determined that it was best to have the university teaching center observe and assess the teaching effectiveness of tenured faculty every three years and of faculty on the Teaching Pathway every two years.</p> <p>An online proctoring system, Proctorio, is available through the university and is used to confirm student identity and reduce cheating during exam administration. Proctorio has a variety of features that can be selected by the university, the unit, and the faculty to ensure integrity</p>		
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		<p>of the student's work. The instructor makes the determination as to which elements are implemented in conjunction with a course.</p> <p>All students, including online students, are invited to complete evaluations at the end of a course, and some online courses also have a mid-course evaluation, which may be used to addresses student issues and assess the course. The mid-course evaluation is focused on "delivery methods and instructional strategies." Taken together, the evaluations have been used by the college to respond to technical support needs, faculty development needs, on-call 'after business hours' support for exams, and creation or implementation of new or different technology tools (Blackboard Collaborate provided as an example).</p> <p>Based on a 2016-2017 exit survey, the majority of students reported that online courses were well designed (89%), appropriate to their fields of study (91%), and faculty responsive (93%). In a separate spring 2017 student satisfaction survey, approximately 90% of students (undergraduate, master's, doctoral) reported satisfaction with technical support, flexibility, and quality of the online courses.</p>		
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E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The college has 78 primary instructional faculty (PIF) across all ranks, which includes 35 tenured, 12 tenure-track, 18 non-tenure track teaching pathway, three non-tenure track research pathway, three non-tenure track practice pathway, six non-tenure earning, and one clinical geneticist. Of the 78 PIF, 68 hold doctoral degrees (PhD, DrPH, ScD). Of the remaining PIF, four have an MD, one has a JD, and five have a terminal professional degree only (MHA and/or MPH). Twenty-eight of the 78 PIF have professional public health graduate degrees (DrPH, MPH). All PIF are highly qualified and teach in their areas of expertise. Faculty education and experience is appropriate for the degree level in which they are teaching.	Click here to enter text.	Click here to enter text.
Faculty education & experience is appropriate for the degree level (eg, bachelor's, master's) & nature of program (eg, research, practice)		The college also has 43 non-primary instructional faculty who are regularly involved in instruction. The non-PIF have a range of disciplinary backgrounds and are aligned with the instructional concentrations in which they teach. For example, one of the college's adjunct professors is the director of the Florida Department of Public Health's Bureau of Public Health Laboratories and teaches in the public health clinical and laboratory science and practice concentration.		

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		<p>The college employs a diverse faculty, many of whom came to the college with considerable practice experience. For instance, one faculty member previously served as director of the MCH Practice and Analysis Unit for the Florida State Department of Health. Additionally, another faculty member served as the director of Women Care Tampa, a primary preventive care women's health center. One faculty member served as the director of the CDC Division of Health Communications; another faculty member is the president of the Environmental Consultants Group; and another faculty member previously served as Chief of the Population Studies Section at NCI.</p> <p>During the site visit, reviewers heard several examples of how faculty integrate their prior and active practice experience into the curriculum.</p> <p>The self-study indicates that public health professionals from the community regularly lecture in courses and participate in dissertation and thesis committees. At the site visit meeting with community partners, many indicated that they actively participate in the curriculum as guest lecturers and as member of committees. Others indicated that they have been contacted to present at Grand Rounds or other presentations. Many of these</p>	Click here to enter text.	Click here to enter text.
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

		<p>community partners maintain affiliate appointments in the college.</p> <p>In the self-study and at the site visit, there was considerable evidence that faculty maintain extensive collaborations (research, MPH applied practice experiences, etc.) with practitioners in local and state public health agencies.</p>		
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E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>All offer letters to primary faculty candidates state the expectation that they continue to be professionally active and remaining current in their profession, which helps ensure currency in instructional topics. To help ensure this, as of 2016, primary faculty are required to submit a professional development plan to their academic administrators during the annual assignment process, proposing activities that will enhance their skills and professional knowledge during the upcoming year. During the site visit, college leaders confirmed that adjunct faculty are selected because of their currency and expertise in the field.</p> <p>During the site visit, faculty members shared that all faculty who teach (primary and adjunct) complete an instructional effectiveness course, which is offered in-person and online. Additionally, all faculty members who</p>	Click here to enter text.	Click here to enter text.
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Tracks indicators that provide meaningful information related to instructional quality				
Supports professional development & advancement in instructional effectiveness for all faculty				

