Masters of Public Health Program

CEPH Self-Study Report

2010-2013

College of Social Sciences and Public Policy
Masters of Public Health Program
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The Florida State University

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Final CEPH Self-Study Report Submitted August 2013

For Initial Program Accreditation

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1.1 Mission. The program shall have a clearly formulated and publicly stated mission with supporting goals and objectives.

1.1.a A clear and concise mission statement for the program as a whole.

The mission of the Florida State University Masters of Public Health program is to understand and enhance the health status of populations by providing policy-oriented, multidisciplinary training of future public health professionals in the core concepts, skills, tools and knowledge of health policy and practice, and to conduct and disseminate research that leads to improved health status.

1.1.b A statement of values that guide the program.

In the Ottawa Charter of 1986, the World Health Organization (WHO) called for a revolutionary shift in the study and practice of public health. The Ottawa Charter’s “new public health” agenda sought to expand the scope of public health research and practice beyond the often-narrow focus on individual lifestyle choices and risk profiles. This new vision of public health broadens our perspective beyond the traditional emphasis on individuals and their health behaviors to recognize the social, political, and economic forces that produce and pattern the health and wellbeing of societies. The Ottawa Charter and the WHO’s 2005 Commission on the Social Determinants of Health point to the need for examining the “upstream” factors or the “causes of causes” of population health locally, nationally, and globally.

Our vision of a new and expanded public health agenda requires that public health professionals and researchers develop a broader understanding of the social sciences that will equip them to recognize and appreciate the interrelationships between the social, economic, and political organization of society and the health of populations. The housing of the Florida State University Public Health Program in the College of Social Sciences and Public Policy places it in a unique position to contribute to the development of the new public health movement. The MPH program seeks to contribute to the health and well-being of society by training new public health professionals to recognize and respond to the often-complex interactions between public health issues and the broader social context. The program also aims to expand the academic community’s understanding of the social determinants of disease and population health through interdisciplinary research that draws on the strengths of each of the core social science disciplines. Finally, the MPH program endeavors to promote public health through collaboration with the state of Florida’s Department of Health and other public health practitioners in North Florida.

The vision of the FSU MPH program reflects a commitment to a core set of values: (1) a primary concern with population health; (2) a perspective on health that recognizes that all public policies affect health, health care access, and health status; (3) an appreciation of the interdisciplinary nature of public health research and practice; (4) a preference for cost-effective health promotion and disease prevention above medical intervention and disease management as tools for improving the health and wellbeing of society; (5) recognition of the need for collaboration among the academic community, government and the broader community in the production of public health, including social solutions related to social determinants of health; (6) a conviction that while policy is mutable, changing it to improve population health requires a thorough understanding of current policy as well as the tools of policy analysis; and (7) conviction that a respect for equity, diversity and basic principles of human rights are prerequisites of sound policy.
The MPH program is designed to take advantage of the social science disciplinary basis of public health by jointly appointing faculty in social sciences departments and the MPH program. The program hews to the philosophy that Environmental Health ought to be taught by a faculty member who can earn tenure in an Urban and Regional Planning department; Health Politics and Policy Analysis should be taught by a faculty member qualified in the Political Science discipline; Epidemiology by Sociologists tenured for their contributions to the social epidemiology discipline, etc.

1.1.c One or more goal statements for each major function by which the program intends to attain its mission, including instruction, research and service.

Goal 1: Recruit a diverse group of quality students into the MPH program.
Goal 2: Promote the mission of the program by creating a curriculum that prepares students to be competent public health and health policy professionals by addressing the core aspects of public health, new public health concepts, health policy and policy analysis, offering elective options, and exposing students to health-related, policy relevant, field experiences.
Goal 3: Ensure student mastery of the core competencies of the program.
Goal 4: Recruit and retain a complement of diverse faculty.
Goal 5: Support faculty in their dissemination of public health research through publication and participation in health related conferences.
Goal 6: Garner adequate resources for the maintenance of an interdisciplinarity public health program.
Goal 7: Provide service to health organizations through faculty and student service offerings.
Goal 8: Provide information and instruction related to public health policy, research and practice to the public health workforce.
Goal 9: Continuously improve the program through ongoing and systematic self-evaluation, student feedback, and input from the local public health community and the broad academic public health community.

1.1.d A set of measurable objectives with quantifiable indicators related to each goal’s statement as provided in Criterion 1.1.c. In some cases, qualitative indicators may be used as appropriate.

Goal 1: Recruit a diverse group of quality students into the MPH program.

Objective 1.a): Receive an average of 100 applications for enrollment annually by 2015.
Objective 1.b): Maintain median GRE scores of accepted students near 150 on each of the Quantitative and Qualitative sections for tests taken on or after August 1, 2011, or near a cumulative score of 1000 for tests taken prior to August 1, 2011.
Objective 1.c): Maintain a racially and ethnically diverse student body by striving for at least 30% of admitted students being from traditionally under-represented racial or ethnic groups (Black, Hispanic, and/or foreign-born).

Goal 2: Promote the mission of the program by creating a curriculum that prepares students to be competent public health and health policy professionals by addressing the core aspects of public health, new public health concepts, health policy and policy analysis, elective options, and exposes students to health-related, policy relevant, field experiences.

Objective 2.a): The core curriculum shall cover 100% of the competency matrix.
Objective 2.b): On exit surveys, 90% of students will report satisfaction with course offerings.
Objective 2.c): On exit surveys, no more than 10% of students report difficulties with course availability.
Objective 2.d): On exit surveys, no more than 20% of students report problems with finding a health-related internship.

Objective 2.e): On exit surveys, 90% of students report being “very well” prepared for the public health profession.

Goal 3: Ensure student mastery of the core competencies of the program.

Objective 3.a): 90% of students maintain a GPA above 3.0.
Objective 3.b): Students will maintain an average yearly GPA of a 3.25 or higher.
Objective 3.c): 80% of students will earn a grade of B or better in the Public Health Core Capstone I course.
Objective 3.d): 80% of students will earn a grade of B or better in the Capstone II Policy course.
Objective 3.e): 100% of students will identify at least three instances of employing one or more core competencies during their internship field placement experience.
Objective 3.f): 80% of full-time students graduate in 3 years or less, and 80% of part-time students graduate in 4 years or less.

Goal 4: Recruit and retain a complement of diverse faculty.

Objective 4.a): Recruitment efforts will identify faculty candidates that include women, LGBT and foreign-born individuals.
Objective 4.b): The faculty will represent the broad interdisciplinary nature of public health by having one faculty member from each of the six appropriate social science disciplines, acknowledging that from time to time one or more departments may be under-represented.
Objective 4.c): No less than 70% of student course evaluations will indicate their overall assessment of the instructor to be in the top two categories—“very good” and “excellent”—in every MPH course.
Objective 4.d): 100% of faculty members report being supported by the program and understanding and supporting the requirements of being jointly appointed by their home department and the Public Health Program.

Goal 5: Support faculty in their dissemination of public health research through publication and participation in health related conferences.

Objective 5.a): All tenure-track faculty members will have at least one health related, peer reviewed publication each per year.
Objective 5.b): 100% of tenure-track faculty members will present their health related research at one regional, national, or international conference every third year.
Objective 5.c): Provide financial support, when requested, to faculty who present their public health related research at one professional regional, national, or international conference every other year.

Goal 6: Garner adequate resources for the maintenance of an interdisciplinary public health program.

Objective 6.a): Program student/faculty ratio will be maintained at 9:1 or less.
Objective 6.b): Institutional support per student will be at least $20k per year by 2015.
Objective 6.c): All courses will be taught in technology-enhanced classrooms.
Objective 6.d): Software in the student computer lab will be monitored, maintained, and updated each semester to fit course requirements.
Goal 7: Provide service to health organizations through faculty and student service offerings.

Objective 7.a): Provide at least two opportunities each semester for student community-based service related to public health for each Fall and Spring semester.

Objective 7.b): The Director of Student Services will maintain internship preceptor relationships through a qualitative internship survey with each preceptor, and engage in systematic outreach efforts annually to sustain beneficial linkages for service via internships.

Objective 7.c): At least one faculty member will annually serve as a professional resource, organization, officer, speaker, consultant, expert, or will volunteer for community-based public health with policy-related organizations.

Goal 8: Provide information and instruction related to public health policy, research and practice to the public health workforce.

Objective 8.a): Provide at least two workforce development opportunities per year.

Objective 8.b): Obtain and evaluate surveys on quality and relevance of presentations for 75% of offerings.

Objective 8.c): At least two faculty members will present at a workforce development event per year.

Goal 9: Continuously improve the program through ongoing and systematic self-evaluation, student feedback, and input from the local public health community and the broad academic public health community.

Objective 9.a): Maintain a 90% compliance rate of outgoing students completing an exit-interview survey concerning program performance, strengths, weaknesses, and ideas for improvement, meeting at least 85% of students’ expectations.

Objective 9.b): Meet expectations of at least 85% of students on exit survey.

Objective 9.c): Conduct an Alumni Survey every three years seeking feedback on developments in the field, usefulness of the program in preparing students for their careers, and advice on potential avenues of program improvement.

Objective 9.d): Conduct annual meetings with the Advisory Council consisting of representatives from the public health community, alumni and current students to seek input and feedback on the program’s goals and objectives, focusing in particular on developments in the field, and implications for the MPH program teaching, research and service.

Objective 9.e): Maintain a Continuous Quality Improvement (CQI) committee of faculty, staff, students, and alumni; and conduct five committee meetings per year to evaluate the program’s progress and develop ideas for improvements.

Objective 9.f): Conduct semiannual Faculty meetings to discuss, evaluate, and vote on changes to the program and review current research and service activities.

Objective 9.g): By 2013, establish student representation at all Advisory Council meetings, Executive Committee meetings, Faculty meetings, and CQI meetings.

1.1.e Description of the manner through which the mission, values, goals and objectives were developed, including a description of how various specific stakeholder groups were involved in their development.

The mission for the MPH program was originally developed and refined by faculty in the context of the Quality Enhancement Review (QER) of the program conducted by Florida State University. This review is further described in 1.2.a below. The MPH mission and vision statement has received extensive attention and debate among the faculty. As the program has evolved, the mission statement has been subsequently reviewed, debated, updated, and approved by the Masters in Public Health Advisory Council, students, alumni and
ultimately, the faculty committee. In 2010, the Advisory Council voted to include “practice” into the mission, which was later supported by the faculty. In Fall of 2011, the Self-Study Committee was formed and during the meeting on October 28, 2011, it was reviewed and further revised. During the Fall faculty meeting on November 21, 2011, the faculty wanted to add, "understand and" before the word "enhance" because they feel they spend a lot of time and research effort describing the problem. While reviewing the self-study, the executive committee decided to add, “engage in” before “support research” in the last line of the mission statement, which was ultimately rewritten to read, “to conduct and disseminate research that leads to improved health policy”. Most recently, March 28, 2013 the Advisory Council was in consensus to change the last sentence to end with “improved health status” as it would encompass policy and practice because they go hand and hand with improving health status. These final changes to the mission were agreed upon at the Faculty meeting on April 26, 2013.

The first draft of program values was written by Dr. Weisert in collaboration with Dr. Rowan and first presented to the Self-Study Committee at their first meeting in October of 2011. During their following meeting, in November, the program’s statement of values was discussed in detail and it was agreed that Dr. Weisert would revise the section to reflect the program’s plan to integrate concepts related to global public health (in response to a student suggestion). In addition, the section was updated to incorporate more recent public health value statements that have come since the Ottawa Declaration. New reports include the Healthy People 2020 report. The update along with the integration of a global perspective, and the addition of the last paragraph were reviewed during the faculty meeting on November 21, 2011 with no objections and further approved during the December 2, 2011 Self-Study Committee meeting.

The initial goals and objectives of the program were developed in the context of Council on Education for Public Health (CEPH) criteria and QER suggestions for the application. These goals and objectives were evaluated and revised with input from all faculty and from student representatives. The Self-Study Committee revised them on November 18 and December 2 of 2011. Some objectives were modified subsequently as the committee progressed though the self-study realizing the importance of having measurable objectives. The CEPH consultation visit prompted the Executive Committee to revise several objectives to give more specific targets and timelines. They also decided to keep some of the qualitative measures with the understanding that they will eventually be deleted or transition into quantitative measures. The goals and objectives were presented and discussed at the Advisory Council meeting on March 28, 2013; as a result, the objectives under Goal 9 were revised to reflect a timeline and organizational structure. The faculty approved these objectives during their meeting on April 26, 2013. Faculty agreed that although some objectives were process oriented, they were all valid objectives for the program and decided to keep them with the consensus to revise the objectives once the processes have become habitual. However, after the comments were received from the preliminary review of the Self-Study Committee, some grammatical changes were made during the most recent CQI meeting on July 9, 2013.

1.1.f Description of how the mission, values, goals and objectives are made available to the program’s constituent groups, including the general public, and how they are routinely reviewed and revised to ensure relevance.

The mission, values, goals and objectives of the program are made available to the faculty, staff, and students on the internal Blackboard organizational site under “Program Info”. They are also posted on the program’s bulletin board on the first floor of Bellamy. The public can see these items though our webpage: http://www.coss.fsu.edu/publichealth/.
Based on the annual information collection and review processes described in section 1.2 below, refinements and changes to the mission, goals, and objectives may be made as needed to accommodate changes in the program, the availability of new measures of program success, and the underlying demands of the program. As part of reviewing these items regularly, program constituents are emailed agenda items prior to CQI, Advisory Council, and faculty meetings to ensure they have time to review the material and reflect. The Self-Study Committee will transition into a Continuous Quality Improvement (CQI) Committee to assure that the program mission, values, goals and objectives are re-evaluated on a regular basis. In addition, all results will be presented to the Advisory Council and they, too, will be given opportunity to discuss the program’s mission and performance. All refined proposals for change will be presented to the MPH Faculty, the program’s governing body, for approval, modification or rejection.

Specific steps in the annual process for reviewing the goals and objectives are as follows:

- The CQI will meet five times per year for the express purpose of reviewing one or more goals and objectives, measures of meeting objectives, progress so far toward accomplishing the measures’ targets, and plans for the future. Over the course of the year, all CEPH goals and objectives required in the self-study will be reviewed.
- The purpose of this reviews is to keep the CQI and program stakeholders abreast of progress toward each goal so that we do not find ourselves short of goal achievement as months and years tick by. The CQI is the most broadly representative body of the program, open to virtually anyone who wants to attend, and specifically attempting to draw faculty, current students, alumni, and community representatives to these discussions of the program’s performance, progress and plans.
- As goals are discussed, appropriate program representatives will present their understanding of what is expected of them, activities that have taken place, successes achieved, barriers encountered, resources available and needed, participation in activities by other groups and stakeholders, planned activities, and projected success in meeting the program’s goals and documenting the required measures.
- Presenters will include the Directors of Student Services, Outreach, and Community Based Public Health Research as well as the MPH Program Director. The style of the meetings is egalitarian, open, solicitus of opinions and welcoming of recommendations for change. This approach was used in the CEPH self-study and as such the meetings proved very useful. The Accreditation Coordinator kept the discussion on track by keeping the group informed of the criterion under discussion and its reqirements.
- As these discussions can be wideranging, their proposals and concerns are refined by the Executive Committee in follow-up discussions and these are then presented to the MPH Faculty Committee for approval of policy changes, or if the issue is simply one of implementation, the Executive Committee takes the steps necessary to effect the change.
- Additionally, the process is to repeat it at the annual Advisory Council meeting. Again, each goal, objective and measure is reviewed, progress reported and plans laid out. This body includes community leaders, alumni, current students, and the various MPH Program Directors. Again, discussion is wideranging and in no way shy. Some goals and objectives receive member attention at one meeting; others at another. Some are discussed at every meeting. The process helps rethink and refine the program’s mission, values, objectives, measures, data collection and relationships with other programs. Again, any policy changes recommended by the Advisory Council are taken to the MPH Faculty Committee for final approval, modification, or rejection. If the changes suggested require only modification of on-going policy, these changes are effectuated by the Executive Committee – for example, recommendation that a particular topic be added to a faculty member’s class, or wording on the grad check form be modified to better reflect requirements. If the change is wording of the mission statement – a process that has taken place repeatedly over the years – final wording must be approved by the MPH Faculty Committee.
1.1.g Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

The criterion is met. The program has established its mission and continues to refine that mission and its related goals through evaluation and input from faculty, students, and the broader public health community.

**Strengths**
- The program embraces a clear and concise mission and has goals and objectives that are consistent with the mission.
- The mission reflects the program’s context within a College of Social Sciences and Public Policy located in the state capital.
- The mission, goals, objectives and values were reviewed and approved with broad participation in an iterative and collaborative process and are available to program constituents.
- The mission, goals and objectives support the core values used to guide the program.
- Program objectives are specific, measurable, achievable, realistic, and leave room for improvement.

