

**Council on Education for Public Health
Adopted on September 6, 2019**

REVIEW FOR ACCREDITATION
OF THE
PUBLIC HEALTH PROGRAM
AT
FLORIDA STATE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

February 28-March 1, 2019

SITE VISIT TEAM:

Patricia Nolan, MD, MPH — Chair
Marie Griffin, MD, MPH

SITE VISIT COORDINATOR:

Olivia C. Luzzi, MPH

CRITERIA:

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

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INTRODUCTION

Florida State University was formally founded in 1851 as the Florida State College for Women and became a coeducational institution in 1947 in response to the demands of returning World War II veterans. The university has been accredited by the Southern Association of Colleges and Schools Commission on Colleges since 1915, and accreditation was reaffirmed most recently in 2014. The university also holds specialized accreditation in the areas of business, education, engineering, law, medicine, nursing, and social work, among others.

The university consists of 16 colleges and the Graduate School and offers 103 baccalaureate degrees, 115 master's degree programs, one advanced master's degree, 23 specialist degrees, 76 doctorate degrees, and two professional degrees. The university serves a student body of more than 41,000 students and employs 14,079 faculty and staff.

The MPH program was established in 2003 as a Master of Health Policy Research degree and was changed to the Master of Public Health degree in 2004. The program was designed to be multidisciplinary and focused on policy. As such, it fits in the College of Social Sciences and Public Policy. The college has six departments: economics, geography, political science, public administration, sociology, and urban and regional planning. The program does not administratively sit in a department, rather it is a standalone program within the college and comprises faculty from multiple departments. The MPH program has a faculty leader, serving as program director, from the Department of Political Science, and has six faculty from the college's other departments. There is also a deputy director who is not appointed to a department within the college; rather, he is appointed directly to the MPH program.

The program was first accredited in 2014 for a five-year term with interim reporting related to the accuracy of published offerings, competencies, employer feedback, and faculty participation in community and professional public health service. The Council accepted the program's 2015 interim report as evidence of compliance in these areas. Current enrollment is 74 students in the MPH and four students in the dual MS-MPH program.

Instructional Matrix - Degrees and Concentrations						
				Campus based	Executive	Distance based
Master's Degree		Academic	Professional			
Policy			MPH	X		
Joint Degree		Academic	Professional			
2nd Degree Area	Public Health Concentration					
Urban and Regional Planning	Policy		MS-MPH	X		

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 program has a governance structure with defined roles and responsibilities. The program functions with a director, deputy director, and five standing committees, as well as a Public Health Student Association (PHSA). The five committees are as follows: Admissions Committee, Public Health Advisory Council, Continuous Quality Control Committee, Public Health Executive Committee, and the Public Health Faculty Committee.	Click here to enter text.	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 		The Executive Committee consists of the MPH director and director of student services (deputy director of the program), the academic program specialist, and the president of the PHSA.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		<p>The Admissions Committee consists of the program director, student services director, and the academic program specialist.</p> <p>The Public Health Advisory Council consists of the program director and deputy director, five community representatives, three alumni, three students, and two faculty members.</p> <p>Membership in the Continuous Quality Control Committee (also referred to as the Continuous Quality Improvement Committee or CQI) is open to all individuals who contribute materially to the program.</p>		

		<p>The Public Health Executive Committee comprises the program director, deputy director, program specialist, and president of the PHSA.</p> <p>The Public Health Faculty Committee comprises all faculty, including adjuncts, and the PHSA president.</p> <p>Finally, the PHSA is open to all students interested in public health.</p> <p>Degree requirements for the program are proposed by the director in consultation with the Executive Committee and are discussed by the CQI Committee. The Faculty Committee then discusses and votes on the matter. The Faculty Committee is the final governing body of the program.</p> <p>Changes in curricular requirements are drafted by the Executive Committee and discussed by the CQI Committee. The Faculty Committee is then asked to review and discuss the revisions, propose modifications, and ultimately approve by consensus.</p> <p>Policies and procedures for student assessment are initially proposed by the director in consultation with the Executive Committee and are subsequently approved by the Faculty Committee.</p> <p>Admissions policies are set by the Faculty Committee, are implemented by the Admissions Committee, and are reviewed annually by the Faculty Committee. Individual applications are reviewed by the Admissions Committee, which makes final decisions on admission to the program</p>		
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		<p>as well as decisions related to awarding tuition waivers and assistantships.</p> <p>Due to the interdisciplinary nature of the program, faculty are recruited to the university by their academic department home following consultation among the dean, department chair, and MPH program director, who all discuss the definition of the position and agree on a draft recruitment advertisement, which may then be reviewed by the home departmental faculty. The program director sits as a member of the academic department's search committee and expresses his opinion about the suitability to the program's needs of candidates reviewed.</p> <p>Research and service activities are determined by the faculty member's home department.</p> <p>The Faculty Committee meets at least once per semester and receives reports from all other committees as well as any new business. Most faculty are members of college and program committees and, therefore, are well integrated into university activities.</p> <p>The program has a set of bylaws that determine rights and obligations, and these were last reviewed in 2013.</p> <p>During the site visit, the team confirmed that faculty often attend the Faculty Committee and CQI Committee meetings and have frequent interactions with students. Faculty noted that they feel free to offer suggestions about the program and that the program is responsive to their suggestions.</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		The program has a student association that is involved formally and informally in decision-making processes. The association is open to all students interested in public health. Members of the association are encouraged to participate in the CQI Committee meetings, and the PHSA president holds membership on the MPH Faculty Committee and the Executive Committee, which are the program's main decision-making bodies.	Click here to enter text.	Click here to enter text.
Students engaged as members on decision-making bodies, where appropriate		<p>Student and alumni are also members of the Advisory Council.</p> <p>During the site visit, students and alumni were uniformly enthusiastic about opportunities for offering feedback about the program and the ability of the program to respond.</p>		

A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines a vision, mission statement, goals, statement of values		The program defines a vision and mission statement and offers a list of values and goals to guide the program. The self-study includes the following vision: "Improve the health status and well-being of the citizens of Florida, the United States and the world by graduating well-prepared public health professionals. Grow the size and scope of the public health degree program to become a department and eventually a school of public health." During the site visit, program representatives alerted reviewers that they were not pleased with their current	Only the vision statement is in flux and on the agenda for the first CQI and faculty meetings of Fall 2019. Our mission statement has evolved over several years of negotiation and reflects broad consensus. Strategic planning has become a University priority and now guides all resource allocation. Budget requests must be tied to specific	The Council appreciates the additional context provided in the program's response to the team's report.
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>vision statement and that they were in the process of developing a new one. The proposed vision statement is to "Protect and improve population health by engaging students, faculty, alumni and communities."</p>	<p>goals of the university plan. The College dean has appointed a college-level strategic planning committee and has announced that all units will be required to develop unit level plans consistent with the college level strategic plan. Though the current MPH director had a negative view towards strategic planning, he did tell site visitors that a strategic plan would likely be appropriate once a BS degree is added, which will occur in Fall 2019.</p>	
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		<p>The program has developed the following mission statement: "Train public health students and place them in practice or academic careers, conduct and disseminate research, support the public health community and its workforce, and improve the health status of populations through the contributions of our students, alumni, staff, and faculty."</p> <p>The program has also identified a set of values and goals to guide the program.</p> <p>Taken together, the guiding statements are intended to provide the basis for current operational decisions on curriculum, faculty recruitment and deployment, student recruitment, and research development. The vision and mission statements are broad in scope and envision growth in the program. The value statements are similarly broad. Goal statements address instruction, scholarship, service, and engagement with communities and alumni, but are loosely related to the work of the MPH program.</p> <p>During the visit, reviewers asked about the lack of a strategic plan or guiding document, and the director responded that he does not believe in strategic planning and that he has not seen a strategic plan that works. The dean reaffirmed this assertion in a meeting with site visitors.</p>		