		<p>teach online courses have completed or will complete the Quality Matters course.</p> <p>Faculty instructional effectiveness is assessed using data from students via the university course feedback system (Explorance Blue). Students are asked a standard set of questions regarding perceptions of faculty members' communication of ideas and information, respect and concern for students, facilitation of learning, and overall rating of the instructor. At the end of each semester, the college's Office of Faculty Affairs downloads the evaluations and maintains them in a database that is used by the dean in the annual evaluation process.</p> <p>Additionally, in fall 2017, the college's Education Committee developed and piloted a peer review process for an additional evaluation of teaching effectiveness. The program will be fully implemented in summer 2019.</p> <p>During the site visit, faculty described how adjuncts work with a primary faculty member who oversees their teaching and submits a report to the college at the end of each course regarding their instructional effectiveness.</p> <p>Faculty tenure and promotion guidelines require that faculty be rated as excellent in teaching. Additionally, the college's promotion and tenure guidelines require that all ranked professorial faculty (regardless of pathway) have a teaching assignment, a clear philosophy of teaching, and develop and maintain a teaching portfolio that is presented at the time of mid-tenure/mid-promotion review process or the annual promotion and tenure review process. The collegiate guidelines state that quality teaching includes process (how one teaches), content</p>		
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		<p>(what one teaches), and outcomes (impact of teaching or what students can do as a result of teaching).</p> <p>Additionally, to help faculty maintain a teaching portfolio, the college developed a guide in 2017 that provides a consistent format to follow when capturing their teaching accomplishments. During the site visit, faculty reiterated the importance of teaching in promotion and tenure decisions.</p> <p>Through a process inclusive of faculty, the college chose three indicators to assess instructional quality: 1) annual or other regular reviews of faculty productivity and relation of scholarship to instruction, 2) student satisfaction with instructional quality, and 3) courses that integrate technology in innovative ways to enhance learning. In the self-study, the college provided examples of how it has made progress on each of the indicators and/or how the data are used. For example, in regard to annual reviews of faculty productivity in relation to the scholarship of instruction, the Education Committee has implemented a process for course content quality review that requires a review of all courses taught by faculty once every two years.</p> <p>Faculty have opportunities and support for professional development in instructional effectiveness. Both primary and adjunct faculty have the opportunity to participate in instructional development programs sponsored by the university's Office of Advanced Teaching and Learning Excellence (ATLE). Examples include the USF Teaching Essentials course, How to Teach Online course, ATLE Summer Teaching Symposia, and other ATLE sponsored workshops. Additionally, during the site visit, collegiate</p>		
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		leaders described how the college’s instructional design team (which is located in the building) works with faculty on both their online and in-person courses.		
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E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>The USF APT policy indicates that tenure-track faculty must be considered excellent in research to be promoted or awarded tenure, as should faculty on the Research Pathway. Faculty on the Teaching Pathway must demonstrate sustained effectiveness in research and scholarly activity. All faculty are expected to demonstrate scholarship, independent of track, tenure or non-tenure.</p> <p>In discussions with the faculty, there appeared to be a clear understanding as to how the promotion/tenure process worked, and faculty understood that all, regardless of appointment type, are expected to engage in scholarship. Faculty members on the Teaching Pathway are able to cite their scholarship and publications in the area of teaching.</p> <p>There are a number of internal awards programs available for faculty for research and travel. The university internal awards are offered two times each year through three separate mechanisms (creative scholarship, new researcher, proposal enhancement grants) via the Office of Research and Innovation, and are specific to proposals that are likely to be fundable upon resubmission.</p>	Click here to enter text.	Click here to enter text.
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				
Tracks measures that are meaningful and demonstrate success in research and scholarly activities				

		<p>Additionally, there are funds to support presentations at professional meetings and for international travel grants.</p> <p>There are also college internal awards for both large interdisciplinary grants and pilot grants that are targeted for early-career faculty, as well as travel awards for conferences and interaction with collaborators.</p> <p>Discussions with faculty and administration clarified that there is funding available for students involved with faculty in their research.</p> <p>Evidence provided in the self-study narrative indicates a high level of expectation for faculty involvement in research with reference to several measures that are based on the college's APT document, incorporating productivity, significance, faculty mentoring, collaboration, and recognition by peers, potential of success in research, and community-engaged research and scholarship.</p> <p>There are several outcome measures associated with each of these areas. A brief examination of a random selection of CVs that are provided in the ERF indicates that faculty research is diverse and in keeping with the college's mission statement, which includes excellence in research as well as public health education, leadership, advocacy and service. There is an emphasis on community-engaged practice and research, which strongly aligns with the college's vision statement. The strong emphasis on community-based research was emphasized in every discussion with faculty, student, stakeholders, and administration.</p>		
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		<p>The self-study provided examples of faculty research activities and how they are integrated into courses. For example, one faculty member has used personal research and available datasets to assist student understanding of basic analytical and methodological skills, including imputation methods for missing data.</p> <p>The self-study also provides several examples regarding student involvement in faculty research. Approximately one-third of students are involved in faculty research. Three students are highlighted as successful co-authors on published manuscripts across several topics.</p> <p>The college's chosen indicators for tracking success in scholarship include number of articles published in peer-reviewed journals, total research funding, and number of grant submissions. For example, one of the college's indicators was to increase extramural research fund expenditures by 10% over baseline. The college selected the target numbers of 21, 926, and 563. For all of the years listed (2015-2016, 2016-2017, and 2017-2018), the college has exceeded its target. Specifically, in 2015-2016, the college increased expenditures to 23, 766, and 446. Additionally, in 2016-2017, the college's expenditure total was 23, 571, and 623. Lastly, in 2017-2018, the college's extramural funds were 22, 994, and 269.</p>		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		Community engagement is an important strategic goal for the university and college. Per the college APT guidelines, faculty engagement is expected in all aspects of their work: research teaching and service. To be promoted to associate professor, tenure-leading faculty must demonstrate a substantive contribution of service to the university, profession and community. Promotion to professor requires a level of meaningful service contributions significantly higher than that expected for promotion to associate professor. At the site visit, faculty verified the importance of community service in the review of faculty for promotion and/or tenure.	Click here to enter text.	Click here to enter text.
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		<p>The USF Office of Community Engagement and Partnership promotes expanding and strengthening faculty engagement with the community. The college employs a director of community engagement who identifies faculty community speaking opportunities, facilitates identification of community-based service learning projects, and helps cultivate new community partnerships.</p> <p>There is an appropriate level of community faculty involvement. In the past three years, the self-study indicates that most faculty have participated in extramural service activities, many of which have been with the local community, and information from these activities has been added to instructional materials.</p>		