**Weaknesses**
- Some measures are qualitative and measure only processes rather than outputs or impacts.
- We have placed insufficient emphasis on our alumni.
- Since increasing our course requirements to 42, we no longer receive applications from those with GRE scores above 1,500 and few above 1,200.
- We have no goals or objectives that target the rural community.
- There is no data collection method in place to track faculty’s dissemination of research through electronic vehicles (i.e. Skype and Google hangout).

**Plans**
- In the future, goals and objectives will be adapted to conform to changes in program structure and transition away from some of the qualitative and process measures into more quantitative impact measures.
- We will add a goal relating to our alumni aimed at building a stronger alumni network.
- Objective 3.e will be further evaluated once a baseline is established.
- The program is looking into yearly evaluations of overall student performance as way of increasing communication and garnering more program feedback.
- Set standards and data collection methods for dissemination of research through electronic vehicles.
CEPH
FSU MPH Accreditation
Self-Study Criteria 1.0: The Public Health Program
Section 1.2

1.2 Evaluation. The program shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the program’s effectiveness in serving its various constituencies; and for using evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the program must conduct an analytical self-study that analyzes performance against the accreditation criteria defined in this document.

1.2.a Description of the evaluation processes used to monitor progress against objectives defined in Criterion 1.1.d, including identification of the data systems and responsible parties associated with each objective and with the evaluation process as a whole. If these are common across all objectives, they need be described only once. If systems and responsible parties vary by objective or topic area, sufficient information must be provided to identify the systems and responsible party for each.

For each objective, the program has formal procedures and data systems in place for the collection and evaluation of data.

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<tr>
<td>8.b</td>
<td>Director of Outreach</td>
<td>Quarterly Reports</td>
<td>Quarterly</td>
</tr>
<tr>
<td>8.c</td>
<td>Director of Outreach</td>
<td>Quarterly Reports</td>
<td>Quarterly</td>
</tr>
<tr>
<td>9.a</td>
<td>Director of Student Services</td>
<td>Exit Survey</td>
<td>Semestery</td>
</tr>
<tr>
<td>9.b</td>
<td>Director of Student Services</td>
<td>Exit Survey</td>
<td>Semesteley</td>
</tr>
<tr>
<td>9.c</td>
<td>Director of Student Services</td>
<td>Alumni Survey</td>
<td>Tri Annually</td>
</tr>
<tr>
<td>9.d</td>
<td>Program Director</td>
<td>Annual Review</td>
<td>Annually</td>
</tr>
<tr>
<td>9.e</td>
<td>Program Director</td>
<td>Annual Review</td>
<td>Annually</td>
</tr>
<tr>
<td>9.f</td>
<td>Program Director</td>
<td>Annual Review</td>
<td>Annually</td>
</tr>
<tr>
<td>9.g</td>
<td>Program Director</td>
<td>Annual Review</td>
<td>Annually</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td><strong>Responsibility</strong></td>
<td><strong>System Process</strong></td>
<td><strong>Frequency</strong></td>
</tr>
</tbody>
</table>

**University Review**

The program formally undergoes a Quality Enhancement Review (QER) by the University approximately every seven years. The process serves as a tool for ensuring that the University fulfills and maintains its mission. Generally, the process enables the University to provide quality assurance, maintain academic standards, ensure continuous improvement of academic programs, and improve the University's reputation. Specifically, the process serves to implement recommendations of the state and University's strategic plans to permit continuous improvement and to advance FSU into the top tier of public research universities.

The QER’s primary purposes are (a) to examine the institutional effectiveness of a department or program, its national position with respect to comparable programs, what it needs to improve or sustain performance and (b) to serve as a basis for administrative decisions on the investment of new and existing resources. A program is evaluated based on its mission and that mission's relation to the University mission, student learning and program outcomes specified by the program, and the assessment and continuous evaluation of program and learning outcomes. The QER combines separate reviews from the FSU Graduate Policy Committee, the Provost’s Office, and an external (non-FSU) reviewer. The QER process requires the creation of a report documenting program performance in relation to the program’s mission and external University wide criteria.

The program is scheduled for its next review during the 2013-2014 cycle. The QER Guidelines and Procedures can be found in the manual under strategic planning in the resource file.

1.2.b Description of how the results of the evaluation processes described in Criterion 1.2.a are monitored, analyzed, communicated and regularly used by managers responsible for enhancing the quality of programs and activities.
Our ongoing evaluation system, described throughout this section of the self-study, is based upon our mission, goals, and objectives, which guide our planning so that we can strive to continuously optimize our program quality. Each summer the Executive Committee conducts a program evaluation by collecting, analyzing and reviewing all data relevant to the program’s goals and objectives. The results are kept on the content collection website and presented at the subsequent CQI meeting, faculty meetings, and the Advisory Council for review. This data is what drives our CQI discussion and decision making process throughout the year. Presenting the data to the Advisory Council and Faculty Meeting assures accountability regarding goal attainment.

The program has evolved substantially in the past four years in response to program growth and input from students, the Advisory Council, and the CEPH self-study process. The program has refined its mission statement and mechanisms for measuring program success, tailored its curriculum to ensure greater continuity in student education, facilitated the organization of a student group to provide student input into planning and evaluation, and utilized tools such as the Blackboard Organizational Website, to facilitate clearer communication among faculty, students, and staff. The Self-Study Committee will now transition into the program’s Continuous Quality Improvement (CQI) committee, which will have as its meeting agenda the systematic review of all goals and objectives, reviewing progress and planning activities and policy modifications to assure goal attainment and continuous improvement. Each of these changes occurred in response to and with input from each of the constituent groups, and from information gained through our evaluation process.

1.2.c Data regarding the program’s performance on each measurable objective described in Criterion 1.1.d must be provided for each of the last three years. To the extent that these data duplicate those required under other criteria (e.g., 1.6, 2.7, 3.1, 3.2, 3.3, 4.1, 4.3, or 4.4), the program should parenthetically identify the criteria where the data also appear.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1: Recruit a diverse group of quality students into the MPH program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.a. Receive an average of 100 applications for enrollment annually by 2015 (Appear in Criterion 4.3)</td>
<td>100</td>
<td>74</td>
<td>84</td>
<td>54</td>
</tr>
<tr>
<td>1.b. Maintain median GRE scores of accepted students near 150 on each of the Quantitative and Qualitative sections for tests taken on or after August 1, 2011, or near a cumulative score of 1000 for tests taken prior to August 1, 2011 (Appear in Criterion 4.3)</td>
<td>&gt; 1000</td>
<td>1081</td>
<td>1011</td>
<td>1033</td>
</tr>
<tr>
<td></td>
<td>≥ 150</td>
<td>N/A</td>
<td>N/A</td>
<td>155</td>
</tr>
<tr>
<td>Outcome Measure</td>
<td>Target</td>
<td>2010-2011</td>
<td>2011-2012</td>
<td>2012-2013</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>2.a. The core curriculum shall cover 100% of the competency matrix</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2.b. On exit surveys, 90% of students will report satisfaction with course offerings</td>
<td>&gt; 90%</td>
<td>N/A</td>
<td>N/A</td>
<td>90.00%</td>
</tr>
<tr>
<td>2.c. On exit surveys, no more than 10% of students report difficulties with course availability (Appear in Criterion 1.7)</td>
<td>&lt; 10%</td>
<td>N/A</td>
<td>N/A</td>
<td>30.00%</td>
</tr>
<tr>
<td>2.d. On exit surveys, no more than 20% of students report problems with finding a health-related internship</td>
<td>&lt; 20%</td>
<td>N/A</td>
<td>N/A</td>
<td>0.00%</td>
</tr>
<tr>
<td>2.e. On exit surveys, 80% of students report being “very well” prepared for the public health profession</td>
<td>&gt; 90%</td>
<td>N/A</td>
<td>N/A</td>
<td>60.00%</td>
</tr>
<tr>
<td>3.a. 90% of students maintain a GPA above 3.0 (Appear in Criterion 2.7)</td>
<td>90%</td>
<td>99%</td>
<td>97%</td>
<td>93%</td>
</tr>
<tr>
<td>3.b. Students will maintain an average yearly GPA of a 3.25 or higher (Appear in Criterion 2.7)</td>
<td>≥ 3.25</td>
<td>3.57</td>
<td>3.56</td>
<td>3.59</td>
</tr>
<tr>
<td>3.c. 80% of students will earn a grade of B or better in the Public Health Core Capstone I course (Appear in Criterion 2.7)</td>
<td>80%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>3.d. 80% of students will earn a grade of B or better in the Capstone II Policy course (Appear in Criterion 2.7)</td>
<td>80%</td>
<td>80%</td>
<td>93%</td>
<td>86%</td>
</tr>
<tr>
<td>3.e. 100% of students will identify at least three instances of employing one or more core competencies during their internship field placement experience (Appear in Criterion 2.7)</td>
<td>100%</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>3.f. 80% of full-time students graduate in 3 years or less, and 80% of part-time students graduate in 4 years or less (Appear in Criterion 2.7)</td>
<td>80% of full-time students 100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>3.f. 80% of part-time students 100%</td>
<td>80% of part-time students</td>
<td>100%</td>
<td>75%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Goal 4: Recruit and retain a complement of diverse faculty**

| 4.a. Recruitment efforts will identify faculty candidates that include women, LGBT and foreign-born individuals (Appear in Criterion 1.8 & 4.1) | 100% | N/A | 100% | N/A |
| 4.b. The faculty will represent the broad interdisciplinary nature of public health by having one faculty member from each of the six appropriate social science disciplines, acknowledging that from time to time one or more departments may be under-represented (Appear in Criterion 1.7, 1.8 & 4.1) | 6 | 6 | 5 | 6 |
| 4.c. No less than 70% of student course evaluations will indicate their overall assessment of the instructor to be in the top two categories—“very good” and “excellent”—in every MPH course (Appear in Criterion 4.1) | > 70% | 93% | 96% | 100%* no summer data |
| 4.d. 100% of faculty members report being supported by the program and understanding and supporting the requirements of being jointly appointed by their home department and the Public Health Program | 100% | 100% | 100% | 100% |

**Goal 5: Support faculty in their dissemination of public health research through publication and participation in health related conferences**

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.a. All tenure-track faculty members will have at least one health related, peer reviewed publication each per year (Appear in Criterion 3.1)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>5.b. 100% of tenure-track faculty members will present their health related research at one regional, national, or international conference every third year (Appear in Criterion 3.1)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>5.c. Provide financial support, when requested, to faculty who present their public health related research at one professional regional, national, or international conference every other year (Appear in Criterion 3.1)</td>
<td>≥ 1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Goal 6: Garner adequate resources for the maintenance of an interdisciplinary public health program**

| 6.a. Program student/faculty ratio will be maintained at 9:1 or less (Appear in Criterion 1.7) | ≤ 9:1 | 6.35 : 1 | 9.87 : 1 | 5.18 : 1 |
| 6.b. Institutional support per student will be at least $20k per year by 2015 (Appear in Criterion 1.6) | $20,000 | $20,573.48 | $16,322.57 | $18,987.36 |
| 6.c. All courses will be taught in technology-enhanced classrooms (Appear in Criterion 1.7) | 100% | 100% | 100% | 100% |
| 6.d. Software in the student computer lab will be monitored, maintained, and updated each semester to fit course requirements (Appear in Criterion 1.7) | 100% | 100% | 100% | 100% |

**Goal 7: Provide service to health organizations through faculty and student service offerings**

<p>| 7.a. Provide at least two opportunities each semester for student community-based service related to public health for each Fall and Spring semester (Appear in Criterion 3.2) | ≥ 3 Fall | 1 | 2 | 3 |
| 7.b. The Director of Student Services will maintain internship preceptor relationships through a qualitative internship survey with each preceptor, and engage in systematic outreach efforts annually to sustain beneficial linkages for service via internships (Appear in Criterion 3.2) | Annually | Yes | Yes | Yes |
| 7.c. At least one faculty member will annually serve as a professional resource, organization, officer, speaker, consultant, expert, or will volunteer for community-based public health with policy-related organizations | ≥ 1 | 4 | 5 | 4 |</p>
<table>
<thead>
<tr>
<th>Goal 8: Provide information and instruction related to public health policy, research and practice to the public health workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.a. Provide at least two workforce development opportunities per year</td>
</tr>
<tr>
<td>8.b. Obtain and evaluate surveys on quality and relevance of presentations for 75% of offerings</td>
</tr>
<tr>
<td>8.c. At least two faculty members will present at a workforce development event per year</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Goal 9: Continuously improve the program through ongoing and systematic self-evaluation, student feedback, and input from the local public health community and the broad academic public health community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Measure</strong></td>
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<tr>
<td>---------------------</td>
</tr>
<tr>
<td>9.a. Maintain a 90% compliance rate of outgoing students completing an exit-interview survey concerning program performance, strengths, weaknesses, and ideas for improvement, meeting at least 85% of students’ expectations</td>
</tr>
<tr>
<td>9.b. Meet expectations of at least 85% of students on exit survey</td>
</tr>
<tr>
<td>9.c. Conduct an Alumni Survey every three years seeking feedback on developments in the field, usefulness of the program in preparing students for their careers, and advice on potential avenues of program improvement (Appear in Criterion 2.7)</td>
</tr>
<tr>
<td>9.d. Conduct annual meetings with the Advisory Council consisting of representatives from the public health community, alumni and current students to seek input and feedback on the program’s goals and objectives, focusing in particular on developments in the field, and implications for the MPH program teaching, research and service</td>
</tr>
<tr>
<td>9.e. Maintain a Continuous Quality Improvement (CQI) committee of faculty, staff, students, and alumni; and conduct five committee meetings per year to evaluate the program’s progress and develop ideas for improvements</td>
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<tr>
<td>9.f. Conduct semiannual Faculty meetings to discuss, evaluate, and vote on changes to the program and review current research and service activities</td>
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<tr>
<td>9.g. By 2013, establish student representation at all Advisory Council meetings, Executive Committee meetings, Faculty meetings, and CQI meetings</td>
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Description of the manner in which the self-study document was developed, including effective opportunities for input by important program constituents, including institutional officers, administrative staff, faculty, students, alumni and representatives of the public health community.

Preparation of the self-study report has been an ongoing collaborative process involving program faculty, students, alumni and staff. Primary responsibility for the document lies with the Executive Committee. The document drew extensively on items prepared for the CEPH initial application process, the previous QER self-study report written by Lauren Porter under the direction of Dr. Weissert. Meri Eger and Deanna Barath staffed preparation of the final self-study report, which in fact was written by many hands including faculty, students and staff.

The program hired Meri in 2011 as the Accreditation Coordinator to complete the application process and work on the self-study. After attending CEPH orientation in 2011 and preparing the document outline according to the procedures, a Self-Study Committee was formed in October 2011 and began meeting monthly. The committee was comprised of students, faculty, staff, and alumni; it later expanded to include all Advisory Council members, adjuncts and additional alumni. At each meeting, several different criteria were reviewed, revised, assessed for appropriateness and progress, and feedback was solicited on all aspects. In between self-study meetings, the Accreditation Coordinator addressed issues and directed the collection of relevant data. The Academic Program Specialist completed primary collection of program data. The accreditation process and relevant materials were discussed at each of the Faculty and Advisory Council meetings for input and feedback on progress through the criteria. All participants contributed to the long and recursive process of creating and adjusting the program’s mission statement, goals, and objectives.

In March of 2012, Meri stepped down because she was moving across the country. She facilitated the transition to a new hire, Zilpha Underwood. Despite every effort to bring Zilpha up to date on the materials, she found it to be overwhelming and stepped down. The program hired Deanna Barath, MPH graduate student and Self-Study Committee member, as the new Accreditation Coordinator. Self-study meetings continued as planned without disruption. In preparation for the consultation visit, the faculty were each given a copy of the self-study report at the Fall 2012 faculty meeting and asked to provide feedback and develop any questions for the consultant. On November 5, 2012, the program arranged for a consultation visit, which helped to shed light on the strengths and weaknesses of the self-study report thus far and increase awareness of the CEPH procedures to all constituents. All stakeholders were given a copy of the self-study for the consultation visit.

Beginning in December 2012 and on through April 2013, the MPH Program Director, Director of Student Services, and the Accreditation Coordinator met weekly on Fridays to streamline the review process and began regular monthly Self-Study Committee meetings beginning in January 2013. The Deans office staff and the University’s Controllers office thoroughly reviewed Criteria 1.6, the Academic Support Specialist reviewed Criteria 2.4.3. and 4.4 for accuracy, and faculty was asked to focus on Criteria 3.4.1, and 4.2. Prior to the preliminary deadline for the self-study, faculty was asked to review the entire document.