		The commentary relates to the absence of stable and focused guiding statements. Reviewers found that the guiding statements were broad and still in flux at the time of the visit. As such, the program does not have a firm foundation on which to build its current and future efforts to grow and evolve.		
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B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		<p>The program has set a maximum time to graduate of seven years. The program has reported graduation rates of 78%, 81%, 56%, 72%, 54%, 51%, and 0% for academic years 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, and 2017-18, respectively. While the 2013-14 cohort has not yet reached the maximum time to graduation, an attrition rate (44%) has been reported that will not allow a 70% graduation rate to be possible. Additionally, the 2015-16 cohort currently has an attrition rate of 29%. While this cohort still has potential to reach the graduation threshold, there is concern that if one or two more students withdraw from the program, this cohort would not reach the threshold. All remaining cohorts have met, or could reach the required graduation rate.</p> <p>With the hiring of the academic program specialist, the program has new processes in place to determine why students have not completed the program and has developed personal outreach methods to locate students who may not graduate and work with them to finish the</p>	<p>Faculty have been asked to list the student program specialist as faulty in each of their courses, which will provide her with access to students' grades on assignments and exams. She will be able to monitor student progress and identify problem performers on a proactive basis. This will permit early intervention to mitigate performance shortfalls as a factor in dropouts.</p> <p>Academic Program Specialist reaches out to students who have not graduated within the 7-year minimum requirement and helps them get their graduation finalized. They also reach out to students who are on academic probation, ensuring they understand what they need to</p>	<p>The Council appreciates the program's response and looks forward to reviewing updated data.</p>
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

		<p>degree. It is yet to be seen if these methods will prove effective.</p> <p>The concern relates to the graduation rates that fall below the required CEPH threshold. The program reported high rates of attrition for the 2013-14 and 2015-16 cohorts.</p>	<p>do to get off probation and finish the program on time. Also, working with students by being available for meetings when needed. Newly created Graduate Handbook that helps outline the program requirements, expectations and other important entities on campus that help students complete an online graduation.</p>	
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B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		<p>The program uses multiple methods to gather information about graduate outcomes, such as an exit survey, social media, alumni relationships, and personal outreach. The program reports positive post-graduation outcome rates of 100% for academic years 2014-15, 2015-16, and 2016-17, which exceed the CEPH-defined thresholds. Faculty noted that while the survey method does not yield strong results, the program is able to bolster those results through other methods to account for all graduates.</p>		<p>Click here to enter text.</p>
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				

B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		In the months immediately before the site visit, the program developed a method to gather feedback from alumni. The program phoned alumni asking for feedback on all 22 foundational competencies. The two questions asked were “did you learn each of the competencies” and “have the competencies proved useful in your career?”	The method developed by the director and used to gather data from 6 students worked. It will now be used by the director and assistant director starting in Fall 2019 to survey all Spring and Summer 2019 graduates and in Spring 2020 to gather information from December 2019 graduates. This method will capture needed data on all graduates going forward.	The Council appreciates the program’s response and looks forward to reviewing updated data.
Documents & regularly examines its methodology & outcomes to ensure useful data		The program intends to use this method going forward, specifically asking students, before graduation, to commit to providing this important feedback.		
Data address alumni perceptions of success in achieving competencies		The program was able to gather feedback from six of 24 students in the 2018 graduating class. All six indicated that they had learned the 22 foundational competencies, and all but one graduate reported that they use the competencies in their current positions. One of the graduates noted that 16 of the competencies have been useful in their current position while six competencies had not. The competencies that were not useful to this one individual relate to healthcare systems, budget, and systems thinking, among other areas.		
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements		The concern relates to the lack of actionable data gathered on alumni perceptions. The program had not previously solicited feedback from alumni on their perceptions of curricular effectiveness, and the initial attempt, described above, did not provide adequate information to validate the usefulness of this method or to provide information that the program can use to improve curricula.		

		Program leaders said that they plan to continue to use this initial method and hope to elicit more useful information in the future.		
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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 program has identified five goal statements to guide its efforts. The goals relate to student recruitment, student success, research, service, and continuous quality improvement. The program has identified one to five useful measures for each goal.	Click here to enter text.	Click here to enter text.
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>The student recruitment goal includes the measure of racially, ethnically, and economically diverse admits to the program, including admitting 30% of students from the identified populations of interest.</p> <p>The student success goal includes measures that focus on student grades, post-graduate placements, and preceptor satisfaction with students.</p> <p>The research goal includes measures about grants and publications by faculty members.</p> <p>The program's community service goal includes measures about collaborative service, outreach and workforce development, and faculty extramural service.</p>		

		<p>The last goal related to continuous quality improvement is focused on making changes in the program that are sparked by students, faculty, preceptors, and/or community members.</p> <p>The program uses the CQI Committee to continually track this evaluation plan to ensure that the measures and goals are still relevant. The program provided meeting minutes to the team for verification.</p>		
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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 with Commentary			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		The program has a process to review data and to initiate change, when needed. While the program was able to provide some data to site visitors, a large amount of data had been lost due to poor record-keeping, the loss of the program director's computer, the closing down of the Blackboard course management system, staff turnover, and an office reorganization.	We have hired a part-time CEPH accreditation coordinator to continuously collect required data, which is then stored in the cloud. These data will be reviewed at faculty, executive, and CQI committee meetings for strategic planning and evaluative purposes.	The Council appreciates the additional context provided in the program's response to the team's report.
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.)		<p>The commentary relates to the inconsistent and lack of maintenance of essential data sources used to engage in a regular, substantive review of all evaluation findings.</p> <p>The program provided a description of the process of changing the capstone course in the past two years, illustrating the use of data to make strategic decisions about instruction. The growth of the class size had taxed the earlier capstone course and the faculty assigned to it. The change process included testing more than one model</p>		

		<p>and assessing the adequacy and acceptability of the new model. It was clear to reviewers that both faculty and students were engaged in the process.</p> <p>A second major change described is ongoing and relates to enhancing the admissions process, particularly to ensure that academic standards are maintained. The program describes admitting students with academic qualifications that do not meet stated criteria, opting for a more holistic approach to evaluating candidates. The response to data on this approach appears to be in progress and is aiming to provide better support to all potential admits. The data provided in the self-study is limited but supports the contention that those admitted with academic deficits are not the principle source of attrition in the program.</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		The program reported adequate fiscal resources at the time of the site visit; however, the dean and faculty noted that if the program were to continue growing, more support would be needed from the provost.	Click here to enter text.	The Council could not identify any information in the self-study or team's report that would warrant a met with commentary finding, so the Council acted to change the finding from met with commentary to met.
Financial support appears sufficiently stable at time of site visit		The current faculty complement is split between the MPH program and the home departments, with the exception of the deputy director. For these positions, 50% of the salaries are attributed to the MPH program. These salaries are paid for through the education and general funds at the university level. Should there be a need for additional faculty or staff members, a request is made to the dean's		