		<p>One faculty member's work with the local American Cancer Society chapter has allowed her to incorporate information gained from this work into the classroom. Many faculty participated in community service in response to recent hurricanes. Lessons learned from this service have been incorporated into coursework, especially into Global Health courses. College service collaborations with the University of Puerto Rico, subsequent to the effect of hurricane Maria, have led to ongoing collaborative teaching, research, and service activities.</p> <p>The self-study provided examples of student involvement in faculty extramural service. A faculty member worked with a community partner on activities related to service on the Tampa Bay Breastfeeding Taskforce; several students worked with a faculty member on her work with the APHA Violence Prevention Caucus, with one student after graduation becoming membership chair and chair-elect.</p> <p>The college chose the following indicators related to faculty extramural service activities: percent of total faculty participating in extramural service activities, number of community-based service projects, and public/private or cross-sector partnerships for engagement and service.</p> <p>In the past three years, more than 80% of faculty have participated in extramural service activities. Additionally, in the last three years, the college's faculty established cross-sector partnerships including the Florida Healthcare Coalition, All Children's Hospital, and the Suncoast</p>		
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		<p>Hospice. Also, faculty members participated in several community-based service projects including the Health Development Incorporated in Norway.</p> <p>At the site visit, community partners provided high praise to the college for faculty dedication to community service and these partners singled out the dean for her extraordinary commitment of the college faculty's provision of (and her own specific commitment) to community service.</p>		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		<p>The college regularly seeks input and advice from external constituents.</p> <p>Formally, there is a Community Advisory Council, which offers advice on job market workforce and training needs, new programmatic initiatives, internship and research opportunities, and fundraising. The self-study identifies several instances in which the college sought input and advice from the Advisory Council: in responding to declining undergraduate enrollment and in responding to a perceived need for training in Public Health and Clinical Laboratory Science and Practice. At the site visit, a member of the Council described their involvement in these discussions and praised the way that the college responded to the group's input.</p>	Click here to enter text.	Click here to enter text.
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 				
Defines methods designed to provide useful information & regularly examines methods				

Regularly reviews findings from constituent feedback		<p>Further, Council members indicated that they were fully engaged in the recent effort to review the college’s vision, mission, values, goals and evaluation measures and also reviewed and commented on the self-study document as it was drafted.</p> <p>Many college programs or projects also have dedicated advisory boards, including the MHA program, Sunshine Education and Research Center (NIOSH-funded), and the DrPH program.</p> <p>Informally, faculty seek advice from community constituents through their regular interactions with them. For instance, through service on boards, commissions and task forces, faculty learn about issues affecting the community and use this information to inform teaching and research activities.</p> <p>Members of the Advisory Board described examples of how the dean keeps them apprised of the college’s progress on its goals. One specific example provided related to the undergraduate program enrollment targets and strategies for recruiting students into the major.</p> <p>Members noted that the Advisory Board provides a sounding board for the dean as well as a venue for sharing of new ideas and potential initiatives. An example of an initiative that originated from the Advisory Board is the DrPH in Public Health and Clinical Laboratory Science and Practice. After one of the board members noted the aging of the public health laboratory workforce and a shortage of those with the education and skills to serve as directors,</p>		
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		<p>the college collaborated with practitioners in the development of this new program.</p> <p>The commentary relates to the college's efforts to assess program graduates' ability to perform competencies in an employment setting through the use of an employer survey. The ERF contained a copy of the 2018 employer survey results. The target alumni were graduates from summer 2015 through spring 2016. Only a small percentage of employers of alumni (n=18) were identified, and therefore it is not clear how useful the information from this effort is.</p>		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		At the student orientations each semester, students are reminded of the college's commitment to service, community engagement, and professional development.	Click here to enter text.	Click here to enter text.
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		At the same time, they are introduced to the variety of mechanisms to engage in community and professional service. Much of the college's student service and community engagement is organized within the college's Delta Omega (Tau) Chapter. The college employs a Delta Omega Chapter and student activities coordinator. The coordinator publicizes service and community engagement activities, including those available to all USF students, those specific to public health students, and those organized by the USF Health Service Corps, which organizes interprofessional student volunteer opportunities. In addition, college students receive		

		<p>semester-and monthly communications regarding service opportunities they can participate in: e.g., health fairs, teaching and mentoring opportunities, collection drives.</p> <p>The self-study details a variety of student professional service and community engagement activities performed in the last three years. These include a wide variety of support and assistance activities in response to the needs following hurricane Irma (Florida, 2017) and also in response to needs following hurricane Harvey (Texas, 2017); lesson planning and instruction the Hillsborough County schools; safety fairs; environmental restoration projects; and community gardening events.</p> <p>There is both a Public Health Student Organization (for graduate students) and an Undergraduate Public Health Student Organization, which also facilitate service activities. At the site visit, reviewers also learned that there are discipline-oriented (e.g., epidemiology) student associations that encourage service.</p> <p>In addition to the activities described above, students also have the opportunity to work with faculty on their community-based participatory research, in collaboration with community organizations, agencies, and institutions.</p> <p>During the site visit, students indicated that the college made it easy to be informed of service opportunities and that most had participated in service activities of one kind or another.</p>		
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F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a professional community or communities of interest & the rationale for this choice		The self-study indicated that the college's community of interest is "professionals in the Tampa Bay area." The self-study also indicates that the college considers professionals from Panama City, Panama, Quito, Ecuador, Pune, India, and Kuching, Malaysia as part of their priority community. The rationale for the focus on the Tampa Bay area is that much of the rest of Florida is the focus of the other Florida public health schools. The stated rationale for the other communities is that they are "partners and of interest to us."	Click here to enter text.	The Council noted that the site visit team's report did not contain any information supporting a finding of met with commentary, so the Council acted to change the finding from met with commentary to met.
Periodically assesses the professional development needs of individuals in priority community or communities		<p>The self-study indicated that college centers assess the needs of their specific constituent populations on a regular basis. The self-study also indicates that a survey to assess the professional development needs of the community partners was performed in summer 2018. Surveys were sent to 580 current or former preceptors. Only 49 valid survey responses regarding professional development needs were returned, and the information contained in the self-study indicates that common requests for professional development included continuing education (CEU-granting) opportunities, content-specific training, and research/data analysis skills.</p> <p>The self-study indicated that questions regarding professional development needs are also embedded in surveys of alumni, employers, and internship preceptors.</p>		