After the preliminary comments were received, the program held one executive meeting and one CQI meetings to review the program’s goals, objectives, competencies, and diversity goals. The executive committee reviewed the self-study and submitted it for third party review by the Dean of the College of Social Sciences and Public Policy, other University administrators and publicly on the website. All third party reviewers will be notified to send their reviews to the CEPH.

All meeting minutes can be found in the resource file under Committee Membership & Minutes.
1.2.e Assessment of the extent to which this criterion is met, and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

The criterion is met. The Program has developed a number of institutions and procedures to evaluate the program and to facilitate program planning. As a relatively new program, some aspects of the review process remain in early stages and require further revision and development. Greater experience with the review process will facilitate the development of new evaluation and planning procedures and techniques. Furthermore, University wide technological changes will ease current data collection demands and create opportunities for new measures of program evaluation.

**Strengths**

- We are a mission driven, health policy focused program situated in the capital city of a major state with excellent ties to the state and counties’ departments of health, the Medicaid agency, the elder affairs department, the state legislature and state government.
- Our interdisciplinary program model draws faculty who are expert in their disciplinary fields, are excellent teachers actively engaged in public health related research and its dissemination, and participate in public health workforce development and service activities.
- We have placed in leadership of our CPBH and workforce training activities individuals whose professional community positions place them in an excellent position to facilitate MPH program involvement and leadership in these activities. The number of applications to the MPH program is steadily increasing, while the student diversity profile continues to expose students to differing cultures and international health policies. Core coursework covers our MPH competencies, and their mastery by students is demonstrated during student internships, a capstone exam and a major thesis-length policy analysis paper.
- The program has a well-organized structure with levels of responsibility ranging from day to day policy implementation, to participatory continuous program improvement discussion to systematic progress review and planning by a committed and knowledgeable Advisory Council, to formal governance and policy approval by the MPH faculty committee, including student representation at each level of planning, review, management and implementation.
- The program has very strong leadership, strong support from the dean and provost, and capable staff support.
- We have a strong and growing student association that takes an active role in program planning, implementation and review.
- We have protected nine credits of coursework as electives so that students can focus their study according to their own preferences such as epidemiology or public health emergency management.

**Weakness**

- We have little to no valid exit data as of yet, though mechanisms now in place appear to be solving that problem.
- Workforce training opportunities and evaluations have been limited but mechanisms are in place to enhance performance on that objective.
- We have done too little in CPBH but again have put in place an institutional arrangement to address this weakness.

**Plans**

- Exit surveys will continue to be a requirement on the graduation check form and must be completed before it will be approved to authorize graduation. We will monitor effectiveness of this approach regularly.
- When we do workforce presentations, evaluations will be distributed with the agenda and emailed electronically to those that signed in and provided an email address.
- We will seek to increase applications by increasing program advertising to the Hispanic population with a newly created Spanish brochure.
- Dr. Rice will organize additional workforce training sessions, negotiating with each faculty member to match presentation topics to those identified in his annual county health department needs assessment. Presenters from other colleges will be added as needed to address topics on which the MPH faculty has limited knowledge.
- We will distribute alumni surveys every three years through the FSU Alumni Association, which has proven effective.
1.3 Institutional Environment. The program shall be an integral part of an accredited institution of higher education.

1.3.a A brief description of the institution in which the program is located, along with the names of accrediting bodies (other than CEPH) to which the institution responds.

Florida State University is one of the largest and oldest of the eleven institutions of higher learning in the State University System of Florida directed by the Florida Board of Governors. Located in Tallahassee, Florida's capital city, the University affords students and faculty opportunities for interaction with state and federal agencies for internships, research, and part-time employment, as well as a myriad of social, cultural, and recreational activities. The main campus is located on 446.2 acres in Tallahassee with other facilities owned in Leon, Bay, Collier, Franklin, Sarasota, and Gadsden counties, and leased in Escambia, Leon, and Palm Beach counties in Florida, and other locations overseas. Though its initial origins date back to as early as 1823, Florida State University was formally founded in 1851 as the Florida State College for Women, which by the 1930s had become the third largest women’s college in the nation. In 1947, in response to the demands of returning World War II veterans, the Florida Legislature converted FSU into a coeducational institution. Over the years, Florida State University has developed into one of the nation’s elite comprehensive, national, graduate-research University offering more than 300 outstanding academic and professional degrees in top-flight programs ranging from Business and Physics to Music and Creative Writing. The University instills the strength, skill, and character essential for lifelong learning, personal responsibility, and achievement. The University now serves a student body of more than 40,000 through 16 colleges, plus the Graduate School. Students may take courses of study leading to the baccalaureate degree in 103 degree programs, to the master's degree in 115 degree programs, to the advanced master’s degree in 1 program, to the specialist degree in 23 degree programs, to the doctorate degree in 76 degree programs, and to the professional degree in 2 degree programs. The academic divisions are the Colleges of Applied Studies; Arts & Sciences; Business; Communication & Information; Criminology & Criminal Justice; Education; Engineering; The Graduate School; Human Sciences; Law; Medicine; Motion Picture Arts; Music; Nursing; Social Sciences & Public Policy; Social Work; and Visual Arts, Theatre & Dance. The Florida State University is fully accredited, since 1915, by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). The University was reaffirmed in 2004 and is currently preparing for its next decennial reaffirmation. SACSCOC accreditation is essential to the University. In addition to approval for the receipt of federal funding, accreditation demonstrates a commitment to higher education and a desire to continuously improve the quality of the institution. A list of all other accrediting bodies can be found in the resource file at: http://www.ir.fsu.edu/Factbooks/2011-12/Accreditations.pdf

1.3.b One or more organizational Charts of the University indicating the program’s relationship to the other components of the institution including reporting lines and clearly depicting how the program reports to or is supervised by other components of the institution.

The MPH program reports directly to the Dean of the College of Social Sciences and Public Policy. For issues of graduate program policy the program is supervised by the Dean of the FSU Graduate School and by policies adopted by the FSU Graduate Policy Committee, which also evaluates the program’s performance and compliance with graduate school policy.
Chart 3.1.b.1
Florida State University Overview
University to College Organizational Chart
Chart 3.b.2
Master's in Public Health
College to MPH Level Organizational Chart

SELECTIONED UNIVERSITY COMPONENTS PROVIDING SERVICES AND GUIDANCE TO THE COSS AND MPH PROGRAM
- DIVISION OF ACADEMIC AFFAIRS
  - Provost & Executive Vice President
  - Garrett S. Stiles
- DEAN OF THE FACULTIES
  - Anne E. Rowe
- UNIVERSITY GRADUATE POLICY COMMITTEE
- DEAN OF STUDENTS
  - Jeanine Ward-Real
- GRADUATE MANAGEMENT ENROLLMENT COMMITTEE
- REGISTRAR
- UNIVERSITY ADMISSIONS APPEALS COMMITTEE

COLLEGE OF SOCIAL SCIENCES AND PUBLIC POLICY
(COSS)
David R. Rasmussen, Dean

COSS COMMITTEES
- ADMINISTRATIVE COMMITTEE
- POLICY AND ACADEMIC AFFAIRS COMMITTEE
- PROMOTION AND TENURE COMMITTEE

COSS DEPARTMENTS
- DEPARTMENT OF GEOGRAPHY
- DEPARTMENT OF ECONOMICS
- DEPARTMENT OF SOCIOLOGY
- DEPARTMENT OF POLITICAL SCIENCE
- DEPARTMENT OF URBAN AND REGIONAL PLANNING
- ASKET SCHOOL OF PUBLIC ADMINISTRATION AND POLICY

INTERDISCIPLINARY PROGRAMS
- AFRICAN AMERICAN STUDIES
- DEMOGRAPHY
- INTERNATIONAL STUDIES
- INTERDISCIPLINARY SOCIAL SCIENCE
- MASTERS OF PUBLIC HEALTH (MPH)

SELECTED COLLEGE COMPONENTS PROVIDING SUPPORT SERVICES TO THE MPH PROGRAM
- COSS ASSOCIATE DEAN FOR STUDENT AFFAIRS
  - Graham Kinkel
- COSS OFFICE OF THE DEAN
  - Financial & Personnel Support Staff
- COSS IT SUPPORT
1.3.c  Description of the program’s involvement and role in the following:

- Budgeting and resource allocation, including budget negotiations, indirect cost recoveries, distribution of tuition and fees and support for fund-raising

Tuition and fees are distributed to the colleges by the provost, loosely related to enrollment and other factors. The MPH Program Director negotiates a budget each year with the Dean of the College by formulating an estimate of all expected expenses. Any new or unusual expenses that will influence the budget are discussed with the Dean at that time and reported to the Dean’s budget manager. Items such as CEPH site visit expenses anticipated for the current and coming year, or the anticipation of hiring a new adjunct faculty member are examples. Those new expenses are taken into account when the Dean drafts a budget for the MPH program. Decisions regarding travel support for faculty and students, wage support for student assistants, and equipment and supply purchases for the program’s staff and assistants are made at the MPH Program Director’s discretion within the budget negotiated at the beginning of the year. If unanticipated expenses are going to cause the program to exceed its budget estimate, these are discussed with the dean in one-on-one meetings with the MPH Program Director or by email messages to the Dean. Tuition waivers are nominated by the MPH Program Director and approved by the Dean of the College.

Indirect costs are distributed according to University policy (A-21, Section E.1. & F.1) (http://www.research.fsu.edu/contractsgrants/directindirectcosts.html), generally following the faculty member. Additional funds are accrued through the Dean’s fundraising staff, as some donors specifically support the MPH program. The program participates in fund-raising through the Director’s membership on the College’s Executive Committee, which under the Dean’s leadership discusses, modifies and approves fund-raising plans, initiatives, printed materials, displays and other activities associated with fund raising by both the college and the University. For example, public health is a topic of considerable relevance to the Successful Longevity topic in the University’s billion-dollar “Big Ideas” fund-raising initiative stated last year by the University president. A fund-raising staff of the college also works to raise funds directly for the MPH program, soliciting project ideas from the MPH director and presenting them to donors. The MPH director solicits input on project ideas from faculty and students.

Details of the budget process are as follows:

- The Dean estimates the college budget including expected allocations from the provost and carry-forward funds from the year before;
- The Dean reviews each institutional entity budget with its chair or director; in this case, the MPH Program Director, seeking assurance that last year’s budget will be a satisfactory target for the coming year;
- If new expenses are expected, he seeks advice on items from last year that may not be recurring for next year, and if any can be identified by the MPH Program Director, the two negotiate on a reduction of that item or items – for example, reduction in the number of student assistants to be hired, decrease in the number of trips to be supported by the MPH program, adjuncts to be hired and their salaries;
- If new expenses are going to be required, for example, for temporary staff assistance with a specific project such as preparation of the self-study, the MPH Program Director requests that funds be added to the budget estimate;
- In this give and take manner, a firm budget target is reached and the MPH Program Director agrees not to exceed it (though when on occasion the program has exceeded its budget, the Dean has generously awarded additional funds to support the program as needed); this year as
changes were made to the program – hiring additional adjuncts – the Dean was verbally alerted that the program would probably need additional funds before year’s end;

- Equipment is on a separate budget that is developed college-wide each year from requests from the various institutional entities. The MPH program generally seeks a new computer for its full-time, non-tenured teaching faculty member roughly every four years and this request is usually met. Faculty who are jointly appointed in a department receive their computer, printer and any other hardware and software through their home departments, typically replacing computers every fourth year.

- Travel and conference fees are awarded by the director to MPH faculty and students upon request by the faculty member or student after sufficient justification for the trip and conference have been provided, including review of the public health focus of the conference and documentation of the role and level of participation of the faculty member. Funding is usually capped at $500 with the expectation that the faculty member’s department will also contribute funds. Minimum participation requires presentation of a public health related paper at the conference.

– Personnel recruitment, selection and advancement, including faculty and staff

MPH support staff is housed in the nearby office of Interdisciplinary Programs and staff is shared among three masters and one undergraduate interdisciplinary program. Directors of the three masters programs (one of whom also chairs the undergraduate program, and one of whom is the Associate Dean for Interdisciplinary Programs) sit as an executive committee to select and hire staff for the office, assign duties, and evaluate staff performance.

The MPH program shares seven of its eight full-time faculty as joint appointments with the six departments of the college. The MPH Program Director sits as a member of departmental search committees when searches are conducted for a jointly appointed faculty member and holds a veto power for candidates during the selection and hiring process. The Program Director evaluates each faculty member jointly with his or her respective home department’s chair. This evaluation is used in the promotion and tenure process for faculty.

– Academic standards and policies, including establishment and oversight of curricula

Course titles, numbers, and general content are reviewed and approved by the University Curriculum Committee and the state board of higher education. Syllabi are reviewed and approved by the college’s Policy and Academic Committee and the University Curriculum Committee. Recruitment and enrollment policies are made and supported by the University Graduate Enrollment Management Committee. The MPH Executive Committee drafts curriculum change proposals, seeks consultation from students, discusses proposed changes with faculty directly affected, debates the merits of the proposal and considers modifications in the CQI, formulates a policy change which is refined by the executive committee and submitted to the MPH faculty for formal review and approval. Changes are included in the annual review by the MPH Advisory Council. As part of the annual evaluation process, each course is observed by a member of the faculty and student course evaluations are reviewed by the executive committee. [http://facsenate.fsu.edu/curriculum-forms](http://facsenate.fsu.edu/curriculum-forms)

1.3.d. If a collaborative program, descriptions of all participating institutions and delineation of their relationships to the program.
Not Applicable; the Florida State University Master’s in Public Health is not a collaborative program with other institutions.

1.3.e. If a collaborative program, a copy of the formal written agreement that establishes the rights and obligations of the participating universities in regard to the program’s operation.

Not Applicable; the Florida State University Master’s in Public Health is not a collaborative program with other institutions.

1.3.f Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

The criterion is met.

**Strengths**
- The MPH program is housed in an accredited University.
- The program receives financial support both from the Office of the Provost and the Dean of the College of Social Sciences and Public Policy.
- The budget and tuition waiver authorities are adequate to support the program.
- Relevant academic policies and procedures of the MPH program conform to policies and practices in place at the University, the College, and the Graduate School.
- The MPH program participates in budgeting decisions both in setting an annual budget and in discretion in expending that budget, as well as in recruitment and promotion of joint faculty within the College.
- The process of program review and policy change is participatory and involves as many participants as can be encouraged to participate – particularly in CQI meetings – and formally includes students at every level of decision-making.

**Weakness**
- The program’s reliance primarily upon jointly appointed faculty presents a challenge for developing program cohesion.

**Plans**
- Regular CQI meetings present an opportunity for informal exchange on issues of importance to the program, giving faculty and students, opportunities to express and debate values and policies.
- A broader sense of program ownership is expected to be one important product.
1.4 Organization and Administration. The program shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the program’s public health mission. The organizational structure shall effectively support the work of the program’s constituents.

1.4.a One or more organizational charts delineating the administrative organization of the program, indicating relationships among its internal components.

Program Director—William Weissert, PhD
The MPH Program Director is responsible for overall leadership, coordination, policy implementation, fiscal management, personnel recruitment and administration, student recruitment and administration, representation and advocacy of the program and its and direction. The director also teaches in the program.

Director of Student Services – Alan Rowan, Dr.PH
This position encompasses a wide range of responsibility including teaching, student advising, internship program administration, web page administration, student lounge equipment monitoring, student recruitment and selection, and BS/MPH credit sharing program administration.

Director of Community Based Public Health Research (CBPH)—Kevin Frentz, PhD
This position is responsible for directing the planning, development and conducting of community-based, participatory public health research, and then translating that research into action in ways that maintain equal status between participants and researchers.

Director of Outreach—Homer Rice, PhD
Workforce Training Coordinator conducts or obtains from the FDOH an annual survey of public health workforce needs and organizes in-service training for public health work force members. He also identifies public health service opportunities.

MPH Faculty
The MPH faculty is comprised of jointly appointed faculty throughout the College of Social Sciences as well as the Directors of Student Services, CBPH, and Outreach. They are the governing body of the MPH program and must approve all program policy changes. The also teach, conduct research and provide service to the program.

Academic Program Specialist—Kaley Boggs
The Academic Program Specialist coordinates the MPH admissions process and assists in advising students on program requirements throughout the degree process, does final graduation clearances, ensures completion of students’ exit survey, and coordinates the official degree posting with the College of Social Sciences and Public Policy and the registrar. She or he gathers and reports program statistics.