		<p>office; if the dean agrees that the addition is warranted, a request must then be made to the provost.</p> <p>Additional spending at the program level is largely funded by the educational and general funds, including student stipends, faculty travel, and operational funds. The dean receives requests for additional funding and determines budget allocation. The program controls all spending.</p> <p>Tuition dollars are returned to the college, and depending on the needs of the college as a whole, funds are shared with the program. It is not a guarantee that the program will receive a share of the tuition dollars each year.</p> <p>Grant monies are allocated to the faculty member's home department, and as such, indirect costs follow.</p>		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
School employs at least 21 PIF; or program employs at least 3 PIF		The program reports adequate faculty resources, with eight primary instructional faculty dedicated to the single concentration. The program also employs two non-primary instructional faculty members, for a total of 10 faculty members.	Click here to enter text.	The Council reviewed the team's report and self-study and acted to change the finding from met to met with commentary.
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable		Each faculty member is jointly appointed across disciplines in the College of Social Science and Public Policy. All jointly appointed MPH faculty teach at least half of their classes in the MPH program.		The commentary relates to the need to consider additional faculty resources for the growing student body, as described in the team's narrative.
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable	N/A			

Ratios for general advising & career counseling are appropriate for degree level & type		The program reports an average of 25 students to one faculty member for general and career advising, with a minimum of 10 and a maximum of 35. For the integrative learning experience, the program reports an average of 20 students to one faculty member, with a minimum of 15 and a maximum of 25.		
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A	The program gathered feedback on student satisfaction with faculty availability and class size through the exit survey. All students reported satisfaction with class size, with the vast majority of them, using a Likert scale, rating the class sizes an eight, nine, or 10. Qualitative responses on class size determined that the sizes are conducive to learning, meaningful discussions, and student engagement.		
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	N/A			
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 program also gathered feedback on availability of faculty and advising staff. Quantitative and qualitative feedback on advising staff was negative and resulted in the resignation of the staff advisor. A new advising staff member was brought on in 2018. Feedback on availability of faculty was mixed, noting that some faculty members were very responsive, while others were very unresponsive. Some feedback stated that faculty members were available and willing to make appointments, and other students stated that faculty members were difficult to reach both in person and via email. During the site visit, however, students regarded the faculty as open and easily accessible and willing to help. The program noted that students reported feeling frustrated with the lack of availability of courses and that faculty reported feeling frustrated with the growth in number of students in courses.		
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)				

		There is a need for additional faculty resources, as the number of students has continued to grow. The dean noted that for the last three years faculty and staff lines have been requested from the provost and they have gone unanswered for the MPH program. Some faculty noted that the maximum number of students has been reached and it would be difficult to continue to grow with current resources. During the site visit, the provost noted that she was unable to ensure support to the program, as there is uncertainty about yearly available funds to expand the college's total faculty complement.		
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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		In the self-study, the program noted that it employs three staff members who are shared with other programs, equaling a total of .08 FTE attributed to the program. Additionally, the program noted 7.0 FTE graduate assistants. When asked about these allocations during the site visit, the program provided updated information showing four staff members with a total of 1.55 FTE allocated to the program and a 2.0 FTE allocation of graduate assistants.	Staffing has been reorganized and expanded by the dean. The academic program specialist will now serve only the public health students and a small demography program (5 students). She will be supported by a newly hired, very experienced office manager who will also serve only those students. Program management and staffing are being moved to a new space on the 6 th floor to consolidate operations.	The Council has reviewed the team's report, the program's response, and the self-study document. Based on these documents and the increased staff resources, the Council changed the finding from met with commentary to met.
Staff & other personnel resources appear sufficiently stable		The staff members include an academic program specialist who allocates .50 FTE to the program, a student services office manager that allocates .20 FTE to the program, an accreditation coordinator who allocates .25 FTE to the program, and a director of outreach (also referred to as the director of outreach and workforce development) who allocates .50 FTE to the program.		

		The commentary relates to the strain on the administrative staff, as evident in the program's challenges maintaining and compiling information in a number of areas (see Criterion B6, for example). Documentation to support the self-study was often scarce, missing, or incorrect. An accreditation coordinator was added in fall 2018 to help with accreditation documentation, and the program notes that the position will remain in effect indefinitely.		
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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 program has adequate physical resources. The MPH program is in the Bellamy building on the main campus and draws on shared facilities of the college and individual departments. All tenure-track faculty have offices in their designated departments. Non-tenure-track faculty, which includes the deputy director, are provided offices through the Interdisciplinary Social Sciences Office space. All staff members have individual offices with all equipment they need. There is a student lounge with meeting space and computing resources in the Bellamy building.	Click here to enter text.	Click here to enter text.
Physical resources appear sufficiently stable		Four conference rooms and five classrooms are available to the program. The main office of the college helps schedule space and, if needed, additional space is found by the Registrar's Office. The university library is next to Bellamy, and the student union is around the corner.		

		During the site visit, students expressed enthusiasm about their space, including the student lounge in Bellamy.		
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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		Extensive library resources are available to all faculty and students. Students have 24/7 access to a virtual computer lab, and commonly used software including Microsoft Office, SPSS, R, and SAS. Students also have a computer lab in their lounge with other specialized resources including ArcGIS.	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				

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)		The program has mapped the foundational learning objectives to eight courses. All students must take these courses as part of the program of study. The team reviewed syllabi for each of the eight courses and were able to verify didactic coverage of eight of the 12 learning objectives. Through conversations with faculty, reviewers	Click here to enter text.	Click here to enter text.

		were able to verify the remaining four learning objectives. The D1 worksheet summarizes reviewers' findings.		
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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
	Partially Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The program has a required curriculum for all MPH students. The 22 foundational competencies are mapped to nine required courses.</p> <p>Through a thorough review of syllabi and discussions on site, reviewers were able to validate some competencies; however, there were a lack of appropriate assessment methods for a number of competencies, as shown in the D2 worksheet.</p> <p>The first concern relates to the lack of appropriate assessment methods for foundational competencies 3, 16, 17, 21, and 22. For example, for competency 16, which relates to leadership, governance, and management, students post in a discussion board about those topics, which demonstrates their familiarity with these concepts, rather than completing an assignment that demonstrates application. For competency 17, “apply negotiation and mediation skills to address organizational or community challenges,” the program requires students to read about the topics but does not construct an assignment that requires students to apply the skills. Faculty noted some competencies with which they were aware they were noncompliant, such as competency 21.</p> <p>The second concern relates to the lack of appropriate didactic coverage of competency 3. While the program does a good job preparing and assessing quantitative</p>	Clearly these issues need attention and are on the agenda for CQI and faculty meetings in 2019. Faculty will be asked to revise their course requirements to add exercises that explicitly test these leadership, governance, and management competencies. Qualitative methods coverage will require a separate discussion including which course or courses are most appropriate for covering it, because while there are full courses available on the topic, there is great reluctance to add an additional required course.	Click here to enter text.

		methods, there is no didactic preparation on qualitative data.		
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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	CNV
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	CNV
17. Apply negotiation & mediation skills to address organizational or community challenges	CNV
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	CNV
22. Apply systems thinking tools to a public health issue	CNV