		<p>The self-study indicated that, for the global community of interest, needs are assessed through conversations with partners. The ERF presented a summary of the results of a survey assessing about research survey needs, the result of the social marketing team's needs assessment in Costa Rica.</p> <p>Beginning in fall 2018 a question regarding professional development needs was added to the preceptor evaluation.</p>		
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F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		<p>The college provides an extensive array of professional development opportunities available to the public health workforce. The self-study documents a total of 29 current certificate programs, although five of these have been terminated and have no new students. At the site visit, reviewers learned that certificate programs were developed as a result of discussions with and input from community partners, who indicated that there was a great need for workforce training short of an MPH degree. These certificates were developed in specific content areas, largely using coursework already existing for the various MPH concentrations. The certificates recently terminated were as a result of changes in faculty to support the certificates and/or reduced interest from the community. A leadership training certificate program is to be added, again as a result of community input.</p>	Click here to enter text.	Click here to enter text.

		<p>The college houses several centers for which professional development is a core mission, and each has hosted conferences, trainings, and other educational opportunities for their specific target professionals.</p> <p>The self-study also indicates that college faculty are often sought out to provide education and training to public health professionals.</p> <p>Examples of educational/training activities recently provided by the college include the following: training on research ethics and HIPAA for staff of REACHUP which manages the Central Hillsborough federal Healthy Start Program</p> <p>At the request of Champions for Children, a local child abuse preventions organization, college faculty led a training session of data integrity and use</p> <p>At the request of refugee resettlement staff, a workshop for healthcare professionals was developed to educate them on the specific needs of the refugee community, and challenges related to access to care and social integration.</p>		
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		<p>The college adheres to the state-mandated requirement that the university track under-represented racial and ethnic and gender minorities (e.g., female, Hispanic, Black, Asian, Native Hawaiian/Other Pacific-Islander, and American Indian/Native Islander). The tracking includes data for faculty, staff, and students. The college has its own Diversity Committee.</p> <p>The strategic plan 'Vision 2022' indicates that the college will proactively recruit and retain students, faculty and staff from underrepresented groups to exceed 2012-2013 baseline benchmarks. Additionally, faculty reported that an ad hoc committee was formed to evaluate and propose changes to strategies relating to diversity, which were taken to the Executive Committee. One change included an increase in the goal to recruit faculty representing under-represented minorities. A search committee plan was also initiated as well.</p> <p>For students, the college conducts outreach efforts to minority organizations (Black Student Union, Cuban American Student Association, BORICUA Puerto Rican</p>	Click here to enter text.	Click here to enter text.
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				

		<p>Student Association, FAMMKREYOL for Haitian Women, and others).</p> <p>The college’s diversity goals include</p> <ul style="list-style-type: none">• By fall 2022, the college will proactively recruit and retain students from under-represented groups as defined and tracked by the university by monitoring representation of those groups and identifying strategies to retain or exceed our 2012-2013 baseline percentage representation of each underrepresented group within the college.• By fall 2022, the college will proactively recruit and retain faculty from underrepresented groups as defined and tracked by the university by monitoring representation of those groups and identifying strategies to retain or exceed our 2012-2013 baseline percentage representation of each underrepresented group within the college.• By fall 2022, the college will proactively recruit and retain staff from underrepresented groups as defined and tracked by the university, by monitoring representation of those groups and identifying strategies to retain or exceed our 2012-2013 baseline percentage representation of each underrepresented group within the college. <p>The college tracks the numbers of underrepresented students, faculty, and staff as identified in the college</p>		
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		<p>strategic plan on a yearly basis and posts the numbers on the college diversity website.</p> <p>In terms of undergraduate students, the data show an increase in male enrollment from the 2012-2013 baseline (19.5%); while the trend of female enrollment has continued to decrease and has never reached the 2012-2013 baseline (80.5%). Regarding, white and black students, they have hovered at or near the baseline for years (41.5% for whites) and (26.6% for blacks). Other minorities remain below the baseline of 9.2% across the years.</p> <p>For graduate students, male enrollment is increasing and has surpassed the baseline (27.7%). Female enrollment is decreasing, but averages near the baseline (72.3%). As for ethnicity, white and other minorities exceed the baseline (56.2% for whites) and (7.8% for other minorities). While in comparison, black and Hispanic fail to meet the baseline numbers for enrollment (19.7% for blacks) and (16.3% for Hispanic).</p> <p>To recruit and maintain diverse students, the office of Academic and Student Affairs makes a concerted effort to have a diverse staff that interacts with students on a regular basis. Additionally, the college's recruitment team attends recruitment fairs that target minority students at historically black colleges and universities (e.g., Bethune-Cookman University).</p> <p>For faculty, the representation of females, blacks, Hispanics and other minorities has increased among the college's faculty in the rank of assistant professor since the</p>		
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		<p>2012-2013 academic year. The college anticipates that these numbers will continue to grow.</p> <p>There is significant diversity in the staff in the office of academic and student affairs with 50% being underrepresented minorities. Regarding faculty, the college adheres to university requirements to ensure equality opportunity for minorities and females and appropriate advertisements.</p> <p>The college conducts a biennial diversity climate survey to identify ways that will improve educational and work environment for faculty, staff, and students from diverse backgrounds. According to the 2016 Diversity Climate Survey results, 64% of participants indicated the college coursework related to diversity was appropriately addressed in the curriculum. Respondents also indicated that there were multiple areas that needed to be addressed in the curriculum (e.g., gender identity, race, ethnicity, body image, religious affiliation, disability, political ideology and socioeconomic status. During site visit meetings, faculty and administration reported that there are community collaborative workshops to further foster diversity.</p>		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		All students in the college are provided with the opportunity to have scheduled in-person, phone, or Skype	Click here to enter text.	Click here to enter text.

Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study		<p>appointments for academic advising, and walk-in appointments are also available.</p>		
Qualified individuals monitor student progress & identify and support those who may experience difficulty		<p>Undergraduate students receive academic advising from professional staff. Students are encouraged to meet with advisors each semester. Meetings focus on reviewing the student's degree audit, planning courses needed for timely degree, discussing goals after graduation, and connecting students to resources. If students are experiencing roadblocks to success or progression, advisors refer them to campus partners in the Office of Academic Advocacy.</p>		
Orientation, including written guidance, is provided to all entering students		<p>Professional staff also serve as graduate advisors. Graduate advisors contact students after they have been admitted to a program. Beginning in fall 2018, each strategic area has been assigned an advisor. Prior to their first advising appointment, students complete an online orientation that covers university systems and policies. During advising appointments, advisors help students plan their course of study. Master's students are also assigned a faculty mentor who is available to provide guidance, advising, and mentorship.</p> <p>Other professional graduate advisors also advise doctoral students. These advisors work in conjunction with the student's faculty advisor(s) to assist students with their academic progression and providing guidance on processes, procedures, and activities relevant to their course of study.</p> <p>Professional advisors attend a 1.5 day USF orientation. Additionally, their supervisor provides a two-week online and in-person training covering information about the</p>		

		<p>college, campus resources, degree requirements, and online systems. Graduate advisors meet with strategic area leads to be trained on their content.</p> <p>During the site visit, advisors shared that each graduate advisor is anchored within a concentration. There are formal meetings of the graduate advisor and concentration faculty lead once a semester. However, both faculty and staff noted that interactions happen much more frequently than once per semester.</p> <p>Additionally, staff have office hours for faculty members so that faculty can drop in if they have a question regarding a student, required paperwork, or other issues. Additionally, one of the advisors serves on the Education Committee, and the advisors meet monthly as a group to share information and discuss issues of mutual interest.</p> <p>Although master's students are not required to meet with an advisor after their first year of study, advisors noted they are developing processes to ensure that students continue to progress through their degree program and follow up with students who have not registered.</p> <p>Undergraduate students attend a first year or transfer orientation. Orientation covers information on the college, information on the field of public health, major and degree requirements, degree progression, university policies, resources available, and the registration process.</p> <p>Master's students are strongly encouraged to attend an on-campus orientation where they are provided with information about the university and college. There are also breakout sessions, and students have an opportunity</p>		
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		<p>to meet college faculty. Beginning in fall 2017, an online orientation is also available to all MPH students. PhD students have a one-day orientation. They are also enrolled in a one-credit Introduction to Doctoral Training in Public Health course their first semester. DrPH students are oriented with a one-hour webinar. Additionally, they are enrolled in the Introduction to Doctoral Training in Public Health course and participate in a two-hour advising session with the director of the DrPH program.</p> <p>Data from the 2015-2016 exit survey of graduate students, which had a 100% response rate, indicate overall satisfaction with academic advising, with 86% agreeing their academic advisor was helpful in planning their studies, 82% agreeing that faculty provided adequate mentoring, and 88% agreeing their academic advisor was accessible when needed.</p> <p>The self-study also presented data from the 2016 graduate alumni survey, which had a response rate of 35%. Although alumni were asked about their overall satisfaction with their experience in obtaining a degree and if they would recommend their degree program to a colleague, the survey did not include specific questions on academic advising.</p> <p>The 2018 student satisfaction survey was sent to all graduate and undergraduate students in spring 2018. Data indicate that approximately 90% of undergraduates were satisfied or very satisfied with the academic advising provided by the college, and more than 80% of masters and doctoral students were satisfied with the advising provided by the college.</p>		
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		Students spoke very positively about their advisors, noting they are accessible and very responsive to requests for information. Additionally, students spoke very positively about the accessibility of faculty members to answer questions and provide mentoring and advice.		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		<p>The USF Office of Career Services provides services to the college's students through a variety of mechanisms including individual appointments, resume workshops and individual resume review, online resources, and career fairs. There is one career consultant who is assigned as a primary point of contact for the college. The college also offers career advising to its students through professional development events including alumni panels, networking events, and student-organization hosted events. Faculty mentors also provide career advising to graduate students. Reviewers learned that the career consultant has public health specific knowledge gained through meetings with the associate dean for academic affairs and student affairs, BSPH faculty, advisors, and the director of the applied practice experience.</p> <p>Undergraduate BSPH students take HSC 2017 Careers in Public Health, as well as PHC 4117 Workforce and Leadership Development, which covers topics including resume writing, networking, professionalism, and job searching.</p>	Click here to enter text.	Click here to enter text.
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		<p>Based on feedback from MPH students, the college developed the College of Public Health Bull Professional Engagement Network (COPH Bull PEN) initiative. Examples of programming resulting from this initiative include an orientation information session on tips for making small talk and a Passport to Professionalism assignment embedded in PHC 6756 Population Assessment: Part 1. HSC 7268 Professional Development III: Joining the Academy focuses on career development and career success for doctoral students.</p> <p>Career resources and services are also available to alumni. Jobs, post-graduate training opportunities, and other resources are posted on the college's LinkedIn page. Additionally, alumni can post career questions on LinkedIn and solicit advice from fellow alumni. The college's alumni relations staff is also available to assist alumni with input on a job search, network, and resume review.</p> <p>During the process of applying for graduation, all undergraduate students are required to complete the Graduating Senior Survey, which includes questions on satisfaction with career advising. For 2016-2017 academic year, 73% of graduating students indicated they were satisfied or very satisfied with their experience with the Career Services Center. The self-study indicated that, beginning in academic year 2018, the college will administer its own exit survey in addition to the university's survey.</p> <p>Graduate students also complete an exit survey as part of applying for graduation. For academic year 2015-16, 87% agreed with the statement "I feel I am academically and</p>		
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		<p>professional well-prepared for the career I plan to enter.” In 2016-17, 93% agreed with this statement.</p> <p>Students spoke very positively about the career advising/career ready skills they had obtained through discussions with faculty and staff and by participating in programming sponsored by the college.</p>		
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H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		<p>All syllabi contain website links for resources, policies, and procedures, which includes the Academic Grievance Procedure, as well as the Student Code of Conduct, Statement on Diversity and Social Justice, Counseling Center, Center for Victim Advocacy and Violence Prevention Student Rights and Responsibilities, Students with Disabilities Services, Students of Concern Assistance Team, and the University Police. All website links are active.</p> <p>Students with complaints or issues are encouraged to discuss them with an appropriate college contact (faculty instructor, mentor, graduate advisor, concentration lead, associate dean of academic and student affairs).</p> <p>Several students who met with site visitors verified that these procedures are understood. Additionally, they were aware of the Ombuds Office and were aware that they could seek help through this mechanism in addition to the formal complaint process within the college. Although not</p>	Click here to enter text.	Click here to enter text.
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				