Accreditation Coordinator—Deanna Barath
The program’s Accreditation Coordinator is primarily responsible for staffing the initial CEPH self-study, consultation visit, site visit, annual reports, and the reaccreditation process. Secondary duties include support of strategic planning, process management, and performance improvement. This position acts as the liaison between the program and the Council on Education for Public Health (CEPH).
Chart 1.4.a
Masters of Public Health Program
2012-2013 Program Level Organizational Chart

MASTERS IN PUBLIC HEALTH PROGRAM
William Weissert, Director
JOINTLY APPOINTED, TENURED
MPH/POLITICAL SCIENCE FACULTY

DIRECTOR OF OUTREACH
Homer Rice

DIRECTOR OF COMMUNITY-BASED PUBLIC HEALTH RESEARCH
Kevin Frentz

DIRECTOR OF STUDENT SERVICES
Alan Rowan
MPH Faculty
Non-Tenure Track

PUBLIC HEALTH STUDENT ASSOCIATION

ADJUNCTS/ VISITING FACULTY
Amy Burdette
JOINTLY APPOINTED, TENURE TRACK
MPH/SOCIOLOGY FACULTY

Chris Cozni
JOINTLY APPOINTED, TENURE TRACK
MPH/URBAN & REGIONAL PLANNING FACULTY

Keon Lee
JOINTLY APPOINTED, TENURE TRACK
MPH/PUBLIC ADMINISTRATION FACULTY

Katia Showman
JOINTLY APPOINTED, NON-TENURE TRACK
MPH/ECONOMICS FACULTY

Chris Uejo
JOINTLY APPOINTED, TENURE TRACK
MPH/GEOGRAPHY FACULTY

Vacent
JOINTLY APPOINTED, TENURE TRACK
MPH/SOCIOLOGY FACULTY

OTHER UNIVERSITY UNITS’ SELECTED FACULTY
e.g., Human Sciences, Statistics, Informatics
1.4.b Description of the manner in which interdisciplinary coordination, cooperation and collaboration occur and support public health learning, research and service.

The FSU MPH program is built upon the foundations of interdisciplinary cooperation. All tenure track faculty in the program have joint appointments in both the program and one of the various departments housed in the College of the Social Sciences. The program strives to appoint faculty across the social science disciplines to ensure a diversity of disciplinary perspectives. As a result, the program maintains a core contingent of faculty drawn from each of the major disciplines of the social sciences including economics, political science, sociology, geography, public administration, and planning. Adjunct faculties are chosen from the field of Public Health to add real world experiences to the curriculum. The program’s diverse faculty and courses expose students to the various approaches adopted by different disciplines to the challenges of public health. Additionally, faculty can utilize the MPH students as research assistants to provide a more hands on experience with permission from the MPH Program Director. Students are also eligible to apply for joint degree offered with the Department of Urban and Regional Planning. Moreover, the program strives to further incorporate other disciplines within the social and behavioral sciences by creating a list of approved electives from across the University. The program strives to make linkages with the College of Medicine and the Law School in order to host joint seminars and panel discussions.

1.4.c Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion is met.

**Strengths**
- The MPH program is housed within a broader organizational and administrative environment conducive to learning and research.
- Formal policies exist to ensure ethical practices.
- The organizational design of the program guarantees interdisciplinary communication, cooperation and coordination.
- Adjuncts from the field, internships and community service facilitate coordination with the larger public health community.

**Weakness**
- The program is small. Mounting a CPBH research project on our own is probably not an option. It is more likely that we will participate in one.

**Plans**
- The newly appointed CBPH Research Director will meet with the CQI to discuss possible projects.
1.5 Governance. The program administration and faculty shall have clearly defined rights and responsibilities concerning program governance and academic policies. Students shall, where appropriate, have participatory roles in the conduct of program evaluation procedures, policy setting and decision-making.

1.5.a A list of standing and important ad hoc committees, with a statement of charge, composition and current membership for each.

**The Executive Committee**

The program maintains an Executive Committee that is responsible for guiding program development as well as program review, student recruitment, curriculum development, faculty performance, planning, problem solving, and related issues and concerns. The Executive Committee is composed of the MPH Program Director, a faculty member, a student representative, and a staff member. Exclusively in the case of a grievance filed in writing by a faculty member, student or staff member, a member of the Advisory Council shall also participate as a voting member of the Executive Committee. For all significant decisions and changes in the program, the Executive Committee submits proposals for discussion by the CQI and subsequently to the full faculty for review, debate, and approval. When time constraints make immediate action preferable, implements the decisions of the Executive Committee on the authority of the MPH Program Director, after which the full faculty is asked to review and approve, modify or reject the policy change at its regularly scheduled faculty meetings each semester. Specific objectives carried out by the Executive Committee include:

- Directs the collection and review of scheduled program evaluation data each semester, and prepares results for presentation to various MPH committees each Spring as part of the program’s Annual Review.
- Organizes CQI, annual Advisory Council Meetings, and faculty meeting to seek advice and to review the program’s mission, direction, scope and performance.
- Plans and executes program changes approved by the MPH faculty.
- Provides appropriate information for the annual Institutional Effectiveness Portal.
- Receive, review, act upon formally filed, written grievances, and report disposition of these grievances to the MPH faculty.

**Current Members Include:**

- William Weissert, PhD  MPH Program Director
- Alan Rowan, Dr.PH, MPA  Faculty Member
- Patrice Williams  Public Health Student Association President
- Kaley Boggs  Staff
- Homer Rice, PhD  Advisory Council Representative—present during grievance cases

**Continuous Quality Improvement (CQI) Committee**

The CQI committee, formally known as the Self-Study Committee, is composed of the MPH faculty members, staff, students, alumni, and Advisory Council members. Membership is voluntary. Membership is evaluated yearly at the beginning of each Fall semester. Students are invited to participate in the CQI meetings through various channels such as the PHSA, in class announcements, and email. Various other community members may
attend with permission from the MPH Program Director. The CQI shall meet five times during the year to discuss issues related to the MPH program including: priorities; curriculum; enrollment; faculty complement; budget; space and equipment; program quality and improvement targets and evaluation of progress toward targets; service opportunities; CBPH research opportunities; and any other issue raised by any member in attendance or proposed in advance by communication to the MPH Program Director. The CQI committee is primarily responsible for the systematic review of the program’s goals and objectives, making plans for meeting objectives, and assisting in identifying service and community based public health research opportunities for the program.

**Current Members Include:**

- William Weisert, PhD  
  MPH Program Director
- Alan Rowan, Dr.PH, MPA  
  Director of Student Services, Faculty Member
- Homer Rice, PhD, MPH  
  Administrator of the Leon County Health Department
- Kevin Frentz, PhD  
  FSU Wellness Center, Health Educator
- Chris Coutts, PhD, MPH  
  Faculty Member- Urban and Regional Planning
- Amy Burdette, PhD  
  Faculty Member- Sociology
- Keon Lee, PhD, MPH  
  Faculty Member- Public Administration
- Chris Uejio, PhD  
  Faculty Member- Geography
- Gail Bellamy, PhD  
  Director, Florida Blue Center for Rural Health Research and Policy
- Marie Cowart, Dr.PH  
  Professor Emerita at Florida State University
- Lucy Fredrick, MPH*  
  Florida Tax Watch, Analyst
- Shawn Hamm, MPH*  
  Performance Improvement Consultant & Safety Coordinator, FDOH
- Deanna Barath  
  Accreditation Coordinator, MPH Student
- Tyrell Daniels  
  MPH Student, PHSA Vice President
- Patrice Williams  
  MPH Student, PHSA President
- Brittney Dixon  
  MPH Student, PHSA Secretary
- Carrie Godfrey  
  MPH Student
- Ekperechi Abazie  
  MPH Student

*Alumni

**The Advisory Council**

This Council is composed of the MPH Program Director, the Public Health Student Association President, alumni, current students, and other professionals in the field of public health, health care or such other individuals as the Executive Committee shall deem appropriate for membership. Members volunteer their time for the annual meeting held in March. They evaluate the program’s mission statement, vision, and values, and review the competency matrix. Their contribution and insight regarding current challenges and opportunities of practicing public health professionals, and how the MPH program can best equip its graduates, is sought, valued, and given careful consideration in setting program goals and objectives, curriculum scope and content, program performance, upon such other issues as the MPH Program Director may seek advice, or members of the Advisory Council may choose to offer. Advisory Council members’ insights are particularly sought for alerting the program to respond to changes in the field of public health, health care delivery, or other issues of importance to the program’s direction and performance. An explicit function of the Advisory Council is to provide accountability for the program with respect to meeting its goals and objectives. To that end, at each annual session, data measuring progress toward meeting the program’s goals and objectives is presented and plans for next year are discussed.
Agenda items:
- Overview of the program and its recent statistics from the program’s annual review
- Accountability: report progress on achieving mission, goals and objectives and review the mission, goals and objectives for continued appropriateness
- Planned activities
- Field developments and implications for program curriculum changes
- Student testimony (one or two students discuss their program experiences, internship, and career plans to provide an indication of how the program is actually working and may be changing over time)
- PHSA report

Current Members Include:
William Weisert, PhD MPH Program Director
Alan Rowan, Dr.PH, MPA Director of Student Services
Kim Barnhill, MS, MPH* Chief of Staff, Florida Department of Health
Homer Rice, PhD, MPH Administrator of the Leon County Health Department
Jessica Hogan, MPH Financial Analyst at Capital Health Plan
Gail Bellamy, PhD Director, Florida Blue Center for Rural Health Research and Policy
Marie Cowart, Dr.PH Professor Emerita at Florida State University
Nicolette Castagna, MPH* Community Health Improvement Multi County Collaborative Coordinator
Shawn Hamm, MPH* Performance Improvement Consultant & Safety Coordinator, FDOH
Nicole Murray, MPH Management Analyst
Tyler Sununu, MPH* Administrator of Heritage Health Care Center
Deanna Barath Accreditation Coordinator, MPH Student
Brittney Dixon MPH Student, PHSA Secretary
Patrice Williams MPH Student, PHSA President
*Alumni

Faculty Committee
All MPH faculty members are formally organized into this committee with the addition of one student representative. This committee is the governing body of the MPH program and has final authority over all aspects of the program’s curriculum, admission’s practices and policies, student and faculty recruitment policies and practices, by-laws, and all other aspects of the program. The MPH Program Director arranges for two faculty meetings a year, one in Spring and one in Fall. All faculty members are encouraged to attend these meetings because the results and recommendations of CQI and Advisory Council meetings will be discussed. It is in these meetings that faculty can voice their opinions about the program. All policy recommendations of the director, the Continuing Quality Improvement Committee, the Advisory Council, the admissions process, the Grievance Committee and all other committees and task forces are subject to review and final approval by the MPH faculty. Faculty members are also expected to serve on the various committees of the MPH program, in particular the Continuous Quality Improvement Committee. Decisions of the faculty committee are made by consensus after informal discussion initiated by an agenda prepared by the MPH Program Director. When consensus cannot be reached, a majority of those present and voting, if a quorum is present, rules. A quorum consists of a majority of the MPH faculty if the MPH Program Director and one other Director are present and voting.
1.5.b Identification of how the following functions are addressed within the program’s committees and organizational structure:

<table>
<thead>
<tr>
<th>Function</th>
<th>Executive Committee</th>
<th>Advisory Council</th>
<th>CQI Committee</th>
<th>Faculty Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>General program policy development</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Planning and evaluation</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Budget and resource allocation</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Student recruitment, admission and award of degrees</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Faculty recruitment, retention, promotion and tenure</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Academic standards and policies, including curriculum development</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Research and service expectations and policies</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

The issues of general program and policy development are discussed at every meeting of every committee. Problems and opportunities are discussed, policy changes are suggested, and consensus is reached in each committee. Final review and adoption of policy change is the province of the MPH faculty committee.

Planning and evaluation is also done by every committee. However, the CQI is principally responsible for discussing and formulating proposals for meeting program objectives, while the Advisory Council serves as a deadline for presenting progress toward meeting objectives and discussing plans for meeting them in the coming year.

Like the federal government’s budget, most of the MPH budget is dedicated to meeting commitments made in past years. That is, most of the money goes to maintaining our faculty complement. Discretionary funds are generally limited to supplies (decisions on supplies are made by the MPH Program Director or the Executive Committee in the case of larger expenditure items such as a shredder); travel (policy on travel funds is approved by the faculty committee but discretionary decisions pursuant to that policy are made by the MPH Program Director); and adjunct faculty (decisions on hiring adjunct faculty are made by the MPH Program Director in consultation with various MPH committees); and student assistantships (decisions on assistantships are made by the MPH Program Director in consultation with Executive Committee members.)

Faculty recruitment is done jointly with the disciplinary departments, the MPH Program Director and MPH Executive Committee members. The Director serves on the disciplinary committee search committee. Executive Committee members review vitae and provide feedback to the MPH Program Director who represents their views to the search committee. Executive Committee members attend presentations and interview candidates, and consult with the MPH Program Director on ranking candidates.
Academic standards and policies, including curriculum development are the particular province for discussion and recommended changes of the CQI. All curriculum changes, admissions targets and practices, and academic standards are discussed by the CQI. The MPH Program Director presents their recommendations to the MPH Faculty Meeting where they are officially adopted, modified and adopted or rejected. If rejected, the recommendations may be revisited by the CQI later. An example would be that the CQI recommended making Dr. Burdette’s Applied Public Health Data Analysis a requirement, thereby cutting the number of electives credits from nine to six. After a lengthy debate, the faculty committee voted to reject this suggestion, keep both Applied Public Health Data Analysis and Health Economics as electives, and revisit the issue in the future. This outcome was influenced by the student committee member on the faculty who urged the committee to keep the flexibility of nine elective credits so that students were free to concentrate on a preferred subfield such as epidemiology or public health emergency management.

1.5.c A copy of the bylaws or other policy document that determines the rights and obligations of administrators, faculty and students in governance of the program, if applicable.

A copy of the MPH Program’s bylaws can be found in the resource file.

1.5.d Identification of program faculty who hold membership on University committees, through which faculty contribute to the activities of the University.

Dr. Weisert
- Faculty Senate, 2007-present.
- University Admissions Committee, 2007 to present.
- Chair, Ad Hoc Graduate Policy Committee to review the Department of Child and Family Health in the College of Human Sciences.

Dr. Coutts
- Member, Program in Interdisciplinary Computing Steering Committee, 2011–present
- Member, International Programs, Inc. Board of Directors, 2011–2014

1.5.e Description of student roles in governance, including any formal student organizations.

Public Health Student Association

Students are self-organized into an official University Registered Student Organization (RSO) known as the Public Health Student Association (PHSA). The PHSA is run by students and governed by an executive board of elected students who follow the RSO policies put in place by the by the College of Graduate Students and Student Government. They receive oversight and guidance from a Faculty Advisor. As an official University RSO, the PHSA can request limited funds from the College of Graduate Students for services, honorariums, clothing, and food. The program provides the PHSA space on the primary program website and the group organizes and functions through its own Facebook page.

The PHSA president serves as a member on all MPH governing committees including the Executive Committee, the CQI, the Advisory Council and the MPH Faculty Committee. She or he is responsible for being the voice of all of the students. If the president cannot attend a meeting, he/she is responsible for finding a suitable replacement.
The PHSA is primarily active during the Fall and Spring semesters, at which time they hold monthly meetings. They attempt to bring in guest speakers from the Florida Department of Health, Leon County Health Department, and other community organizations including the Red Cross, Southeastern Community Blood Center, and Capital Health Plan as an attempt to broaden their network and understanding of what prospective job opportunities are available in the vast world of Public Health. Most guest speakers offer internship opportunities as well.

During PHSA meetings, important programmatic topics are brought up for discussion and feedback. The students trust in the president to voice their opinions and concerns to the MPH Program Director. These meetings also provide the students a time and place to talk outside of the classroom and away from faculty. First year students look towards upper level students to serve as unofficial mentors and tutors as they seek information on the program and methods for performance. The executive board of the PHSA strives to foster a culturally competent positive atmosphere where all students feel included.

The student organization works to provide community service opportunities for the Public Health Program. Members also promote the program through speaking at other RSO meetings, participating in campus events like the Relay for Life and having a table at “Union Wednesdays”, at which they also disseminate important public health messages. The PHSA strives to serve the broader community through fundraising, giving money and gathering supplies for the Havana Health Clinic, an organization that provides services to the uninsured, rural population of Havana, just 20 minutes North of Tallahassee.

Additionally, students are urged to individually participate in all CQI meetings and two or more are asked each year to give testimony to the Advisory Council. Their testimony is a source of information for members regarding direction of the program, the types of students being recruited, their program experiences, their career plans, and any noteworthy problems or successes they have encountered during the tenure in the program.