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
<p>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>		<p>The program has specified five additional competencies for the single concentration in policy. The program has mapped the competencies to exams, which site visitors were able to review.</p> <p>The first concern relates to the lack of appropriate concentration competencies. With the exception of competency 5, the competencies do not define overarching skills that students gain by pursuing the policy track in the MPH program. Rather, they describe pieces of knowledge or tasks that a student might be asked to complete for an examination or assignment. For example, competency 4 reads, "Contrast the incentives facing a public agency director and a private CEO. Explain how agency political climate affects agency decision. List some key management goals you would pursue as a public agency director to build cohesion and motivate performance."</p> <p>The second concern relates to the lack of appropriate assessment methods. Competencies 3, 4, and 5 are mapped to exams in two courses. These exams are largely multiple-choice questions, some with short, 300-word essay questions. Reviewers were not able to find sufficient evidence of competency assessment, even for the competency that reviewers deemed to be appropriately</p>	<p>Revising our policy competencies to reflect the overall goals of the course of policy study in the program is on the agenda for the CQI and Faculty Meetings for Fall 2019. The competencies should demonstrate understanding of all aspects of policy from knowledge of current problems and their determinants and current policies to the policy process and the importance of cultural competency, equity, effectiveness and stakeholder engagement in the policy process.</p> <p>Attachment A provides an example of the Spring 2019 term paper requirement for the 1st policy course (PUP5605), in which the student demonstrates understanding of the US health care system and its shortcomings. A PPT presentation (not attached) in the course demonstrates grasp of equity and effectiveness issues in</p>	<p>Click here to enter text.</p>

Assesses all students at least once on their ability to demonstrate each concentration competency		written. The D4 worksheet summarizes reviewers' findings.	comparing state Medicaid programs.	
If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES)	N/A		Multiple choice exam questions merely provide a quantitative data point to supplement qualitative indicators of student performance. The Capstone course tackles stakeholder engagement and cultural competency, equity, political feasibility and other criteria in solution option evaluation. See attachments B & C there.	

D4 Worksheet

MPH in Policy Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Detail access, cost, and quality problems of the US health care system and explain major causes and contributing factors.	No	NA
2. Describe dimensions along which Medicaid programs vary from state to state, and implications for equity among poor and near poor individuals. Explain the rationale for tolerating these inequities.	No	NA
3. Contrast congressional authorization, appropriation, and reconciliation, key rule differences, and implications for Medicare and Medicaid policy and financing.	No	NA
4. Contrast the incentives facing a public agency director and a private CEO. Explain how agency political climate affects agency discretion. List some key management goals you would pursue as a public agency director to build cohesion and motivate performance.	No	NA
5. Detail the tradeoffs between two types of regulation such as standard setting versus supply subsidy.	Yes	CNV

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		The program uses a 200-hour internship as the applied practice experience. Students complete two required courses prior to starting the practicum experience. The deputy director, who serves as the faculty member for this course, and/or his graduate assistant meet with students to discuss possible internships and placements. They maintain a list of possible sites based on prior experience and the faculty member's professional contacts. Students are required to discuss the internship with the potential site supervisor and summarize the expectations of what they will do to satisfy the APE criterion. This is reviewed, approved, and signed off by the faculty member, the site supervisor, and the student prior to starting the 200 hours.	Internship requirements have been revised and implemented, requiring two student products demonstrating mastery and application of at least 5 competencies. See Attachment B for 2+ examples for 3 students from this past semester.	The Council reviewed the program's response and attachments and could not verify from the materials submitted, in the absence of Template D5 for each student, that the student products are mapped to competencies and evaluated by faculty.
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		<p>Students enroll in an online course with the faculty member, which usually coincides with the time they are doing the practicum. Using an online discussion board, the faculty member can check in with students to assure they are getting their competencies addressed. He also reviews and approves their final products. Reviewers were provided with a template and a syllabus for the APE and the corresponding course.</p> <p>The first concern relates to the ambiguity of work product requirements. Through a review of forms and discussions with faculty, it is clear that students must submit at least one product to the APE coordinator; however, there is no</p>		

		<p>requirement for at least two work products, as stipulated in this criterion, at this time.</p> <p>The second concern relates to the early stages of the revised APE format. At the time of the site visit, reviewers were only able to review documentation that used previous curricula and requirements. While the program has forms and syllabi in place that address meeting five competencies, reviewers could not review any products from students who had followed the current format.</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
	Not Applicable			

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		<p>The current integrative learning experience is a modification of a long-standing individual 50-page paper project. The ILE is designed to allow students to practice the following skills: working as a team and working individually, making oral and written presentations, defining a public health problem, developing and assessing courses of action, garnering political support and countering opposition, and selecting one preferred course of action. Products at each phase are presented to the</p>	<p>The course has now completed so please see examples of completed student ILE papers for Spring 2019: Attachment B Stakeholder Memo & Attachment C Policy Memo.</p>	<p>The Council reviewed the program's response and could not verify from the materials submitted that the program has implemented a revised ILE that meets this criterion's expectation for faculty evaluation of competency synthesis.</p>
Project occurs at or near end of program of study				
Students produce a high-quality written product				

<p>Faculty reviews student project & validates demonstration & synthesis of specific competencies</p>		<p>class as a whole, and student groups produce a final paper discussing the process and its final decision.</p> <p>An individual paper of 5-10 pages is also required. The paper uses the Goeller matrix for illustration and reference, cites the evidence used to evaluate the options, assesses the impact on public health and safety, assesses the political support and opposition, and advocates for the preferred solution.</p> <p>The program provided two papers to site visitors for review. The papers provided were not compliant with the rubric, as both were short papers, each just over two pages. One discussed several options that could be considered for the project solution while the other moved quickly to the preferred option. The discussion of support and opposition was limited. Additionally, the Goeller matrix is not addressed in either paper. These papers were not accompanied by the rest of the project components.</p> <p>The concern relates to the early stages of the revised ILE format. Reviewers were unable to review any completed ILE projects and, therefore, were unable to determine whether the products demonstrate the synthesis of specific foundational and concentration competencies and constitute a high-quality written product.</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
	Not Applicable			

D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

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
	Not Applicable			

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
	Not Applicable			

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		<p>The MPH degree requires 42 credit hours. This includes 33 credits of required courses and nine hours of approved elective courses.</p> <p>One credit hour represents one hour of direct contact. Each hour of direct instructional contact is equal to one credit hour of the 42 credit hours expected.</p>	Click here to enter text.	Click here to enter text.

D15. DRPH PROGRAM LENGTH

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

D16. BACHELOR'S DEGREE PROGRAM LENGTH

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

D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

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

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

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

D19. ALL REMAINING DEGREES

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

D20. DISTANCE EDUCATION

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

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		Upon review of faculty CVs, reviewers determined that faculty education and experience are appropriate for the degree level and intended outcomes. Due to the interdisciplinary nature of the program, not all members of the faculty have terminal degrees in public health; however, two members have MPH degrees (in addition to terminal PhD degrees), one member has a DrPH degree, and all others have PhDs in their respective areas of study. Members of the faculty represent sociology, urban and regional planning, geography, public administration, public health, economics, and political science. All members have experience in population and public health.	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)				

		<p>For example, a faculty member in sociology is a faculty associate with the Center for Demography and Population Health at FSU and has a focus area of health disparities. A faculty member in geography completed a post-doctoral fellowship at the CDC and focuses on environmental health, health disparities, and health interventions.</p> <p>The self-study did not list any adjunct faculty members allotted to the program; however, during the site visit, the team learned that the program employs two adjunct faculty members. The program supplied the team with the CVs of these individuals during the site visit. One adjunct member has MPH and DrPH degrees and currently serves as the chief of chronic disease prevention at the Florida Department of Health, while the other has an MS in nutrition.</p>		
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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		Through review of the self-study and on-site interviews, reviewers verified that both primary instructional faculty as well as non-primary instructional faculty bring perspectives of practice into the classroom through the use of guest lecturers as well as past experience.	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		Primary instructional faculty members have experience working in public health, including the following past professional positions: division director of the Division of		