		<p>a formal process, several students noted that interaction with faculty was both structured and spontaneous and that changes from one faculty mentor to another was an easy process.</p> <p>In the last three years, there have been five student complaints – all related to grade disputes or plagiarism accusations. In each case, the college followed its outlined policies and procedures and took appropriate action. All of the complaints had been resolved by the time of the site visit. The team reviewed the details related to each complaint on site.</p>		
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H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The college's general recruitment activities include the following: advertisements in a variety of public health-related venues, general marketing materials, recruitment videos, promotions on the college website, local advertisements, and various health and recruitment fairs.	Click here to enter text.	Click here to enter text.
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		Specific to undergraduate recruitment, recruitment methods include participation in the weekly outdoor 'BULLSMARKET,' information sessions and presentations at community colleges and high schools, videos, brochures, handouts, presentations at athletic events and		

Tracks at least one measure that is meaningful and demonstrates success in enrolling a qualified student body		<p>marketing venues, and recruitment at campus living communities.</p> <p>The college follows university policies for admissions for both undergraduate applicants. Admissions staff review the applicant's GPA, SAT, or ACT test courses and the student performance in high school core subjects including English and math. The admissions staff also reviews personal statements and letters of recommendation.</p> <p>In terms of graduate admissions, the college partners with the USF Graduate School to process all applications and uses the SOPHAS system. Although the college uses SOPHAS, USF also requires a separate graduate college application.</p> <p>At the graduate level, GREs are required but may be waived for applicants with prior terminal or professional degrees. It is also required that graduate level applicants provide letters of recommendation and transcripts. There are specific requirements for international applicants including certification of transcripts, TOEFL scores, etc.</p>		
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		All of the catalogs and bulletins used to describe educational offerings are publicly available on the USF COPH website. The college's policies, standards, and	Click here to enter text.	Click here to enter text.

Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements		requirements are accurately described on the college's website. All advertising, promotional and recruitment materials include current and accurate information.		
Advertising, promotional & recruitment materials contain accurate information				

AGENDA
Council on Education for Public Health Site Visit Agenda
USF College of Public Health

Wednesday, October 24

- 8:30 am

Dean Welcome and Site Visit Team Request for Additional Documents

Donna Petersen

Tricia Penniecook
- 8:45 am

Site Visit Team Executive Session 2
- 9:00 am

Guiding Statements and Evaluation

Participants	Topics on which participants are prepared to answer team questions
<div>Donna Petersen, ScD, MHS, CPH, Professor, Dean</div> <div>Tricia Penniecook, MD, MPH, Associate Professor, Vice Dean for Education</div> <div>Paula Knaus, MA, Associate Dean, Faculty Affairs</div> <div>Kay Perrin, PhD, MPH, RN CPH, Associate Professor, Associate Dean, Academic & Student Affairs</div> <div>Ellen Daley, PhD, MPH, Professor, Associate Dean, Research & Practice</div> <div>Jay Evans, MBA, MPH, Senior Associate Dean, Chief Operating Officer</div>	<div>Guiding statements – process of development and review?</div> <div>Section- B1</div> <div>Evaluation processes – how does school collect and use input/data?</div> <div>Section B5, B6</div> <div>Resources (personnel, physical, IT)</div> <div>- who determines sufficiency? Acts when additional resources are needed?</div> <div>Section – C1, C2, C3, C4</div> <div>Budget – who develops and makes decisions?</div> <div>Section – C1</div>

Total participants: 6	

10:00 am Break

10:15 am Strategies & Operations

Participants	Topics on which participants are prepared to answer team questions
June Lake, MA , Director, Human Resources & Diversity Affairs Paula Knaus, MA , Associate Dean, Faculty Affairs Jaime Corvin, PhD, MSPH, CPH , Associate Professor	Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data? Section G1
Kamala Dontamsetti, MBA, MA , Assistant Director of Graduate Admissions Academic & Student Affairs Steve Mlynarek, PhD, MSPH , Professor	Recruiting and admissions, including who chose the measures and why did they choose them Section- H4
Annette Strzelecki, MS , Assistant Director of Academic Advising Anna Armstrong, PhD, MPH, CPH , Assistant Professor Chassity White, MEd , Academic Services Administrator LaTonya Davis, MA , Academic Services Administrator Jaime Corvin, PhD, MSPH, CPH , Associate Professor	Advising and career counseling, including who collects and reviews the data Section- H1, H2
Samantha Haylock, MPH, PMP , Assistant Director, Operations & Strategic Initiatives Jay Evans, MBA, MPH , Senior Associate Dean, Chief Operating Officer	Staff operations Section- C3
Total participants: 10	