<table>
<thead>
<tr>
<th>The current PHSA elected executive board:</th>
<th>Faculty Advisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrice Williams</td>
<td>President</td>
</tr>
<tr>
<td>Tyrell Daniels</td>
<td>Vice President</td>
</tr>
<tr>
<td>Brittney Dixon</td>
<td>Secretary/Treasurer</td>
</tr>
</tbody>
</table>

**Exit Surveys**
As of the 2012 academic year, all students must complete an exit survey prior to receiving graduation clearance from Dr. Rowan. The exit survey is an anonymous survey. In it, students can express their opinions about the program’s performance on everything including student recruitment, courses offered, course content, requirements, support they needed (received or did not receive), course availability, program cost, job and placement opportunities, workload, their internship experience, the computer lab and any other issue they wish to raise. This survey is provided through the program’s Blackboard website. Results of the exit survey are compiled each semester by the Director of Student Services and presented to faculty and student representative as part of the Annual Review.

**Student Evaluations**
Students evaluate each course taught in the program as a part of the University wide course evaluation system. The University evaluates teaching using a combined instrument: State University System Student Assessment of
Instruction/Student Perception of Teaching (SUSSAI/SPOT). All instructors are required to have these evaluations administered during the last two weeks of each Fall and Spring semester for all classes in which at least 10 students are enrolled. Results of the SUSSAI section of the evaluation are public information and are available to students online at https://java.apps.fsu.edu/sussai/main.jsp and at Strozier Library. All other teaching evaluations are confidential. The MPH Program Director reviews results from the State University System Student Assessment of Instruction (SUSSAI) for each course in the program taught by core faculty as a normal process of annual faculty review. Any issues are brought to the Executive Committee.

1.5.f Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

The criterion is met. The program has a clear governance structure with clearly delineated roles for each of its various committees. They complement each other, providing opportunities to formulate policy proposals, debate and discuss them, submit them for final approval by the faculty, and set an annual deadline for reporting and demonstrating accountability on progress of the program toward its goals and objectives.

**Strengths**
- Clear and participatory governance structure.
- The governance structure ensures participation by students and faculty in program review, revision, and development. Additionally, the CQI membership is open to faculty, students, alumni, community representatives, preceptors and others interested in the MPH program.

**Weakness**
- Keeping active attendance at CQI meetings proves difficult at times. Attendance at other meetings has not been a problem.
- Completion of the exit interview has not been checked against regularly as criteria for graduation.

**Plans**
- We might try holding CQI meetings over lunch and providing lunch as an inducement to attend.
- The exit survey will continue to post anonymous results, but participation will now be tracked on blackboard.
1.6 Fiscal Resources. The program shall have financial resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

1.6.a Description of the budgetary and allocation processes, including all sources of funding supportive of the instruction, research and service activities. This description should include, as appropriate, discussion about legislative appropriations, formula for funds distribution, tuition generation and retention, gifts, grants and contracts, indirect cost recovery, taxes or levies imposed by the University or other entity within the University, and other policies that impact the fiscal resources available to the program.

In addition to the description of budgetary and allocation process in 1.3.c (page 21), all E&G (Education & General, appropriated by the state) funds are distributed as instructed by the Legislature (for things like facilities, salaries, or specific appropriations), or as deemed appropriate by the University’s executive management. For non-E&G, budgeting is handled within each unit. For instance, Housing is an auxiliary that sets its own budget based on anticipated collections and needs. The Board of Trustees approves all budgets.

Regarding E&G salary budgets and carryforward accounts, E&G salary budgets are controlled via a process called Rate Allocation managed by the Budget Office. Units may convert unused rates on faculty positions to a non-salary budgetary category; however, fringe benefits on faculty positions and any remaining funds on staff positions are swept to the E&G reserve at the end of each fiscal year. Remaining funds in non-salary budgetary categories stay with the units at the end of each fiscal year and roll to carryforward.

A list of all funding sources can be found at [http://budget.fsu.edu/content/download/94269/965872/file/Funding%20Sources%20Feb2013.pdf](http://budget.fsu.edu/content/download/94269/965872/file/Funding%20Sources%20Feb2013.pdf)

FSU’s annual operating budgets can be found at [http://budget.fsu.edu/content/download/94276/965922/file/1%20Beginning%20Annual%20Operating%20Budgets%202012-13.pdf](http://budget.fsu.edu/content/download/94276/965922/file/1%20Beginning%20Annual%20Operating%20Budgets%202012-13.pdf)

Current information on the most recent legislative appropriations can be found at [http://www.advocateforfloridastate.fsu.edu/](http://www.advocateforfloridastate.fsu.edu/).

Gifts are administered by the FSU Foundation and can be specified for certain projects, people, or programs. Donors can choose to provide support through our annual fund, an endowment, or through a planned gift. You can find information about the Foundation at [http://one.fsu.edu/community/page.aspx?pid=616](http://one.fsu.edu/community/page.aspx?pid=616).

**The University Process**

The President’s Annual Budgeting and Planning process is fundamental to integrating the systematic review of goals and outcomes into the budget process. Each year, in consultation with the University president, the Associate Vice President for Budget Planning and Financial Services, develops instructions and a schedule for a planning and budgeting report. All campus units are included in the request and submit information through their respective divisions. The report solicits information on each unit’s existing strategic goals, unit activities in relationship to those goals and those of the University, each unit’s plans for the upcoming year and a request for the resources needed to realize those plans. Unit response assessments and requests are reviewed by the respective Vice Presidents, synthesized, given a technical review by the Office of Institutional Effectiveness, and
forwarded to the President along with budget recommendations. The President’s process is used in development of the annual Board of Governors Work Plan and Allocation process. The Work Plan includes information regarding University priorities, performance and requests for resources. Resource requests are incorporated in the University Legislative Budget Request, upon recommendation by the President, and submitted to the University Board of Trustees and Florida Board of Governors as part of the Work Plan. The Provost and President review the annual submissions and include their recommendations in submission to the Board of Trustees. These materials are also used to allocate funds once received by the University.

Units draw broadly on performance results registered in various processes to inform the assessment they submit as part of the President’s Budgeting and Planning process. They use both the results of the annual student learning and program assessment process as well as the results of various other planning and assessment processes.

Core University planning processes are maintained and run by their individual unit heads but are linked to the activities of other units on campus. For example, enrollment planning is under the authority of the University Provost and operates on an annual basis. It is staffed by the Office of Institutional Research and the Admission Office. Its operational assumptions and ultimate outcomes are vital to units across campuses that are sensitive to student demand and use. The Provost involves units in the planning process as appropriate and conducts meetings throughout the year. In similar fashion, the on-going review of academic programs is managed by the Office of the Provost. By law, all University academic programs are reviewed every seven years. The review process involves a self-study by each program, examination by committees of the Faculty Senate, and by relevant deans. An external review by faculty from peer institutions is also part of the process that evaluates the quality of each department’s students, faculty, curriculum and outcomes. Along the same lines, the Office of Student Affairs conducts planning and annual evaluation of student activities using internal studies and nationally normed surveys. Here the thrust is both on improving the logistical aspects of their operations and gaps in their outcomes.

**System Process**
The Florida Board of Governor’s is responsible for developing and submitting the Legislative Budget Request (LBR) for the state universities to the Legislature. The Board of Governor’s use the Universities’ Work Plans approved by the University’s Boards of Trustees to address specific issues included in the LBR. The specific issues must support the goals of the Strategic Plan, recommendations made by task force reports or studies and for shared system resources. These issues can be system wide or University specific. They allow universities the flexibility to address specific issues related to the universities’ mission and priorities.

The state universities in Florida are funded incrementally which means that universities receive their base appropriation plus additional funds to address issues as justified to the Legislature. The Legislature provides funds for cost-to-continue items such as salary increases, insurance adjustments, new space funding, etc.

Universities are funded incrementally for changes to the facility inventory related to the operation of new facilities. The Plant Operations and Maintenance model generates dollars by multiplying the number of new gross square feet (GSF) times three factors. The factors are building use, energy consumption and operations and maintenance funding (generally janitorial and grounds keepers).
Until 2007-08, formula generated funds were also added for enrollment growth (new students admitted to the universities). The enrollment growth formula began with the incremental student FTE that is multiplied by various University cost factors to generate dollars for the enrollment growth issue.

Another formula that has not received new funding in recent years is library resources. The funding formula for libraries starts with a recurring library base. This base is multiplied by a University Library Price Index established by Research Associates of Washington.

Since the State University System is funded incrementally, funds associated with enrollment and library resources remain as a part of the universities’ base allocation. New incremental funding has not been added in recent years using these formulas but discretionary funding has been provided that could be used to support these and other priorities of the universities.

The State University system is funded from a variety of sources. General revenue funds, lottery, and students fees provide most of the funds appropriated by the Legislature. The Legislature sets the amount of in-state undergraduate tuition, the University Boards of Trustees has been delegated the authority to set graduate, professional tuition, and all out-of-state fees by the Board of Governors. The Board of Governors approves undergraduate tuition differential fees based on the recommendations of each University’s board of trustees.

**Tuition and Fees**

All tuition and fees are deposited to the Student Fees Trust Fund, part of the E&G budget entity. The University’s executive management allocates incremental increases; tuition has increased by 15% each of the last three years for both Florida residents and non-residents. A list of the types of fees associated with student tuition can be found at [http://controller.vpfa.fsu.edu/Student-Financial-Services/SFS-For-Students/Tuition-Rates](http://controller.vpfa.fsu.edu/Student-Financial-Services/SFS-For-Students/Tuition-Rates) and a detailed table listing the each fee for the last three years can be found below.

**Indirect Cost Recovery**

Indirect Cost Recovery — or F&A (Facilities and Administrative Cost Recovery)— is a means by which the University obtains from funding agencies a portion of the expenses associated with supporting the research of its faculty and their associates. The facilities required by researchers include the heated, cooled, and illuminated laboratories and offices with appropriate power supply; computing hardware and software; network services; library resources; and the maintenance of the buildings in which research is conducted. Administrative costs include the salaries and benefits of those who assist in the submission of grant applications and provide accounting services.

The rate at which the University may reclaim such expenditures from federal agencies results from formal negotiation and is a fixed figure. The F&A rate for non-federal funding agencies will be in compliance with the FSU indirect cost rates listed in the indirect cost rates section found at: [http://www.research.fsu.edu/contractsgrants/documents/factssheet.pdf](http://www.research.fsu.edu/contractsgrants/documents/factssheet.pdf).

The University deposits the indirect costs charged to grants in its Sponsored Research and Development Trust Fund (SRAD). The SRAD funds are then used for a variety of purposes such as the operation of the Office of Research and start-up costs for new hires. They as well support faculty research across the campus. For example, the Council on Research and Creativity provides internal funding for research through eight programs. The Office of Research also distributes portions of these funds to colleges and schools, and their departments,
according to a formula based upon the amount of F&A cost-recovery each unit generates. Further policy can be reviewed at [http://www.research.fsu.edu/contractsgrants/recoverycost.html](http://www.research.fsu.edu/contractsgrants/recoverycost.html).

### 1.6.b

A clearly formulated program budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, whichever is longer. If the program does not have a separate budget, it must present an estimate of available funds and expenditures by major category and explain the basis of the estimate. This information must be presented in a table format as appropriate to the program.

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Funds</td>
<td>$480,753.00</td>
<td>$438,244.00</td>
<td>$514,337.00</td>
<td>$514,161.00</td>
<td>$427,215.65</td>
</tr>
<tr>
<td>Grants/Contracts</td>
<td>$5,000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Waivers</td>
<td>$16,662.00</td>
<td>$29,485.00</td>
<td>$19,978.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$966,506.00</strong></td>
<td><strong>$876,488.00</strong></td>
<td><strong>$1,028,674.00</strong></td>
<td><strong>$1,028,322.00</strong></td>
<td><strong>$854,431.30</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries &amp; Benefits</td>
<td>$294,450.00</td>
<td>$297,396.00</td>
<td>$297,396.00</td>
<td>$265,239.00</td>
<td>$264,315.00</td>
</tr>
<tr>
<td>Staff Salaries &amp; Benefits</td>
<td>$16,630.00</td>
<td>$27,309.00</td>
<td>$24,215.00</td>
<td>$15,153.00</td>
<td>$34,860.00</td>
</tr>
<tr>
<td>Course Commitments</td>
<td>$137,758.00</td>
<td>$81,539.00</td>
<td>$160,726.00</td>
<td>$201,976.00</td>
<td>$119,000.00</td>
</tr>
<tr>
<td>Operations</td>
<td>$5,500.00</td>
<td>$8,500.00</td>
<td>$8,500.00</td>
<td>$6,994.00</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>Travel</td>
<td>$6,000.00</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
<td>$3,023.00</td>
<td>$2,400.00</td>
</tr>
<tr>
<td>Student Support</td>
<td>$20,415.00</td>
<td>$21,000.00</td>
<td>$21,000.00</td>
<td>$17,276.00</td>
<td>$5,440.65</td>
</tr>
<tr>
<td>Accreditation</td>
<td></td>
<td></td>
<td></td>
<td>$4,500.00</td>
<td>$1,500.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$480,753.00</strong></td>
<td><strong>$438,244.00</strong></td>
<td><strong>$514,337.00</strong></td>
<td><strong>$514,161.00</strong></td>
<td><strong>$427,215.65</strong></td>
</tr>
</tbody>
</table>

1.6.c If the program is a collaborative one sponsored by two or more universities, the budget statement must make clear the financial contributions of each sponsoring University to the overall program budget. This should be accompanied by a description of how tuition and other income is shared, including indirect cost returns for research generated by public health program faculty who may have their primary appointment

*Not Applicable; the Florida State University Master’s in Public Health is not a collaborative program with other institutions.*

### 1.6.d

Identification of measurable objectives by which the program assesses the adequacy of its fiscal resources, along with data regarding the program’s performance against those measures for each of the last three years.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.b. Institutional support per student will be at least $20k per year by 2015</td>
<td>$20,000</td>
<td>$20,573.48</td>
<td>$16,322.57</td>
<td>$18,987.36</td>
</tr>
</tbody>
</table>

1.6.e Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

The criterion is met.
**Strengths**
- The budget is adequate to operate the program.
- Requests for additional faculty have been met at each opportunity.
- The director’s one-on-one meeting with the dean provides adequate opportunity to address planned expenditure increases.

**Weakness**
- Faculty have received few raises, encouraging turnover.

**Plans**
- Raises are expected this year.
1.7 Faculty and Other Resources. The program shall have personnel and other resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

1.7.a A concise statement or chart defining the number (headcount) of primary faculty employed by the program for each of the last three years, organized by concentration. See CEPH Data Template 1.7.1.

<table>
<thead>
<tr>
<th>MPH Generalist</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>7</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

1.7.b A table delineating the number of faculty, students and SFRs, organized by concentration, for each of the last three years (calendar years or academic years) prior to the site visit. Data must be presented in a table format.

<table>
<thead>
<tr>
<th>MPH</th>
<th>HC Primary Faculty</th>
<th>FTE1 Primary Faculty</th>
<th>HC Other Faculty</th>
<th>FTE Other Faculty</th>
<th>HC Total Faculty</th>
<th>FTE Total Faculty</th>
<th>HC Students</th>
<th>FTE Students</th>
<th>SFR by Primary Faculty</th>
<th>SFR by Total Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH-2010</td>
<td>8</td>
<td>5.825</td>
<td>5</td>
<td>.625</td>
<td>13</td>
<td>6.45</td>
<td>45</td>
<td>37</td>
<td>6.35 : 1</td>
<td>5.74 : 1</td>
</tr>
<tr>
<td>MPH-2011</td>
<td>7</td>
<td>5.075</td>
<td>4</td>
<td>.50</td>
<td>11</td>
<td>5.575</td>
<td>59</td>
<td>50.1</td>
<td>9.87 : 1</td>
<td>8.98 : 1</td>
</tr>
<tr>
<td>MPH-2012</td>
<td>8</td>
<td>5.825</td>
<td>3</td>
<td>.375</td>
<td>11</td>
<td>6.2</td>
<td>41</td>
<td>30.2</td>
<td>5.18 : 1</td>
<td>4.87 : 1</td>
</tr>
</tbody>
</table>

1.7.c A concise statement or chart concerning the headcount and FTE of non-faculty, non-student personnel (administration and staff) who support the program.

Given its relatively small size, the administrative demands of the program are minimal. The FSU MPH shares administrative staff with three other academic programs through the Office of Interdisciplinary Social Sciences. The ISS Office has two full-time administrators and a number of part-time federal work-study students. Additionally, all faculty and staff in the College of Social Sciences and Public Policy have access to a small unit of IT professionals who are dedicated for the college only. This team can assist with purchasing new computers, software, or IT related items, recovering lost data, installing new programs, and basic computer maintenance. The staff can be contacted through this webpage [http://www.coss.fsu.edu/technology](http://www.coss.fsu.edu/technology).