Regularly involves practitioners in instruction through variety of methods & types of affiliation		<p>Health Access and Tobacco in the Florida Department of Health (FDH), interim bureau chief of the Bureau of Laboratory Services at FDH, program manager for the Bureau of Epidemiology at FDH, consulting for the RAND Corporation, postdoctoral fellowship at the CDC, senior research associate at The Urban Institute, and commissioned corps member in the US Public Health Service.</p> <p>All faculty report the use of practitioners as guest lecturers in many courses. In the past year, the environmental health course featured guest lecturers such as the state public health veterinarian, state toxicologist, injury epidemiologist, and the university's industrial hygienist. Other courses have featured professionals in the area of STIs, county health administrators, data managers, and behavioral health professionals.</p> <p>The program is also heavily connected to practitioners in the community through the Advisory Board and through the director of outreach and workforce development.</p>		
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E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		The program's primary faculty members, except the deputy director, are evaluated in their tenure-earning departments by faculty of those departments and in the	Click here to enter text.	The Council reviewed the self-study document and team's report and noted that the program's failure to

Systems in place to document that all faculty are current in pedagogical methods		<p>MPH program by the MPH program director. The program's Executive Committee may also become involved in faculty evaluation if there are indications of poor performance or other problems. Each evaluation is stored in the faculty member's single evaluation file and reviewed by each director or department chair with respect to the duties within that specific unit. Concurrent summaries are forwarded to the dean.</p> <p>Each department develops its own evaluation process, and within the MPH program, the process consists of obtaining an annual report detailing teaching, research, and service. The director reviews each faculty member's annual report, judging productivity of public health research, quality of teaching evaluation scores, and contributions to public health service and workforce training. Classroom observations are also completed by the director and deputy director.</p> <p>The university offers resources to faculty in the form of the Office of Faculty Development and Advancement and the Office of Human Resources, which offers a student coaching skills certificate program and a diversity and inclusion certificate series. The program reports that only one faculty member has used a university-level resource, the Office of Distance Learning, to aid in their instruction.</p> <p>The program reports that, over the last three years, no students have identified issues with faculty teaching ability and it has been lucky to have a stable faculty that has proven their abilities to provide quality instruction. It was evident from conversations with students that this was indeed the perception and that students are satisfied with instruction overall.</p>		choose an indicator of program-level outcomes and report program-level data on instructional effectiveness is sufficiently severe to constitute a non-compliant finding for this criterion. For this reason and to ensure consistency with other decisions, the Council acted to change the finding from met to partially met.
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>Promotion is based on demonstrated effectiveness in teaching, service, definite scholarly or creative accomplishments, and recognized standing in the discipline and profession. The program promotes a supportive work environment where faculty teach two courses per year in the program, and their performance is evaluated and monitored as part of the annual review process.</p> <p>Key indicators used to measure success in faculty instructional effectiveness are faculty currency, faculty instructional technique, and a program-level outcome that measures courses that involve students working in groups, making presentations, and completing written projects. For faculty instructional effectiveness, each department requires every faculty member to produce an annual report, which is peer reviewed by departmental colleagues and the MPH program director. The program director uses these reports to review research productivity, presentations, workforce sessions, community outreach, other indicators of keeping abreast of the faculty member's field, and dissemination activities.</p> <p>For faculty instructional technique, the program uses scores of student evaluation of faculty that are captured in the FSU system. These scores are shared with peer-review colleagues and the program's faculty committee and are also included in faculty annual reports.</p> <p>For the third indicator, program-level outcomes, the program did not choose an indicator from the provided list; instead, it chose to use courses that involve students</p>		
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		<p>working in groups, making presentations, and completing writing projects. The program did not further explain this choice, nor did it explain the approach to using this method as a measure of faculty instructional effectiveness.</p> <p>The program did not provide any data or information on its progress over the last three years for any of the indicators chosen, nor did it choose a third required indicator from the provided list. Additionally, the third indicator chosen by the program is not related to faculty instructional effectiveness. However, site visitors took a holistic approach to its assessment of this criterion and determined that the program has met the minimum requirements.</p>		
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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		The programmatic bylaws stipulate that at least half of the research produced by each faculty member must be clearly relevant to and supportive of the broad mission of public health. The program also has expectations of 1.5 articles per year in peer-reviewed journals from faculty members. While the expectation is that half of the research is related to public health, the reality is that closer to 100% of the research is related to public health.	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		The university has an Office of Research, Office of Faculty Development and Advancement, Office of Proposal Development, Provost Office, and the library, each of which provides important resources to faculty members.		
Students have opportunities for involvement in faculty research & scholarly activities		Faculty integrate their research into their instruction frequently, as it contributes to the interdisciplinary nature of the program. Integrating scholarly work from multiple disciplines allows faculty to demonstrate the importance and intersection of public health and many other disciplines.		
Tracks measures that are meaningful and demonstrate success in research and scholarly activities		<p>A sociology professor frequently uses her research in the classroom to demonstrate how to obtain data from big government health data sources such as the National Survey of Drug Use and Health and National Immunization Surveys and why these data sources are critical to public health. Students then are able to use these sources in their final research projects. Another faculty member touts the importance of being an ethical data collector as well as using conceptual models to explain project ideas in his community health behavior course. The deputy director is currently a primary investigator on the “Improving Public Health Practice: A Pilot Study of High-Risk Infant Referrals in Three Florida Counties” study and uses this information in his epidemiology course to discuss the difference between passive and active surveillance, as well as community involvement.</p> <p>Students have opportunities to participate in research in courses such as GIS Social Applications. One student presented her work from the GIS course at the 2018 APHA annual meeting. A student will be working with the deputy director on the above-mentioned study and will</p>		

		<p>conduct interviews for data collection in three Florida counties. Many other faculty members have offered research opportunities; however, students from the MPH program have not typically become involved. During the site visit, faculty members stated that it is typically students from their home departments who are involved in faculty research, not MPH students. The exit survey results noted that students would like to see more research opportunities and that they did not recall faculty members having offered any research opportunities.</p> <p>Each department has differing expectations when it comes to faculty research output, and each faculty member is reviewed under the home department's promotion and tenure committee. Promotion is based on demonstrated effectiveness in teaching, service, definite scholarly or creative accomplishments, and recognized standing in the discipline and profession. The program promotes a supportive work environment where faculty teach two courses per year in the program, and their performance is evaluated and monitored as part of the annual review process.</p> <p>The program has vastly exceeded its goal of at least nine publications from tenured/tenure-track faculty members each year, with 27 publications for each of the last two years. The program also tracks citations to tenured/tenure-track faculty publications and grant submissions each year. The program has successfully met or exceeded many of these targets over the last three years and is set to revisit the targets and bylaws at the 2019 spring faculty meeting.</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		FSU requires that all tenure-track faculty have a record of service to the university. Service is a core component of the faculty review process in home departments as well as in the MPH program. All faculty are encouraged to participate in at least one community service project per year.	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 program's director of outreach and workforce development is charged with surveying needs in the community annually and with tracking the deployment of faculty and students for service events. She also works to develop at least one faculty-student collaboration per year.</p> <p>Examples of faculty service include the program director working with the local hospital on a policy change that came in response to adverse behaviors brought on by Affordable Care Act restraints. Another faculty member serves on the Wakulla Community Health Improvement Plan Committee and is part of the FDH's Chronic Disease Priority Area Workgroup for the State Health Improvement Plan.</p> <p>Students are awarded classroom bonus points for community service. The points are based on hours of community service, yet only amount to a small differential in final grade allocation. Students have completed face-</p>		