10:45 am Transportation to President’s Office

11:00 am University Leaders

Participants	Topics on which participants are prepared to answer team questions
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Judy Genshaft, PhD , President Charles Lockwood, MD, MHCM , Senior Vice President, USF Health, Dean, Morsani College of Medicine	School's position within larger institution Provision of school-level resources Institutional priorities Section- A1, A4
Total participants: 2	

11:30 am Transportation back to CPH

12:00 pm Break & Lunch Set-up CPH 2016

12:15pm Site Visit Team Executive Session 3

2:30 pm Students

Participants	Concentration student is enrolled in	Topics on which participants are prepared to answer team questions
Nnadozie Emechebe Krystina Johnson Carson Bell Stacey Griner Rumour Piepenbrink Joannie Bewa Trenell Boggans Miriam Escobar Caitlin Wolfe Miriam Escobar Rachel Logan David Arango Chedeline Apollon Renee Wallace	PhD, Epidemiology Concentration PhD, Epidemiology Concentration MPH, Global Health Practice Concentration MHA Concentration PhD, Community & Family Health Concentration MPH, MCH & Epidemiology Concentration PhD in Community and Family Health Concentration Occupational Exposure Science Concentration OES, Occupational Exposure Science Concentration PhD Global Health Concentration MPH, Concentration PhD, Community & Family Health Concentration BSPH, Global Health BSPH, Maternal and Child Health MPH Concentration	Student engagement in college operations- Section- A3 Curriculum (competencies, APE, ILE, etc.) Section- D2- D20 Resources (physical, faculty/staff, IT) Section- C2 Involvement in scholarship and service Section- F1 Academic and career advising Section- F3 Diversity and cultural competence- Section G1

		Complaint procedures Section- H3
	Total participants: 14	

1:45 pm Break

2:00 pm Curriculum 1: MPH & DrPH Foundational Knowledge, Foundational Competencies (for all concentrations) and Bachelor Domains and Foundational Competencies

Participants	Topics on which participants are prepared to answer team questions
Jaime Corvin, PhD, MSPH, CPH , Associate Professor Wei Wang, PhD, MSM, MSc , Associate Professor Ronee Wilson, PhD, MPH, CPH , Assistant Professor Tom Bernard, PhD, MS, CPH , Professor Zachary Pruitt PhD, MHA , Assistant Professor	MPH Foundational knowledge Section- D1
Jaime Corvin, PhD, MSPH, CPH , Associate Professor Wei Wang, PhD, MSM, MSc , Associate Professor Ronee Wilson, PhD, MPH, CPH , Assistant Professor Tom Bernard, PhD, MS, CPH , Professor Zachary Pruitt PhD, MHA , Assistant Professor	MPH Foundational competencies – didactic coverage and assessment Section- D2
Janice Zgibor, PhD, MPH, RPh , Associate Professor Karen Liller, PhD, EdS, MA, CPH , Professor Ellen Daley, PhD, MPH , Professor, Associate Dean of Research & Practice Kate Wolfe-Quintero, PhD, MA , Associate Professor	DrPH Foundational knowledge Section- D1, D2
Janice Zgibor, PhD, MPH, RPh , Associate Professor Karen Liller, PhD, EdS, MA, CPH , Professor Ellen Daley, PhD, MPH , Professor, Associate Dean of Research & Practice Stephanie Marhefka-Day, PhD, MS , Associate Professor Jason Beckstead, PhD , Associate Professor Kate Wolfe-Quintero, PhD, MA , Associate Professor	DrPH Foundational competencies – didactic coverage and assessment Section- D3
Alison Oberne, MPH, MA, CPH , Instructor II John Tory Peek, MPH, CPH Instructor I Laura Rusnak, MPH, CPH, CHES , Instructor III Deidre Orriola, MPH, CPH, CLC , Instructor II Kay Perrin, PhD, MPH, RN CPH , Associate Professor, Associate Dean, Academic & Student Affairs	Bachelor Foundational Domains Section- D10

Kay Perrin, PhD, MPH, RN, Associate Professor	
Janice Zgibor, PhD, MPH, RPh , Associate Professor Jill Roberts, PhD, MPH, MS, CPH , Assistant Professor Kate Wolfe-Quintero, PhD, MA , Associate Professor Dina Martinez-Tyson, PhD, MPH, MA, CPH , Assistant Professor Karen Liller, PhD, EdS, MA, CPH , Professor	Concentration competencies –development, didactic coverage, and assessment (DrPH) Section- D12, D13
Sandhya Srinivasan, MPH, Med , Director, Office of Educational Technology & Assessment Chighaf Bakour, MD, PhD, MPH , Visiting Assistant Professor Janice Zgibor, PhD, MPH, RPh , Associate Professor Laura Rusnak, MPH, CPH, CHES , Instructor III Ismael Hoare, PhD, MPH , Assistant Professor	Distance Education Section- D20
Total participants: 19	

9:00 am Break: The site visit team met with Sandhya Srinivasan, MPH, Med, Director, Office of Educational Technology & Assessment.