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1 Most jointly appointed faculty FTE consist of teaching (.25), research (.45), and service (.05) = .75
Dr. Rowan has 1 FTE and Dr. Weissert has .875 due to his added administrative duties as the MPH Program Director.
Dr. Lee’s FTE varies by his research contribution with a FTE of .25 + .315 + .05 = .615
Dr. Showman’s FTE varies. Because she is non-tenure track 30% of her teaching and .05 for service = .335
1.7.d Description of the space available to the program for various purposes (offices, classrooms, common space for student use, etc.), by location.

The MPH program is housed within the Bellamy Building on the main campus of Florida State University. As a relatively small interdisciplinary program, the MPH program draws on the shared facilities of the College of Social Sciences and Public Policy and the individual departments. The faculty members’ home departments or the Interdisciplinary Social Sciences Office for non-tenure track faculty generally provides office space for program faculty. All MPH students have access to a Masters Student Lounge on the ground floor of the Bellamy Building, room 047. The Masters Student Lounge provides students a meeting location as well as access to general computing resources such as software access for data analysis, geographic information systems and health informatics (such as SPSS, SASS, STATA, and GIS). Faculty members are consulted each year to review additional necessary software for current course offerings. Four conference rooms are available to schedule through the main office for group meetings and presentations (or any large group activity), as well as five classrooms that can be used for study sessions and presentations by both students and faculty. If the main office is unable to assist in finding space, Academic Space and Scheduling, a division of the University Registrar’s Office, coordinates the assignment of class sections to available classroom space and schedules special academic/academic-related events in academic spaces.

http://condor.tecad.fsu.edu/room_stats/tec_classrooms.aspx. These electronic and on-campus resources work in conjunction with one another to provide an active support system that creates an active learning environment and increases academic performance.

1.7.e A concise description of the laboratory space and description of the kind, quantity and special features or special equipment.

Not applicable, as per the program’s mission, MPH faculty is engaged in Social Science research, which rarely requires laboratory space.

1.7.f A concise statement concerning the amount, location and types of computer facilities and resources for students, faculty, administration and staff.

Florida State University provides all students access to an extensive, campus wide computer and wireless internet network. Apart from a large number of smaller facilities, the University houses three major computer labs available to all students. Each computer has access to the internet and commonly used software, including Microsoft Office, SPSS, R, and SAS. In addition, all MPH students have access to the Master’s Student Lounge located on the ground floor of the Bellamy building, which contains computers with commonly used software. In addition, students have access to more specialized computer labs and software when appropriate. For example, students taking the Medical Geography or GIS Social Applications courses have access to the specialized computing resources of the Geography program, including advanced mapping and statistical software, such as ArcGIS.

The Scholars Commons, a faculty and graduate student research center, is located in Strozier Library and offers a variety of spaces for research, study, collaboration, and production of materials. Additional facilities and equipment are available in Dirac and other University libraries.

- Computer lab with Internet access, Microsoft Office, SPSS, STATA, SAS, NVivo, Maple, MATLAB, and other software
- Group study rooms
- Graduate conference room (can be reserved for larger groups, dissertation defenses, etc.)
• Reading Room (access limited to graduate students and faculty)
• Quiet study areas
• Research carrels
• Wireless access and wireless printing
• PCs and Macs with access to the Internet and other software products
• Multimedia production equipment and software
• Laptops, digital recorders, cameras, and other equipment available for checkout
• Adaptive equipment and software for persons with disabilities

1.7.g A concise description of library/information resources available for program use, including a description of library capacity to provide digital (electronic) content, access mechanisms, training opportunities and document-delivery services.

Florida State University maintains an extensive library system befitting a major research University. FSU houses eight libraries on campus, The Robert Manning Strozier Library, Paul A. M. Dirac Science Library, Mildred and Claude Pepper Library, Warren Allen Music Library, Harold Goldstein Library and Information Studies Library, College of Law Library, College of Medicine Medical Library, and the College of Engineering Library. The three main libraries of importance to MPH students are

1. The Robert Manning Strozier Library is FSU’s largest library. Strozier’s main collection is primarily comprised of materials in the humanities and social science subject areas. In addition, Strozier houses special collections, maps, government documents, multimedia, electronic and microform materials.
2. The Paul Dirac Science Library houses the University’s holdings of research materials in the pure, applied, and related sciences. Dirac maintains a collection of over 500,000 volumes and provides online access to over 350 databases and 11,000 electronic journals.
3. The Charlotte Edwards Maguire Medical Library is maintained by the College of Medicine. The Maguire Library provides access to a large number of electronic medical databases, books, and periodicals related to the field of medicine and health, including a number of prominent public health journals.

The Libraries’ resources support teaching, learning and research across the curriculum. Many resources are available electronically and accessible from any location by logging in with their Blackboard account. The Florida State University’s membership in the Center for Research Libraries provides access to many rare and specialized materials. Materials not available online or at the libraries may be requested through interlibrary loan or through the new statewide UBorrow system, offering FSU faculty and students, delivery of over 15 million books from all state University libraries and:
• 3 million+ volumes, including 549,000+ e-books
• 78,000+ serials and e-journals
• 771+ databases covering a wide range of subject areas
• Depository library for U.S. government, state of Florida and United Nations publications
• Special Collections of rare and historic materials

The Special Collections and Archives Division of the University Libraries supports and advances research, teaching, and scholarship by acquiring, preserving, and providing access to collections of original manuscripts, rare books, and University archives for use by students, faculty, and researchers worldwide. Materials not available at the libraries may be requested through Interlibrary Loan.

Professional librarians offer research assistance in person, over the telephone, via e-mail and through live Internet chat sessions. Library and information literacy instruction sessions are available to classes and groups in the Strozier Instruction Lab upon request. Academic departments have designated librarian liaisons that offer
resources and assistance customized to each department's needs. Faculty members and Post-Docs can request the delivery and pick-up of library materials to and from their offices using the Faculty Express Delivery Service (FEDS). Physical items will be delivered to designated department locations, journal articles will be delivered by e-mail, and all available items will be delivered within two business days.

Librarians from the University Libraries are valuable partners in teaching critical thinking skills to students and helping alleviate the information anxiety many students feel when confronted with University-level research and information gathering. The Libraries provide a variety of services to support teaching and learning.

- Library research instruction for classes
- Assistance with developing research assignments
- Course reserves — articles can be put on electronic reserve and physical materials on reserve at Strozier, Dirac, or Engineering Libraries.
- Multimedia Production — Equipment and assistance available in Strozier Library
- Customized research guides or content for course Blackboard® sites

1.7.h A concise statement of any other resources not mentioned above, if applicable.

Other Tallahassee Libraries:

- Florida A&M University Libraries: http://www.famu.edu/index.cfm?a=library&p=Home
- Leon County Public Library: http://www.leoncountyfl.gov/library/
- State Library of Florida: http://dlis.dos.state.fl.us/Library/
- Tallahassee Community College Library: https://www.tcc.fl.edu/Current/Academics/Library/Pages/default.aspx
- Library of the Supreme Court of Florida: http://library.flcourts.org/
- University of Michigan Libraries—available to Dr. Weissert as Professor Emeritus and used to help students with find journals and documents available through their resources

1.7.i Identification of measurable objectives through which the program assesses the adequacy of its resources, along with data regarding the program’s performance against those measures for each of the last three years.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.c. On exit surveys, no more than 10% of students report difficulties with course availability</td>
<td>&lt; 10%</td>
<td>N/A</td>
<td>N/A</td>
<td>30.00%</td>
</tr>
<tr>
<td>4.b. The faculty will represent the broad interdisciplinary nature of public health by having one faculty member from each of the six appropriate social science disciplines, acknowledging that from time to time one or more departments may be under-represented</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6.a. Program student/faculty ratio will be maintained at 9:1 or less</td>
<td>≤ 9:1</td>
<td>6.35 : 1</td>
<td>9.87 : 1</td>
<td>5.18 : 1</td>
</tr>
<tr>
<td>6.c. All courses will be taught in technology-enhanced classrooms</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>6.d. Software in the student computer lab will be monitored, maintained, and updated each semester to fit course requirements</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
1.7.j Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

**Strengths**
- Interdisciplinary nature of the faculty and program.
- Vast range of accessible library resources, computer software, and a computer lab.
- Faculty members have access to an IT professional within the college for any assistance they need.
- Student to faculty ratios are typically low, which ensures class sizes are not too large and courses are offered regularly.

**Weakness**
- Building MPH faculty cohesion is a challenge given the divided loyalties occasioned by earning tenure not in the program but in a disciplinary department.
- Department chairs sometimes want a faculty member to teach a course, which is not an optimal choice for MPH students.

**Plans**
- Greater participation in faculty members’ annual review is planned and is likely to focus attention of both faculty and their chairs on obligations to the MPH program.
1.8 Diversity. The program shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.

1.8.a A written plan and/or policies demonstrating systematic incorporation of diversity within the program. Required elements include the following:

i. Description of the program’s under-represented populations, including a rationale for the designation.

Historical enrollment data from the Fall of 2005 through the Spring of 2013 show that Whites have made up 48% of enrollment, Blacks 31%, Hispanics 10%, Asians 8%, Other 2% and 2% were not reported. Additionally, Florida residents made up 82% of historical enrollment, US Residents 6%, Temporary Florida Residents 4%, Resident Aliens 3% and internationals made up 4%. The self-study committee examined these categories for each year’s enrollment and determined that the under-represented populations included those that are classified as “other”, meaning Native Americans & Hawaiian Pacific Islanders, and foreign (resident alien/international) students. However, looking at the percentages for each admitted cohort, the Hispanic and Black percentages have decreased, Asian has increased. It was the group’s consensus to continue our outreach to the Black population and increase our efforts to attract more Hispanic students given that we are in the state of Florida. To that extent, the under-represented student population is Hispanics, Blacks, and Foreign students.

The traditionally under-represented populations for the program’s faculty include women, Blacks, and Hispanics. Because our program is small and the opportunity for growth is limited, the members of the self-study committee chose to include two categories, choosing women and LGBT for the gender category and Hispanic for the ethnicity category.

ii. A list of goals for achieving diversity and cultural competence within the program, and a description of how diversity-related goals are consistent with the University’s mission, strategic plan and other initiatives on diversity, as applicable.

The Florida State University recognizes that every competitive advantage begins with people. By valuing, celebrating and leveraging the differences and similarities of our students, faculty and staff, we inspire an environment of innovation and passion – one that enables us to create a teaching, research and service environment that better reflects the needs of our students, faculty, staff, customers, constituents, communities and other key stakeholders.

Diversity and Inclusion have long been a part of the operating philosophy at the University. In the context of workplace, valuing diversity means creating a workplace that respects and includes differences, recognizes the unique contributions that individuals with many types of differences can make, and creates a work environment that maximizes the potential of all employees. As a concept, it focuses on a broader set of qualities than race and gender. Inclusion is a practice of ensuring that
people in an organization feel they belong, are engaged and are connected through their work to the goals and objectives of the organization.

As of 2009, diversity has been included into FSU’s mission, vision, and values. The University believes that fostering academic excellence in a diverse setting will help recruit and produce professionals to succeed in the 21st-century global workforce. Our program’s goals hope to do just that by creating diversity among our program through course offerings; the student and faculty population; field experience; and activities through the student organization. Students will be exposed to different cultures and global issues in and out of the classrooms allowing them to gain the knowledge, skills, and global perspectives to be effective leaders in all aspects of society while receiving a strong foundation in Public Health.

Long-Term MPH Program’s Diversity Goals:

- Recruit traditionally under-represented students, especially Black and Hispanic;
- Recruit students who are foreign born or whose native language is not English;
- Recruit students 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;
- Expose students to people with differing first languages and issues of cultural sensitivity to enhance cultural competency;
- Recruit faculty members who are women and/or LBGT; and
- Recruit a Hispanic faculty member and/or foreign born.

iii. Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the program should also document its commitment to maintaining/using these policies.

The MPH program is committed to maintaining a climate free of harassment and discrimination. All faculty, staff, and students should become aware of these University polices during campus orientation and it is reinforced during the Program’s orientation; these policies are also listed in the faculty and student handbooks. Students are also encouraged to seek advice and help through the PHSA President, Academic Program Specialist, Director of Student Services, the MPH Program Director or any faculty member. The link to file an Internal Discrimination Complaint is posted on our blackboard website.

http://compliance.hr.fsu.edu/index.cfm?page=complaint

OP-C-7-I3 _Equal Opportunity, Non-Discrimination, And Non-Retaliation Policy & Procedures:_
http://policies.wpfa.fsu.edu/personnel/3i.html

The Florida State University is an affirmative action and equal opportunity employer supporting a culturally diverse educational and work environment. The University is committed to a policy of equal opportunity, non-discrimination and non-retaliation for any member of the University community on the basis of race, creed, color, sex, religion, national origin, age, disability, veterans’ or marital status, sexual orientation, gender identity, gender expression, or any other protected group status. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable federal and state laws, regulations, ordinances, orders and rules, and University's policies,
procedures, and processes. It addresses all terms and conditions of employment in addition to student life, campus support services and/or academic environment.

The University expressly prohibits unlawful discrimination, harassment, or retaliation, whether in assumption, attitudes, acts, or policies. Conduct that intimidates by threat, brings about adversity, or creates a hostile environment, is contrary to the University's commitment of maintaining a harmonious, high performance work and educational environment.

Retaliation against an individual, who in good faith brings a discrimination or harassment complaint, participates in the investigation of a complaint, or engages in some other protected activity, is expressly prohibited and will be regarded as a separate and distinct cause for discipline under these procedures.

Specific Authority:
Florida Statute Chapter 760.10 Florida Civil Rights Act of 1992
FSU Regulations 6C2R-4.013 Non Discrimination Policies and Procedures
Executive Order 11246, as amended by Executive Order 11375 and 12088
Rehabilitation Act of 1973 (Section 504)
Title VI - Federal Civil Rights Act of 1964
Title VII- Federal Civil Rights Act of 1964
Title IX of the Educational Amendment Act of 1972
Equal Pay Act of 1963, as amended by the Educational Amendments of 1972
Age Discrimination in Employment Act of 1967, as amended
1978 Ban against Pregnancy Discrimination
Florida Hate Crime Reporting Act of 1989
Americans with Disabilities Act of 1990
Civil Rights Act of 1991

OP-C-7-I4 Sexual Harassment

Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by The Florida State University, whether by faculty, students, or staff or by others while on property owned by or under the control of the University.

Specific Authority:
Florida State University Sexual Harassment Policy

iv. Policies that support a climate for working and learning in a diverse setting.

Florida State University's Office of Equal Opportunity and Compliance (EOC) is responsible for advancing and monitoring the University's Equal Employment Opportunity (EEO), Affirmative Action (AA), and Americans with Disabilities Act (ADA) policies, procedures, programs and initiatives. The EOC accomplishes this by:

- Working to maintain an environment free from discrimination and harassment and ensuring compliance with all applicable local, state and federal laws.
• Promoting a culturally diverse and inclusive work and educational environment where faculty and staff are treated fairly, recognized for their individuality and promoted for their performance.
• Developing policies and procedures to enhance equality for all employees.
• Communicating the University’s commitment through training, education and program development.

The Florida State University is an affirmative action and equal opportunity employer supporting a culturally diverse educational and work environment. Their policies and procedures are listed here: http://policies.vpfa.fsu.edu/personnel/

**Cultural And Gender Sensitivity Discussion Sessions:**
Each semester, during the MPH course on Comparative Health, a discussion session among groups of students is held to exchange views and experiences related to issues of cultural sensitivity, cultural competency, cross cultural differences in health care practices, traditional healing, people-first language issues, gender related sensitivities and sexual harassment. Students whose background is from outside the United States ideally lead group discussions; discussions are facilitated by reading materials on these topics assembled by the professor. Each group is charged with making a list of concerns and issues of cultural sensitivity and insensitivity that they have experienced, heard or read about, and how they might be avoided or appropriately redressed.

v. Policies and plans to develop, review, and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.

During the annual review, the Executive Committee reviews program curricula for diverse and cultural topics, mainly in Applied Public Health, Comparative Health, and Environmental Health. Student exit interviews are also evaluated for program improvements. A course in Global Health was thought to be an important priority of the new faculty member filling the slot in the Geography Department during the Self-Study Committee meeting in June 2012. Spurred by this suggestion the new MPH faculty member in Geography, Christopher Uejio, will teach Global Health in the Fall of 2013.