		<p>to-face interviews at 10 nearby health departments as part of a live-stream workshop led by a faculty member.</p> <p>The program has chosen three indicators to measure success in service: number of community-based service projects, percentage of PIF participating in extramural service, and student-faculty service collaborations.</p> <p>The program indicates that more than 25 community-based service projects have engaged 75% of faculty in each of the last three years. This level of involvement exceeds the expectations of the program.</p> <p>The program credits the hiring of the director of outreach and workforce development with its success in exceeding these goals. Site visitors were able to confirm that this staff member was an important addition to the program and was valued in the community.</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			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		Feedback from the community is primarily gathered through informal means; however, the standing Advisory Council and Public Health Student Association are formal mechanisms through which feedback is solicited and gathered. The Advisory Council includes members from FSU, the University of Florida, FDH, and a local health care center. Additionally, the program gathers stakeholder input through the outreach and workforce development coordinator.	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 				

<ul style="list-style-type: none"> • curriculum • overall planning processes • self-study process 				
<p>Defines methods designed to provide useful information & regularly examines methods</p>		<p>Through Advisory Council meetings and the regular duties of the outreach and workforce development coordinator, the program is able to gain insight into developments in the public health field and workforce, suggested changes to the MPH program, and performance feedback and suggestions. The site visit team met with members of the Advisory Council and validated that at each meeting there is a standing agenda to discuss topics such as student enrollment, workforce development, and student success.</p>		
<p>Regularly reviews findings from constituent feedback</p>		<p>The program also has strong community ties and frequently solicits and receives informal feedback about the program, students, graduates, and the current landscape of the practice workforce. Many community partners stated that they frequently spoke with faculty on an informal basis and that faculty are always checking in with them and asking for ideas for improvements. As an example, community members noted that they have come to the faculty to observe that the program teaches SPSS software, but the health departments in Florida use SAS software. In response, the program hired a SAS consultant to institute two SAS workshops that were open to students, alumni, and others.</p> <p>Students were involved in the development and mapping of concentration competencies. Also, the PHSA president participated with the program director and faculty to brainstorm changes to the ILE and concentration competency requirements.</p> <p>Community partners, alumni, and members of the Advisory Council all reported that they feel comfortable</p>		

		providing feedback to the program and that they feel as though their feedback is valued and used for change.		
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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		Students are introduced to community and professional service through a variety of methods, including through the PHSA, the outreach and workforce development coordinator, and through coursework and extra credit service assignments.	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		<p>Students have engaged in professional service through the Florida Public Health Association and by conducting community surveys for FDH and Tallahassee Memorial Hospital. Students have completed face-to-face interviews at 10 nearby health departments as part of a live-stream workshop led by a faculty member. Students also participate in the Worksite Wellness Corporate Cup, the Florida Environmental Health Association Roadside Cleanup, and the Capital Area Health Start Walk to Remember.</p> <p>The PHSA frequently and independently finds opportunities for volunteer projects, both on campus and within the community. Through discussions with faculty and students, it was evident that the student association is a strong and highly valued part of this program.</p>		

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		<p>The program has identified Leon County, Florida, and the surrounding rural counties (which comprise the Department of Health Capital Consortium) as the professional community of interest. The program has chosen this community because Leon County is the largest in the area and the surrounding counties are mostly rural and resource poor. These counties share resources and work together to increase regional impact.</p>	Click here to enter text.	Click here to enter text.
Periodically assesses the professional development needs of individuals in priority community or communities		<p>The program’s outreach and workforce development coordinator visited the health officers of each of the counties as well as the workforce development coordinator for FDH in 2016. The program’s outreach coordinator polled several of the local health officers and developed a list of needs and a local training plan. The outreach and workforce development coordinator maintains a strong professional relationship with the local health officers, which enables continual assessment and communication.</p> <p>The local health officers have identified public health science skills, history of public health in the US and Florida, and the 10 Essential Services as areas of need. Additionally, policy development and program planning skills were also noted, specifically research and information retrieval, interpretation of data, and program planning and evaluation.</p>		

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 program’s outreach and workforce development coordinator, in coordination with faculty and the program director, develops training plans for the local department of health offices. These trainings are based on the feedback that the outreach and workforce development coordinator gathered through ongoing meetings with the local health officers and other community partners.</p> <p>Examples of professional development opportunities include providing a conference geared toward primary care and public health collaboration, developing and providing a public health 101 course, specific public health 101 training for the FDH Central Office, a community course on the US health system, a data in action lecture, and help with health impact assessments and community health improvement plans.</p> <p>Community partners who met with site visitors said that they are incredibly satisfied with the relationship that they have with the outreach and workforce development coordinator and with the faculty in the program. Many stated that they would not be able to do the health impact assessments or community health improvement plans without the program’s help.</p>	Click here to enter text.	Click here to enter text.

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 program has defined priority populations for students and faculty. The student priority population is defined as black or Hispanic, foreign-born individuals or individuals whose native language is not English, and individuals whose background reflects overcoming barriers due to poverty, lack of family educational experience, and those whose life or occupational experiences demonstrate an awareness of the critical importance of health care access and quality and public health services to well-being.</p> <p>The program has determined that women, LGBTQ individuals, and Hispanic or foreign-born individuals make up the priority population for faculty.</p> <p>The program has chosen these populations based on current demographic make-up of the student body and faculty complement in conjunction with stated recruitment and long-term diversity goals.</p> <p>The current recruitment strategies for students include open houses and other university-based outreach activities, online outreach, and support for diverse students and faculty. The program offers a holistic approach to screening student applications.</p> <p>The program has sought out female faculty and faculty with international backgrounds by identifying such individuals to inform them of vacancies in faculty positions.</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>Over the last three years, the program has met its goal of maintaining a racially and ethnically diverse student body by striving for at least 30% of admitted students being in the priority population. The program reports rates of 48%, 50%, and 59% for the last three years. Additionally, the program has met their goal of ensuring a faculty member from each of the broad disciplines in the college by engaging at least six faculty members.</p> <p>To promote and maintain a culturally competent environment, the MPH program offers a seminar course on comparative health each semester that has an assignment that requires students to exchange views and experiences related to issues of cultural sensitivity, cultural competence, cross-cultural differences in health care practices, traditional healing, people-first language issues, gender-related sensitivities, and sexual harassment. Additionally, there is a popular social epidemiology elective that addresses cultural competence, social distribution of resources, and other social epidemiologic topics.</p> <p>The program recently conducted a survey of students and faculty to elicit perceptions and concerns regarding cultural barriers and competencies and is considering opportunities for improvement.</p> <p>During the site visit, reviewers heard from faculty, students, and community partners about the climate of diversity and acceptance on campus. The student lunch was indicative of how inclusive the student body was, as all students were supportive of each other's endeavors and worked closely on many projects, particularly in the PHSA. Additionally, many working individuals and individuals with</p>		
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		differing career goals were members of the PHSA. Community partners also had positive things to say about the openness and welcoming culture within the program.		
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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		The program director, deputy director, and the program specialist do most of the advising and make themselves available to students. The program supplied a tracking sheet during the site visit that is newly developed and will be deployed in 2019 to help guide students and advising.	Click here to enter text.	Click here to enter text.
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study		In the past, students have indicated dissatisfaction with advising. The director took this feedback very seriously, and the staff member serving as an advisor resigned. A new advisor was hired, and current students were enthusiastic about the advising done by the program specialist and indicated that she helped keep them on track and was proactive about helping them get the courses they needed to graduate on time. In addition, students said that most faculty are available to students to help with specific questions and are uniformly generous with their time for students.		
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students		The program offers a two-hour orientation followed by a campus tour at the beginning of each academic year. The self-study indicates that a survey was done in fall 2018 and that 19 of 28 (67%) of students were satisfied with advising. This survey reflects only a brief time spent with		