9:45 am Curriculum 3: MPH and DrPH Applied Practice Experience and Integrative Learning Experience

Participants	Topics on which participants are prepared to answer team questions
Somer Burke, MPH, CHES, CPH , Assistant Director of Experiential Learning Academic & Student Affairs Bill Sappenfield, MD, MPH, CPH , Professor Miguel Reina-Ortiz, PhD, MPH, MS, MD , Assistant Professor Ronee Wilson, PhD, MPH, CPH , Assistant Professor	Applied practice experiences (MPH) Section- D5
Somer Burke, MPH, CHES, CPH , Assistant Director of Experiential Learning Academic & Student Affairs Bill Sappenfield, MD, MPH, CPH , Professor Miguel Reina-Ortiz, PhD, MPH, MS, MD , Assistant Professor Ronee Wilson, PhD, MPH, CPH , Assistant Professor	Integrative learning experiences (MPH) Section- D7
Janice Zgibor, PhD, MPH, RPh , Associate Professor Kate Wolfe-Quintero, PhD, MA , Associate Professor	Applied practice experiences (DrPH) Section- D6
Janice Zgibor, PhD, MPH, RPh , Associate Professor Kate Wolfe-Quintero, PhD, MA , Associate Professor	Integrative learning experience (DrPH) Section- D8
Total participants: 6	

10:45 am Break

11:00 am Instructional Effectiveness

Participants	Topics on which participants are prepared to answer team questions
Steve Mlynarek, PhD, MSPH, Professor Jaime Corvin, PhD, MSPH, CPH, Associate Professor Zachary Pruitt PhD, MHA, Assistant Professor Stephanie Marhefka-Day, PhD, MS, Associate Professor	Currency in areas of instruction & pedagogical methods Section-E2/ E3
Stephanie Marhefka-Day, PhD, MS, Associate Professor Jennifer Marshall, PhD, MPH, Assistant Professor Jaime Corvin, PhD, MSPH, CPH, Associate Professor	Scholarship and integration in instruction Section- E4
Joe Bohn, PhD, MBA, Assistant Professor Marie Bourgeois, PhD, MPH, CPH, Assistant Professor Dina Martinez-Tyson, PhD, MPH, MA, CPH, Assistant Professor	Extramural service and integration in instruction Section- E5
Ronee Wilson, PhD, MPH, CPH, Assistant Professor	Integration of practice perspectives
Anthony Masys, PhD, MSc, Associate Professor Marissa Levine, MD, MPH, FAAFP, Professor Bill Sappenfield, MD, MPH, CPH, Professor Cheryl Vamos, PhD, MPH, Assistant Professor Linda Detman, PhD, Research Associate Brian Warrick, PhD, CSP, CIH, Program Director	Professional development of community Section- F4
Total participants: 15	

12:00 pm Break & Lunch Set-up CPH 2016

12:15 pm Stakeholder Feedback/Input

Participants	Topics on which participants are prepared to answer team questions
Thomas Agrusti, Alumn Sam Bell, Esq, CPH Advisory Board Mike Kanter, Business Development Phil Amuso, PhD, MS, Alumn	Involvement in college evaluation & assessment Section -B5, B6, F1

Randall Russell, Guest Lecturer	
Estrellita “Lo” Berry , REACHUP, Inc. Doug Holt, MD, FACP , Director, Florida Department of Health – Hillsborough County Gene Earley , Department Director, Healthy Living HC Clement Gwede , PhD, MPH, RN, FAAN,-Moffitt Cancer Center Maria Russ, ARNP, CPNP, PhD , Supervisor of College Health Services HC	Perceptions of current students & college graduates Section- F1
William Baldwin , Alumn, Pinellas County Audrey Harvey , Alumn, Director Blue Cross Blue Shield State of Michigan	Perceptions of curricular effectiveness Section- B4
Bevin Maynard , St Joseph’s Children Gene Earley , Department Director, Healthy Living HC Ashley Sweet , Planned Parenthood Jaqueline Whitaker , Florida Hospital	Applied practice experiences Section- D5
Bevin Maynard , St Joseph’s Children Gene Earley , Department Director, Healthy Living HC Ashley Sweet , Planned Parenthood Jaqueline Whitaker , Florida Hospital Christine M. Steele , Moffitt Karen Serrano Arce, MSPH , Alumn, Feeding Tampa Bay	Integration of practice perspectives Section- D5
Deborah Austin , REACHUP, Inc. Phil Amuso, PhD, MS , Alumn	College delivery of professional development opportunities Section- F1
Total participants: 16	

1:30 pm Break

2:00 pm Curriculum 4: Academic masters and academic doctoral (foundational knowledge and competencies)

Participants	Topics on which participants are prepared to answer team questions
Barbara Orban, PhD, MSPH , Professor Etienne Pracht, PhD, MS , Professor Zachary Pruitt, PhD, MHA, CPH , Assistant Professor Cheryl Vamos, PhD, MPH, Assistant Professor Henian Chen, PhD, MS, Professor Steven Mlynarek, PhD, MSPH, Profesor Alicia Best, PhD, MPH, Assistant Professor	Foundational knowledge (MS, MA level) Section- D17, D18, D19

Thomas Bernard, PhD, MS, Professor	
Barbara Orban, PhD, MSPH , Professor Etienne Pracht, PhD, MS , Professor Zachary Pruitt, PhD, MHA, CPH , Assistant Professor	Foundational competencies – didactic coverage and assessment (MS, MA level) Section- D17, D18
Ellen Daley, PhD, MPH , Professor, Associate Dean, Research & Practice Janice Zgibor, PhD, MPH, RPh , Associate Professor Jason Beckstead, PhD , Associate Professor	Foundational knowledge (PhD level) Section- D, 17, D18
Ellen Daley, PhD, MPH , Professor, Associate Dean, Research & Practice Janice Zgibor, PhD, MPH, RPh , Associate Professor Jason Beckstead, PhD , Associate Professor	Foundational competencies – didactic coverage and assessment (PhD level) Section- D18
Total participants: 6	

3:00 pm

Break: The site visit team met with Kay Perrin, PhD, MPH, RN, Associate Professor.

3:15 pm

Site Visit Team Executive Session 5

4:30 pm

Adjourn

Friday, October 26

8:15 am

Site Visit Team Executive Session 6

12:00 pm

Site Visit Team Working Lunch

1:00 pm

Exit Briefing

2:00 pm

Team Departs