Service learning is a focus in Dr. Homer Rice’s Applied Public Health course and activities are approved with the MPH Program Director before being assigned in class. As a Public Health practitioner and administrator, Dr. Rice knows the importance of diversity and cultural competency and attempts to instill those competencies in his students’ sensitivities related to interacting with low socioeconomic populations. Other faculty is encouraged to add service-learning activities to their curriculum through the Service Learning Program at the Center for Leadership and Social Change. Faculty can request a presentation for the Center’s Service Learning Course [here](#). Additionally, The Center for Global Engagement offers free training and workshops in [Intercultural Communication](#) (ICC) to any student group, center or department across campus as well as in the Tallahassee community; typically, the student organization (PHSA) arranges this training for the MPH students. This interactive training is custom-designed to meet the diverse needs of each group, including:

• Preparing groups of students for effective global engagement and successful re-entry;
• Developing, improving and applying intercultural communication skills in a variety of cultural contexts;
• Improving leadership skills;
• Increasing understanding and awareness among different cultures;
vi. Policies and plans to recruit, develop, promote and retain a diverse faculty.

Policies to develop, promote, and retain our current faculty can be found in Section 2.4: Faculty Policies and Procedures of this self-study.

The Florida State University is an affirmative action and equal opportunity employer. In hiring, all supervisors and search committee chairs are informed about the importance of obtaining representative candidate pools and considering minority candidates. The International Center (IC) can guide The Florida State University departments through the multi-dimensional process of hiring foreign nationals for temporary appointments. Working in cooperation with University Personnel Services and the Dean of the Faculties Office, the IC provides immigration assistance associated with employment of international faculty and staff in H-1B visa and Permanent Residency applications. The Center for Global Engagement (CGE) provides immigration and support services to international scholars and faculty. The GEC administers the University's J-1 Exchange Visitor Program and provides assistance for H-1B visa and Permanent Residency applications. Additionally, the CGE offers a wide range of programs and activities that help our international visitors adjust to Florida State and to the U.S.

The Florida State University's Office of Research lists Funding Resources and Opportunities to aid faculty in their research and creative endeavors. The Florida State University's Office of Faculty Recognition works to connect qualified faculty with career-appropriate prestigious awards such as Fulbright Scholar Awards. Faculty can take advantage of support for their endeavors in developing international agreements for research purposes or student exchange. Assistance is also available to help faculty with outgoing and incoming exchange students.

International Programs offers opportunities to qualified faculty and selected adjuncts to teach abroad and share an enriching experience with students at The Florida State University. The Global Pathways Initiative offers a faculty development opportunity through the "Global Pathways Curriculum Institute: Facilitating Global Competency." The purpose is to engage faculty in activities that increase global learning opportunities for students and to begin to build a faculty community interested in global learning.

A key objective of the MPH program director's role as member of every joint appointment search committee is to strive for diversity in the MPH faculty, including female and minority representation. Pressing for inclusion of women and minorities in the pool, on the short list and in the final selection is a top priority. All advertising stresses the equality opportunity values and policies of the University. At the practical level, all faculty are urged to suggest names of colleagues for inclusion in the search, and minorities and women are included in the interview process when candidates visit.
vii. Policies and plans to recruit, develop, promote and retain a diverse staff.

As previously mentioned, The Florida State University is an affirmative action and equal opportunity employer. In hiring, all supervisors and search committee chairs are informed about the importance of obtaining representative candidate pools and giving full consideration to minority candidates.

Currently, we have just one staff member—Kaley Boggs, as our Academic Program Specialist. Should she need to be replaced at some point in the future, her job would be advertised through the Employment and Recruiting Services of Human Resources and will follow all policies mentioned in iii and iv above. We have no current plans to hire additional staff.

Staff members are able to attend a wide range of training opportunities and certificate programs offered through the Office of Training and Organizational Development (http://hr.fsu.edu/index.cfm?page=DepartReps_Training_Train). With supervisory approval, employees can attend a class during their regular work hours, which is then considered time worked. Classes are free of charge to FSU employees. To maximize convenience and accessibility of training, these learning opportunities are available in classroom, online, and orientation formats. Courses consist of workplace training and personal development to foster a high quality work environment and employee wellness by providing development programs focused on a balance of career, health, and family. They range from managing personal finances to managing a departmental budget, learning how to use Microsoft Office to learning how to use the University’s systems, as well as diversity trainings from the “Bridging Cultures for Service Excellence” workshop and the “Global Partner Certificate”. In recognition of the value of an education, Florida State University provides the opportunity for the University's employees to take up to six hours of course work per semester. Kaley is currently taking advantage of this and is pursuing her doctorate degree while retaining her position.

Staff retention is motivated primarily by the nature of the work itself, the work environment including co-workers and supervision, and job satisfaction. The MPH program provides a rewarding work environment dealing with eager and interested students, collegial faculty and respectful and courteous supervisors. Research has shown that pay and benefits are important but only in the negative. That is, if they are unfair or grossly inadequate, they become important negative motivators. While no one at Florida State University feels overpaid, remuneration and benefits have typically proven adequate to be competitive with available opportunities. Departure for higher wages has not occurred in the 10 years of MPH staff experience.

Florida State University provides employees the opportunity to participate in a variety of benefit programs to meet their personal needs in dealing with work/life issues. Voluntary programs include health, life, dental, vision, disability, long-term care, tax sheltered annuities and many others. All employees are required to participate in one of three retirement plans. The program attempts to create an environment free from discrimination and harassment with open communication and a clear description of job duties to help increase staff efficacy and office morale.
viii. **Policies and plans to recruit, admit, retain and graduate a diverse student body.**

**The FSU-MPH Holistic Admissions Policy**

Public health demands a diversity of perspectives best nurtured in diverse life experiences that can be brought to the classroom and the profession. We seek students who will perform well in the classroom but who also bring a diversity of life experiences to their fellow students and faculty, and eventually to their careers. We think that individuals who have met and overcome challenges, experienced life in minority communities, communities outside the United States, or in poor neighborhoods, and who’ve met the challenge of working and learning in English as a second language are likely to bring diverse perspectives that can be shared. They also bring cultural sensitivities that will help them relate to the wide-ranging mixture of populations they will meet in public health. We prize experiences with health care systems – or lack of them - that have attuned an applicant to the difficulties faced by patients in both rich and poor countries. We also look for indications of leadership potential. Other important qualities include a solid command of written and spoken English, a good GPA, GRE, excellent writing skills, ability to relate effectively one’s motivation for a public health career in his or her personal statement, high quality letters, challenging coursework, interesting and challenging work experience, and indications of a winning personality.

The Graduate School has established policies to eliminate discrimination and promote diversity in the student body. These policies and procedures are made available to all students and the public through the [Graduate Student Bulletin](http://registrar.fsu.edu/bulletin/grad/info/university_notices.html). Graduate Enrollment Management Committee (GEMC) - The GEMC meets biweekly and is chaired by the Dean of the Graduate School. It brings together representatives from departments and colleges, admissions and records, the Library, Health Center, and many other units to discuss matters and share ideas pertaining to the admission, retention, and recruitment of graduate students.

The Student Disability Resource Center (SDRC) provides accommodations to students whom register for their services so that all students with disabilities may achieve their academic goals. It is important that faculty, staff, and disabled students become familiar with the SDRC’s resources ([http://www.disabilitycenter.fsu.edu/student.html](http://www.disabilitycenter.fsu.edu/student.html)) because students with a disability have certain rights and responsibilities. All syllabi are required to include language about academic accommodations for students with disabilities.

The FSU MPH program attracts a high percentage of minority and female students. The diversity of the student body results from the diversity of the local community and the broader University from which the program draws its students. The current ethnic and gender diversity in the program suggests that its recruitment policies as described in Section 4.3.a are effective at attracting students from across the broad spectrum of the population. However, to mount additional efforts targeted at Hispanics, the program’s brochure was translated into Spanish during the Spring of 2013 and distribution is currently taking place on campus and within the community. The brochure has also been mailed to Miami-Dade College and Florida International University. Other plans consist of advertising through local Spanish-language radio stations and recruiting Hispanic individuals working in area hospitals who might be interested in career development. The program tracks the diversity of the student body as part of its
annual review process. If student diversity were to begin to decline significantly, the Executive Committee in consultation with students, faculty, and the Advisory Council would develop new techniques and strategies for recruiting students from underrepresented groups. The PHSA is also actively involved in recruiting by operating a table and advertising the program at numerous student activities and events. These events are also a time when students already in the program and potentially interested in joining it can connect on a personal level and share values and knowledge.

Professional development, improving and increasing one's skill sets, is important at every stage of graduate education and beyond. There are numerous professional development opportunities through the Graduate School (http://gradschool.fsu.edu/Professional-Development) offered by academic departments/programs, the Center for Teaching & Learning, and the Career Center. The University has also instituted a Diversity Leadership Mentoring Program (https://hrapps.fsu.edu/mentor/), which provides mentoring opportunities for students.

While attending the program, students can participate in a wide variety of activities that invite participation by a diverse population. Student resources can be found through the Diversity and Inclusion Council (http://hr.fsu.edu/diversity/?page=students) and the Center for Global Engagement (http://cge.fsu.edu/). Additionally, there are many campus and community programs provided through the Office of Intercultural Programs, which believes that through a worldwide exchange of ideas, learning about cultures and building international friendships, global awareness and understanding can be achieved.

The Florida State University assists graduate students in their job searches and career choices. Some valuable career options resources available to graduate students include FSU Center for Professional Development (http://alwayslearning.fsu.edu/) and FSU Career Center (http://career.fsu.edu/). Additionally, the program is often contacted by many different organizations because of internship needs and job openings. These advertisements are emailed to everyone in the program and posted in their respective folder on the MPH blackboard page.

ix. Regular evaluation of the effectiveness of the above-listed measures.

Effectiveness is measured during the annual review process; the diversity of the student body is reviewed, as well as course content, student exit interviews, GEMC concerns (if any) and PHSA activities. At this time, all goals including diversity goals are evaluated, concerns are addressed, and plans are discussed.

1.8.b Evidence that shows that the plan or policies are being implemented. Examples may include mission/goals/objectives that reference diversity or cultural competence, syllabi and other course materials, lists of student experiences demonstrating diverse settings, records and statistics on faculty, staff and student recruitment, admission and retention.

Core Values: (7) conviction that a respect for equity, diversity, and basic principles of human rights are prerequisites of sound policy

Goal 1: Recruit a diverse group of quality students into the MPH program
Objective 1.c: Maintain a racially and ethnic diverse student body by striving for at least 30% of admitted students be from traditionally under-represented racial or ethnic groups (Black, Hispanic, and/or foreign-born).

Goal 4: Recruit and retain a complement of diverse faculty

Objective 4.a: Recruitment efforts will identify faculty candidates that include women, LGBT and foreign-born individuals.

Objective 4.b: The faculty will represent the broad interdisciplinary nature of public health by having one faculty member from each of the six appropriate social science disciplines, acknowledging that from time to time one or more departments may be under-represented.

Resource File

Syllabi: Applied Public Health, Comparative Health, and Environmental Health

3.1 Research: Faculty research demonstrates cultural competence


3.2 Service: Both faculty and students participate in service in diverse settings

Dr. Rowan set up the site visit to Wakulla County for the Rural Education Orientation Program to expose MPH and College of Medicine students to rural health.

Students obtained donations and sold baked goods to raise money for medical supplies for the Havana Health Clinic that serves the uninsured population of our rural neighbors.

Students participated in health fairs to educating the public.

4.3 Student Recruitment: Spanish brochure

Student Diversity spreadsheet

2.4 Practical Experience- Internship Example 1 Stephanie Urena-Salas

1.8.c Description of how the diversity plan or policies were developed, including an explanation of the constituent groups involved.

The FSU-MPH Holistic Admissions Policy was has been in place since the program was developed in 2004. It has since been reviewed and approved by the faculty committee (Fall 2012). The diversity plan was developed through a series of CQI, Executive Committee, and the Faculty meetings. Minutes can be found in resource file.

CQI: 5-23-12  2/1/2013 and 7/9/2013; Ex Com: 01/18/2013; faculty 10/15/2012
1.8.d Description of how the plan or policies are monitored, how the plan is used by the program and how often the plan is reviewed.

All student files are maintained by the Academic Program Specialist and reviewed annually by the Executive Committee. During this time, data is pulled to measure program goals and objectives. Additionally, the Office of Institutional Research is contacted for information regarding enrollment, student credit hours, graduation/retention rates, and degrees awarded. Faculty members are required to submit course syllabi to content collection each semester, and the PHSA provides a summary of meeting minutes and activities.

During the annual review process, the diversity of the student body is reviewed, as well as course content, student exit interviews, GEMC concerns (if any), and PHSA activities. At this time, all plans and goals, including diversity goals, are evaluated; faculty, staff and student concerns are addressed; and future diversity and inclusion plans are discussed. Statistics and plans are then discussed with the faculty committee, quality improvement committee, and the advisory council. This process occurs once a year, beginning in the summer to address the following year’s cohort. The CQI meets five times per year to review each goal and objective as well as progress toward meeting it, and plans for the future.

Policies and plans to recruit, admit, retain and graduate a diverse student body are thoroughly discussed with the PHSA president upon being elected and on an as needed basis during Executive Committee and CQI meetings. He or she must become familiar with the program, Student Government policies, University policies, and resources that are available to assist students because the PHSA is very involved with connecting students to resources and ensuring student inclusion through a wide array of activities. Plan implementation is discussed with the organization’s faculty advisor regularly as they plan each semester.

Policies and plans to recruit, develop, promote and retain a diverse faculty are used not only during the hiring process but also throughout their tenure with the program, especially during course creation, annual faculty evaluations, and during the promotion and tenure process. Future faculty diversity plans are assessed on an as needed basis because the program is small and does not have a high turnover rate.

1.8.e Identification of measurable objectives by which the program may evaluate its success in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Data Template 1.8.1. At a minimum, the program must include four objectives, at least two of which relate to race/ethnicity. For non-US-based institutions of higher education, matters regarding the feasibility of race/ethnicity reporting will be handled on a case-by-case basis. Measurable objectives must align with the program’s definition of under-represented populations in Criterion 1.8.a.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1c. Maintain a racially and ethnic diverse student body by striving for at least 30% of admitted students be from traditionally under-represented racial or ethnic groups (Black, Hispanic, and/or foreign-born)</td>
<td>30%</td>
<td>44%</td>
<td>50%</td>
<td>35%</td>
</tr>
<tr>
<td>4.a. Strive for recruitment efforts to identify faculty candidates that include women, LGBT and foreign-born</td>
<td>100%</td>
<td>N/A</td>
<td>100%</td>
<td>N/A</td>
</tr>
<tr>
<td>4.b. Ensure that faculty represents the broad interdisciplinary nature of public health by having one faculty member from each of the 6 appropriate social science disciplines, acknowledging that from time to time one or more departments may be under-represented</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
Table 1.8.1 Below represents a demographic breakdown of the program for the past three years. Though the small numbers of core faculty may at times distort diversity statistics, the program has accomplished its stated diversity objectives.

<table>
<thead>
<tr>
<th>Category/Definition</th>
<th>Method of Collection</th>
<th>Data Source</th>
<th>Target</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty- Foreign born</td>
<td></td>
<td>Institutional Research</td>
<td></td>
<td>12.5%</td>
<td>12.5%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Faculty- Female or LBGT</td>
<td></td>
<td></td>
<td>25%</td>
<td>25%</td>
<td>29%</td>
<td>25%</td>
</tr>
<tr>
<td>FACULTY TOTAL</td>
<td></td>
<td></td>
<td>At least 25%</td>
<td>37.5%</td>
<td>41.5%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Students-Hispanic</td>
<td>Historical data request</td>
<td></td>
<td>12%</td>
<td>3%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Students- African American</td>
<td></td>
<td></td>
<td>28%</td>
<td>35%</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Students- Foreign born</td>
<td></td>
<td></td>
<td>8%</td>
<td>9%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>STUDENT TOTAL</td>
<td></td>
<td></td>
<td>30%</td>
<td>48%</td>
<td>47%</td>
<td>50%</td>
</tr>
</tbody>
</table>

1.8.f Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

The criterion is met.

**Strengths**
- The program is housed within an equal opportunity and affirmative action institution.
- Diversity and cultural competence considerations are included in the curriculum.
- Goals and objectives demonstrate commitment to recruiting/retaining diverse faculty and students.
- The program follows policies that are free of harassment/discrimination.
- Diversity and cultural competence is seen in the types of research and service conducted.
- The program exceeds all traditional diversity targets.

**Weakness**
- Diversity definition was limited to data that was tracked by the University.
- Student diversity dropped in 2012-2013.