		the new advisor, and largely reflects time spent with the past advisor.		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		<p>Much career advising from the program appears to be informal and may occur at the same time as general advising or at the time of a request for a letter of recommendation. FSU has a very robust career center with resources for students. During the site visit, students endorsed the responsiveness of the center to their needs including help with resumes, requests for letters, and preparation for interviews. Students also noted the program director's responsiveness to students' direct inquiries for help and advice.</p> <p>The program reports offering to review alumni CVs, helping students and alumni navigate the job market, and providing career advice to alumni and students going into the workforce. The student services director also helps students decide between going directly into the workforce prior to attending medical school.</p> <p>The program does not solicit feedback regarding satisfaction with career advising; the only data provided was on student perceptions of the ability of the coursework to prepare them for a job in public health, which was positive.</p>	<p>Click here to enter text.</p>	<p>The Council reviewed the team's report and self-study document and acted to change the finding from met to met with commentary.</p> <p>The commentary relates to the lack of data collected surrounding satisfaction with career advising.</p>
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

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		Policies and procedures regarding complaints are included in the general student bulletin, which all students have access to. There is also a student organization and student representation on all program committees. There have been no formal complaints, and informal concerns about faculty have been addressed.	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				

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 &		The program uses a number of strategies to attract applicants, including the webpage, brochures distributed across campus, lawn signs on campus, open houses, ads in newspapers, visits to other colleges on campus, university-	Click here to enter text.	Click here to enter text.

developing competence for public health careers		sponsored recruitment fairs, and invitations to come to campus to meet with faculty and staff.		
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		<p>Many students are professionals working in public health, and some of these individuals enroll in the program while continuing their full-time jobs.</p> <p>The program director and one staff member make most of the decisions about admissions, which are rolling and occur in fall and spring.</p>		
Tracks at least one measures that is meaningful and demonstrates success in enrolling a qualified student body		<p>The program chose GRE as a measure to assess success in recruitment and admissions, and the self-study presents an average GRE that is well above the self-defined target. Program representatives said that a high GRE gives them assurance that student will do well, but if an applicant's GRE scores are low, faculty look at other factors, such as GPA, letters of recommendation, and work experience more closely. The program has found that many students with relatively low GREs are able to succeed in the program based on careful and holistic screening.</p> <p>Students who met with site visitors were enthusiastic about the program and expressed desire for it to have more visibility especially for undergraduates on the FSU campus.</p>		

H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Catalogs & bulletins used to describe educational offerings are publicly available		<p>There are discrepancies in the information provided in the self-study and on the program and university's webpages. All sources say 42 credit hours are required for the program. However, the 2018-2019 graduate bulletin lists 30 credit hours for MPH core courses and 12 credit hours for electives, while the MPH website lists 33 core courses and nine elective credit hours. Additionally, the 2018-2019 graduate bulletin states that there is a 420-hour internship, while the self-study and the MPH website state that the internship is 200 hours.</p> <p>The concern relates to the discrepancies in the presentation of degree requirements across media.</p>	<p>Bulletin changes have been submitted and will be posted soon.</p>	<p>Click here to enter text.</p>
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

Wednesday, Feb 27th

- Open **Arrival of the Site Visit Team to Hotel**
- 5:00 pm **Site Visit Team Executive Session 1**
- 7:00 pm **Site Visit Team Dinner**

Thursday, Feb 28th

- 8:30 am **Site Visit Team Request for Additional Documents**
- 8:45 am **Site Visit Team Executive Session 2**
- 9:00 am **Break**
- 9:15 am **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
<i>Timothy Chapin, PhD, MCP, Dean, College of Social Sciences and Public Policy (COSSPP)</i> <i>William Weissert, PhD, Professor, Political Science, MPH</i> <i>Program Director</i> <i>Alan Rowan, DrPH, Teaching Faculty III, Public Health, MPH</i> <i>Student Services Director</i> <i>Sabrina Smith, Academic Program Specialist, Interdic. Progs., Academic Program Specialist</i>	<i>Guiding statements – process of development and review?</i>
<i>William Weissert, PhD, Professor, Political Science, MPH</i> <i>Program Director</i> <i>Alan Rowan, DrPH, Teaching Faculty III, Public Health, MPH</i> <i>Student Services Director</i> <i>Sabrina Smith, Academic Program Specialist, Interdic. Progs., Academic Program Specialist</i>	<i>Evaluation processes – how does program collect and use input/data?</i>
<i>Timothy Chapin, PhD, MCP, Dean, College of Social Sciences and Public Policy (COSSPP)</i> <i>William Weissert, PhD, Professor, Political Science, MPH</i> <i>Program Director</i> <i>Alan Rowan, DrPH, Teaching Faculty III, Public Health, MPH</i> <i>Student Services Director</i> <i>Sabrina Smith, Academic Program Specialist, Interdic. Progs., Academic Program Specialist</i>	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i>
<i>Timothy Chapin, PhD, MCP, Dean, College of Social Sciences and Public Policy (COSSPP)</i> <i>William Weissert, PhD, Professor, Political Science, MPH</i> <i>Program Director</i> <i>Carey Thomas, Budget Analyst, COSSPP</i>	<i>Budget – who develops and makes decisions?</i>

- 10:15 am **Break**
- 10:30 am **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
<i>William Weissert, PhD, Professor, Political Science, MPH Program Director Michael McFarland, PhD, Asst. Prof, Sociology Keon-Hyung Lee, MPH PhD, Professor, Public Admin Chris Uejio, PhD, Asst. Prof, Geography Amy Burdette, PhD, Assoc. Professor, Sociology Alan Rowan, DrPH, Teaching Faculty III, Public Health, MPH Student Services Director Lily Andrews, Student</i>	<i>Foundational knowledge</i>
<i>William Weissert, PhD, Professor, Political Science, MPH Program Director Michael McFarland, PhD, Asst. Prof, Sociology Keon-Hyung Lee, MPH PhD, Professor, Public Admin Chris Uejio, PhD, Asst. Prof, Geography Amy Burdette, PhD, Assoc. Professor, Sociology Alan Rowan, DrPH, Teaching Faculty III, Public Health, MPH Student Services Director Lily Andrews, Student</i>	<i>Foundational competencies – didactic coverage and assessment</i>
<i>William Weissert, PhD, Professor, Political Science, MPH Program Director Michael McFarland, PhD, Asst. Prof, Sociology Keon-Hyung Lee, MPH PhD, Professor, Public Admin Chris Uejio, PhD, Asst. Prof, Geography Amy Burdette, PhD, Assoc. Professor, Sociology Alan Rowan, DrPH, Teaching Faculty III, Public Health, MPH Student Services Director Lily Andrews, Student</i>	<i>Concentration competencies – development, didactic coverage, and assessment</i>

11:45 pm **Break & Lunch Set-up**

12:00 pm **Students**

Participants	Topics on which participants are prepared to answer team questions
<i>Abbie Parmenter Brennan Ertl Emily Drew Esther Rowan Joseph Ho Katie Wong Lily Andrews Megan Moran Shauna Houston Umair Farooqi</i>	<i>Student engagement in program operations Curriculum Resources (physical, faculty/staff, IT) Involvement in scholarship and service Academic and career advising Diversity and cultural competence Complaint procedures</i>

1:15 pm **Break**

1:30 pm **Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
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<i>William Weissert, PhD, Professor, Political Science, MPH Program Director Alan Rowan, DrPH, Teaching Faculty III, Public Health, MPH Student Services Director</i>	<i>Applied practice experiences</i>
<i>William Weissert, PhD, Professor, Political Science, MPH Program Director Amy Burdette, PhD, Assoc. Professor, Sociology Alan Rowan, DrPH, Teaching Faculty III, Public Health, MPH Student Services Director</i>	<i>Integrative learning experiences</i>
<i>n/a</i>	<i>Distance education</i>

2:30 pm **Break**

2:45 pm **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
<i>Michael McFarland, PhD, Asst. Prof, Sociology Keon-Hyung Lee, MPH PhD, Professor, Public Admin Amy Burdette, PhD, Assoc. Professor, Sociology Alan Rowan, DrPH, Teaching Faculty III, Public Health, MPH Student Services Director Betsy Woods, MPH, BSN, RN, Community Outreach Coordinator</i>	<i>Currency in areas of instruction & pedagogical methods</i>
<i>Amy Burdette, PhD, Assoc. Professor, Sociology Alan Rowan, DrPH, Teaching Faculty III, Public Health, MPH Student Services Director Betsy Woods, MPH, BSN, RN, Community Outreach Coordinator</i>	<i>Scholarship and integration in instruction</i>
<i>Alan Rowan, DrPH, Teaching Faculty III, Public Health, MPH Student Services Director Betsy Woods, MPH, BSN, RN, Community Outreach Coordinator</i>	<i>Extramural service and integration in instruction</i>
<i>Alan Rowan, DrPH, Teaching Faculty III, Public Health, MPH Student Services Director Betsy Woods, MPH, BSN, RN, Community Outreach Coordinator</i>	<i>Integration of practice perspectives</i>
<i>Alan Rowan, DrPH, Teaching Faculty III, Public Health, MPH Student Services Director Betsy Woods, MPH, BSN, RN, Community Outreach Coordinator</i>	<i>Professional development of community</i>

3:45 pm **Break**

4:00 pm **Stakeholder Feedback/Input**

Participants	Topics on which participants are prepared to answer team questions
<i>Betsy Woods, MPH, BSN, RN, Community Outreach Coordinator Marie Cowart, PhD, Emerita Dean, FSU, Adv. Council Juarez Padraic, MS, REHS, CPM, Health Officer, FDH-Wakulla & Taylor Counties, Adv. Council</i>	<i>Involvement in program evaluation & assessment</i>

<p>Roseann Scheck, MPH, Program Administrator, Florida Department of Health Leon, Preceptor/Partner</p> <p>Shamarial Roberson, DrPH, Acting Division Director, FDH, Adv. Council and Alumna</p> <p>Tyler Sununu, NHA, MPH, Health Center Administrator, Westminster Oaks, Adv. Council and Alumni</p> <p>Allison Wiman, MPH, BS, RN, Executive Director, Big Bend Area Health Education Center and Rural Health Network, Adv. Council and Alumna</p> <p>Jessica Joiner, Analyst, FDH, Alumna</p> <p>Kelly Grove, MS, Director, Sexual Health Coordinator, Center for Health Advocacy and Wellness, Preceptor</p> <p>Cole Giering, MPH, Florida Agency for Health Care Administration, Alumnus</p>	
<p>Shamarial Roberson, DrPH, Acting Division Director, FDH, Adv. Council and Alumna</p> <p>Tyler Sununu, NHA, MPH, Health Center Administrator, Westminster Oaks, Adv. Council and Alumni</p> <p>Allison Wiman, MPH, BS, RN, Executive Director, Big Bend Area Health Education Center and Rural Health Network, Adv. Council and Alumna</p> <p>Jessica Joiner, Analyst, FDH, Alumna</p> <p>Kelly Grove, MS, Director, Sexual Health Coordinator, Center for Health Advocacy and Wellness</p> <p>Cole Giering, MPH, Florida Agency for Health Care Administration, Alumnus</p>	<p><i>Perceptions of current students & program graduates</i></p>
<p>Juarez Padraic, MS, REHS, CPM, Health Officer, FDH-Wakulla & Taylor Counties, Adv. Council</p> <p>Shamarial Roberson, DrPH, Acting Division Director, FDH, Adv. Council and Alumna</p> <p>Tyler Sununu, NHA, MPH, Health Center Administrator, Westminster Oaks, Adv. Council and Alumni</p> <p>Allison Wiman, MPH, BS, RN, Executive Director, Big Bend Area Health Education Center and Rural Health Network, Adv. Council and Alumna</p> <p>Jessica Joiner, Analyst, FDH, Alumna</p> <p>Kelly Grove, MS, Director, Sexual Health Coordinator, Center for Health Advocacy and Wellness</p> <p>Cole Giering, MPH, Florida Agency for Health Care Administration, Alumnus</p> <p>Juan Vasquez, MPH, Interventions Team Lead, FDH, Employer</p>	<p><i>Perceptions of curricular effectiveness</i></p>
<p>Juarez Padraic, MS, REHS, CPM, Health Officer, FDH-Wakulla & Taylor Counties, Adv. Council</p> <p>Melissa Dancer-Brown, RDN, LDN, CWWPM, Tallahassee Memorial HealthCare, Director, Colleague Health and Wellness</p>	<p><i>Applied practice experiences</i></p>
<p>Roseann Scheck, MPH, Program Administrator, Florida Department of Health Leon</p> <p>Shamarial Roberson, DrPH, Acting Division Director, FDH, Adv. Council and Alumna</p> <p>Tyler Sununu, NHA, MPH, Health Center Administrator, Westminster Oaks, Adv. Council and Alumni</p> <p>Allison Wiman, MPH, BS, RN, Executive Director, Big Bend Area Health Education Center and Rural Health Network, Adv. Council and Alumna</p> <p>Jessica Joiner, Analyst, FDH, Alumna</p> <p>Kelly Grove, MS, Director, Sexual Health Coordinator, Center for Health Advocacy and Wellness</p>	<p><i>Integration of practice perspectives</i></p>

<i>Cole Giering, MPH, Florida Agency for Health Care Administration, Alumnus</i>	
<i>Betsy Wood, MPH, BSN, RN, Community Outreach Coordinator Juarez Padraic, MS, REHS, CPM, Health Officer, FDH-Wakulla & Taylor Counties, Adv. Council Roseann Scheck, MPH, Program Administrator, Florida Department of Health Leon Unam Mansoor</i>	<i>Program delivery of professional development opportunities</i>

5:00 pm **Site Visit Team Executive Session 3**

5:45 pm **Adjourn**

Friday, March 1st

8:30 am **University Leaders, Westcott Building, 211g**

Participants	Topics on which participants are prepared to answer team questions
<i>Dr. Sally McRorie - Provost and Executive Vice President for Academic Affairs</i>	<i>Program's position within larger institution</i>
<i>Dr. Timothy Chapin - Dean in the College of Social Sciences and Public Policy</i>	<i>Provision of program-level resources</i>
<i>Dr. William Weissert (15 minutes)</i>	<i>Institutional priorities</i>
Total participants: 2	

9:00 am **Break**

9:15 am **Site Visit Team Executive Session 4**

12:00 pm **Site Visit Team Working Lunch**

1:00 pm **Exit Briefing**

2:00 pm **Team Departs**