**Plans**
- Maintaining and promoting faculty diversity is an ongoing process.
- Recruit more Hispanic and Native American students.
- Develop a system to track a wider variety of student diversity, such as sexual orientation, disabilities, socioeconomic status, and family educational history.
- Track the students admitted under the Holistic Policy.
2.1 Degree Offerings. The program shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master’s degree. The program may offer a generalist MPH degree and/or an MPH with areas of specialization. The program, depending on how it defines the unit of accreditation, may offer other degrees, if consistent with its mission and resources.

2.1.a An instructional matrix presenting all of the program’s degree programs and areas of specialization, including bachelors, masters and doctoral degrees, as appropriate. If multiple areas of specialization are available, these should be included. The matrix should distinguish between professional and academic degrees for all graduate degrees offered and should identify any programs that are offered in distance learning or other formats. Non-degree programs, such as certificates or continuing education, should not be included in the matrix. See CEPH Data Template 2.1.1.

The FSU MPH program currently only offers a General MPH degree. Students can participate in a joint degree with the department of Urban and Regional Planning to earn their MSP/MPH as described in Section 2.11.

<table>
<thead>
<tr>
<th>Masters Degrees</th>
<th>Academic</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization/Concentration/Focus Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Health Generalist</td>
<td>---</td>
<td>MPH</td>
</tr>
<tr>
<td>Urban and Regional Planning/Public Health Joint Degree</td>
<td>---</td>
<td>MSP/MPH</td>
</tr>
</tbody>
</table>

2.1.b The bulletin or other official publication, which describes all degree programs listed in the instructional matrix, including a list of required courses and their course descriptions. The bulletin or other official publication may be online, with appropriate links noted.

The FSU Graduate Bulletin is published online annually. Every effort made to be sure it accurately reflects the curricula, course descriptions and requirements of our program. [http://registrar.fsu.edu/bulletin/grad/depts/public_health.htm](http://registrar.fsu.edu/bulletin/grad/depts/public_health.htm)

The full curriculum requirements, list of courses, and course descriptions are also provided to current and potential students on both the blackboard page and the public health program webpage. [http://www.coss.fsu.edu/publichealth/content/node/curriculum-requirements](http://www.coss.fsu.edu/publichealth/content/node/curriculum-requirements)

2.1.c Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

The criterion is met. The program offers a professional MPH degree. The requirements for this degree are adequately described and reported to current and future students.
**Strengths**
- Though every student must take many required courses, 9 credits of electives affords them the opportunity to focus on topics of particular interest to them.

**Weakness**
- Health economics, an important tool for policy analysis, is not a required course.

**Plans**
- The CQI will continue to review every aspect of the program.
- We expect to add a Dr.PH degree in the near future.
2.2 Program Length. An MPH degree program or equivalent professional master’s degree must be at least 42 semester-credit units in length.

2.2.a Definition of a credit with regard to classroom/contact hours.

Consistent with faculty handbook, one semester hour of student credit represents approximately 50 minutes of faculty-student contact per week, or two or more hours of regularly scheduled laboratory, practice, directed independent study, or other formal course activity per week within the 15 weeks of scheduled class time per semester.

2.2.b Information about the minimum degree requirements for all professional public health master’s degree curricula shown in the instructional matrix. If the program or University uses a unit of academic credit or an academic term different from the standard semester or quarter, this difference should be explained and an equivalency presented in a table or narrative.

According to University policy, to qualify for a master's degree, the student must complete a minimum of 32 semester hours of course work. At least 21 of these hours must be taken on a letter-grade basis (A, B, C). However, the MPH curriculum requires that all students complete 42 credit hours. These credit hours include 33 hours of required core courses including a three credit hour internship, and 9 hours of approved electives. Students may request that other courses be substituted for core requirements or accepted for elective credit. All requests for exemptions are handled by the MPH Program Director and are based upon the course syllabi, competencies, and level of work required, as well as the students reasoning for deviating from the program’s curriculum. Examples include taking a biostatistics course instead of the health statistics course or taking it as their quantitative (group 2) elective.

The work for the master's degree must be completed within seven years from the time the student first registers for graduate credit. Any graduate work transferred from another institution must have commenced not more than seven years prior to completion of the degree for the credits to be applicable to the master's degree. However, full-time students are expected to complete the program in less than three years and part-time students should complete the program in four years.

Source: [http://gradschool.fsu.edu/Information-For/New-Current-Students/Graduate-Student-Handbook/University-Graduate-Degree-Requirements/Master-s-Degree-Programs](http://gradschool.fsu.edu/Information-For/New-Current-Students/Graduate-Student-Handbook/University-Graduate-Degree-Requirements/Master-s-Degree-Programs)

2.2.c Information about the number of professional public health masters degrees awarded for fewer than 42 semester credit units, or equivalent, over each of the last three years. A summary of the reasons should be included.

The 42 credit hour curricula was first put into place in Fall of 2006. Any student entering after this change is required to complete 42 credit hours. Rumored budget cuts in 2009 created a temporary disruption in the program wherein it was unclear whether resources would be available to provide incoming and current students
with a complete 42-hour program. As a result, all students were given the option of accepting a 33-hour curriculum in order to ensure their graduation before program termination. Because of this temporary disruption, there was a low retention rate. Since the beginning of the program, only 47 degrees have been awarded to students earning fewer than 42 credit hours out of the 133 degrees awarded as of Summer 2013; 10 of the 47 have been issued in the last three years. After the program’s position was made permanent and feared cuts were avoided, the program returned to the full 42-hour curriculum (August 2009). Furthermore, there are no longer any students enrolled in the program that will graduate with less than 42 credit hours.

### Table 2.2.1

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>36</td>
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<tr>
<td>39</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>40</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>4</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

#### 2.2.d Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

The criterion is met. The current program requires all students complete 42 credit hours. The previous budgetary crisis created a temporary disruption in the program that required a shift toward an abbreviated program for students. With the budgetary crisis ended, the program returned to the 42 credit hour requirement.

**Strengths**
- The 42 credit hour curriculum allows students flexibility in their elective courses.
- Students have few problems with course availability.

**Weakness**
- Since extending the program to 42 credits, few students with very high GREs have applied.

**Plans**
- We have no plans to alter the program length, though we will continue to review the appropriateness of specific courses offered.
2.3 Public Health Core Knowledge. All graduate professional public health degree students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge.

2.3.a Identification of the means by which the program assures that all graduate professional public health degree students have fundamental competence in the areas of knowledge basic to public health.

<table>
<thead>
<tr>
<th>Core Knowledge Area</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>ECP 5938 Health Policy Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>HSC 5930 Public Health Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Health Sciences</td>
<td>HSC 5216 Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>HSC 5936 Comparative Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>Health Services Administration</td>
<td>PUP 5605 Health Services Organizations &amp; Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

2.3.b Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion is met.

**Strengths**
- Each of the five core areas has at least one core course.
- To ensure mastery, students are required to take a comprehensive capstone I exam.

**Weakness**
- Previously, student’s mastery of core knowledge was not comprehensively tested.

**Plans**
- The capstone 1 exam is scheduled for implementation in the Fall of 2013.
2.4 Practical Skills. All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students’ areas of specialization.

2.4.a Description of the program’s policies and procedures regarding practice placements, including the following:

– Selection of Sites
The students work with the Director of Student Services to assure an internship meets the objectives of working in a policy related public health environment and are engaged in an identifiable project. The project must benefit the organization and the student. All sites are reviewed by the Director of Student Services to determine if they will provide an appropriate experience, have an experience preceptor, a safe environment, and produce a product. Many placements will be at the Florida State Department of Health or its associated and client agencies. All are chosen based on the opportunity for exposing students to professional public health and health policy experience, the quality of the experiences and preceptors available, and the ability to provide students practice in the core competencies established by the MPH program. Internship placement sites can be at federal, state, or local health facilities, and in some cases, are at international sites. The selection of a placement is based on the career objectives of the student, what appeals to the student, and if he/she has been successful in previous course work in that area.

– Methods for approving preceptors
The student and the Director of Student Services normally select the preceptor for the internship placement. The preceptor will be a professional who is an expert in the subject area in which the student is interning. The preceptor will have advanced education, or at least 5 years of workforce experience in the area as well. Preceptors are expected to work closely with the student and meet with them on a regular basis of at least once per week. They must have a clear plan of duties and discrete project for the intern before the internship starts. Preceptors are known by the Director of Student Services through professional contact, have the requisite education as well as experience in their field, and the desire to engage in the professional development and education of the MPH students.

– Opportunities for orientation and support for preceptors
The Director of Student Services currently enjoys established relationships with all preceptors so there is no formal orientation process. The Director of Student Services is available at any time for support if required by a preceptor. Prior to and after each internship placement, the Director of Student Services and preceptor employ written and verbal communication on each student regarding the placement, goals, and expectations.

– Approaches for faculty supervision of students
The Director of Student Services meets with the students at the beginning and end of the internship and remains in contact with each intern at multiple points during every internship via the message board, email, phone discussions and visits to the worksite. The Director of Student Services is available to assist the student at any time during the internship, if necessary. The program has developed a curriculum tied to the internship, in which there are electronic discussion board topics to engage in and reinforce concepts and professional topics.
that arise during the internship experience. The students share their experiences and some of the problems they have during the internships and work with each other to solve them.

– Means of evaluating student performance
Student performance is measured against internship plan/final report, evaluation by preceptor, completion of core competencies, weekly discussion board contributions, and evaluation of final product. Each category is worth 20% of the student’s grade and must be submitted to the Director of Student Services by the last week of class.

Internship Plan: The preceptor and student must submit a brief summary of the planned project, which will act as the agreement for the internship, prior to internship approval. While students may work on a variety of tasks during their 200-hour experience, the expectation is that they will have one major project for which they are principally responsible. It should be accompanied by appropriate project goals and success criteria, adequate instructions, supervision and feedback, interim products and deadlines, resources, and an identifiable product such as a report, presentation, briefing, hearing, web page, survey, or other product which reflects integration of analytical, organizational and presentation skills and makes appropriate use of the student’s academic training including the core public health competencies. Mere compilation of lists or sorting of files will not be considered adequate to meet the goals of the internship. Furthermore, students must be able to demonstrate application of at least three core competencies during the course of the internship. This plan needs to be signed by the student, the preceptor, and the Director of Student Services.

Evaluation by Preceptor: Evaluation criteria are explicit at the beginning of the project and include timely completion, responsiveness to the task, and satisfaction on the part of the client or preceptor. A copy of the completed project product together with the preceptor’s written assessment of the student’s performance should be delivered to the Director of Student Services shortly after completion of the internship. No grade is awarded without a final written report and product.

Final Report: Students should feel that they have undertaken a challenging project, marshaled resources, overcome obstacles, and produced a worthwhile product that will help the organization achieve its goals. Each student must complete a final report consisting of their evaluation of the internship, an explanation of how they fulfilled at least 3 core competencies, and their final project.

Letter grades are assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
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<td>82-86</td>
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<tr>
<td>80-81</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>72-76</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>&lt;59</td>
<td>F</td>
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</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Plan/Final Report</td>
<td>20</td>
</tr>
<tr>
<td>Evaluation by Preceptor</td>
<td>20</td>
</tr>
<tr>
<td>Completion of Core Competencies</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Board Contributions</td>
<td>20</td>
</tr>
<tr>
<td>Evaluation of Final Product</td>
<td>20</td>
</tr>
</tbody>
</table>
2.4.c Assessment Data – Criteria

Means

Not Weaknesses

Strengths

Doing weakens

Preceptors description experience.

A preventive medicine, occupational medicine, aerospace medicine and general preventive medicine and public health residents completing the academic program for each of the last three years, along with information on their practicum rotations.

Not Applicable; The Program does not have a preventive medicine program.

2.4.e Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

The criterion is met.

Strengths

• The program requires all students participate in a well-defined public health practice experience.

• The program regularly places students in quality internship positions that provide them the opportunity to participate in public health practice in the field.

• No waivers have been distributed in the last three years.

Weakness

With the incorporation of discussion board topics during the internship, we are looking for better ways to utilize this tool.
• There is not a sufficient amount of data on the number of competencies students utilize throughout their internship, as this is a new process implemented in the Spring of 2014.
• Collecting data on the preceptor is a new process, so data is incomplete.

**Plans**
• We always seek to identify additional internship opportunities.
• Reassess the number of core competencies student should be able to demonstrate in their internship.
• Improve and monitor data collection.
2.5 Culminating Experience. All graduate professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

2.5.a Identification of the culminating experience required for each professional public health degree program. If this is common across the program’s professional degree programs, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.

Students in the MPH program must demonstrate their ability to integrate and apply their public health knowledge through a culminating experience. All students must complete a capstone exam and capstone research project as part of the required coursework prior to graduation. Separate capstones are required for the public health core and for health policy.

Capstone I: HSC 5930 Public Health Core Concepts
This course comprehensively reviews the public health core concepts learned in earlier public health classes and requires students to integrate and apply what they have learned in class projects and a major comprehensive exam. Students review the essential dimensions, critical issues, and contributions of public health. The course ends with a comprehensive exam taken during the last week of the course fashioned after the Certification for Public Health exam. It is made up of 100 multiple-choice questions to test the students’ knowledge of public health core areas: biostatistics, environmental health sciences, epidemiology, health policy and management, social and behavioral sciences. Students must earn a 70% or higher on the exam. If the student does not pass the exam, they must arrange for a retake. Only one retake is allowed.

Capstone II: PUP 5607 Health Politics and Policy Analysis
The Health Policy Analysis capstone project requires students to conduct a policy analysis on a public health topic of their choosing (e.g. teen pregnancy, the uninsured, etc.). In the capstone project, students must collect appropriate information sources to organize and conduct a policy analysis on their topic in order to gain a complete understanding of one major health policy problem and its solution potential. Students apply policy analysis methods including those learned in earlier courses, draw upon knowledge of the characteristics and problems of the health system learned in other courses, and use that preparation to compare different health policy solution options by specific criteria including political feasibility. The Health Policy Analysis capstone project can be broken down into four key components:

- Define a public health problem, its dimensions and consequences.
- Trace the policy history and current of the issue.
- Report the preferences, institutional endowments and activities of all the important institutional actors including interest groups and state governments, the courts, bureaucracy, etc.
- Compare and rank different solution options against pre-specified criteria.

Students enrolled in the program before the Fall of 2012 may choose one of two options for completion of their capstone project, either Health Politics & Policy Analysis (PUP 5605) or Applied Data Analysis for Public Health (SYA 6933). Currently 30 students in the program have this option.
Capstone II: SYA 6933 Applied Data Analysis

The purpose of this course is to provide students with the basic data management skills necessary for carrying out quantitative analysis and presenting the results to both lay and professional audiences. The course objectives are:

- Determine appropriate data, statistical methods, and research design for specific public health needs and projects (Course Competencies AS1).
- Acquire and apply appropriate statistical technique to, summarize, and interpret data relevant to public health research and practice (AS2).
- Evaluate the quality of public health research (AS3).
- Demonstrate ability to locate, access, and comprehend relevant public health literature (PS3).

In both courses, the capstone project involves a significant research project, designed to demonstrate students’ ability to apply skills and knowledge developed in the program to a research topic of their choice. The decision to offer the Applied Data Analysis course as an alternative capstone to our traditional major paper and policy-making process course, PUP 5607, was made in an effort to give a quantitative option to students who wanted to learn more data analysis. While the course was successful, it turned out not to meet the requirement of being an exact equivalent of the traditional capstone course. One consideration in restoring the policy capstone requirement was that one of our alumni who works in policy analysis at the Centers for Medicare and Medicaid, visited and offered the opinion that giving students options on the capstone was a mistake since working in policy analysis really demands the kind of policy paper experience that our traditional capstone gives. On top of that, our CEPH consultant informed us that all substitute courses must be exact equivalents, not just substitutes. For that reason, as of Fall 2013, the program will return to requiring the same Capstone II policy project course, PUP 5607, for all students.

2.5.b Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

The criterion is met. All students complete two capstone courses—one designed to assure command of public health core concepts, and the other a culminating experience that demonstrates their ability to integrate and apply public health concepts.

**Strengths**

- The culminating experience is sufficient in that they require a student to synthesize and integrate knowledge of public health theory and practice gained in coursework, fieldwork, and community service.
- The capstone I exam covers all five core areas of public health.
- Students learn to draw comprehensively upon what they have learned, and get carefully directed help to work through a 50-page paper. Their work is guided by three dozen questions. They write the paper in four parts to make it manageable. They receive feedback on each part, often on multiple drafts, and they are not left on their own to manage and organize this major thesis-length paper. They are also left with a paper about which they can talk during a job interview. This approach to a capstone project in lieu of thesis came after experience at Chapel Hill where half the class failed to complete their independent thesis project. Here they receive hands on guidance.

**Weakness**

- The size of the capstone II course may be too large to offer it only once per year. Offering it twice per year will require an adjunct faculty member to teach one section, or Dr. Weissert will have to give up his Spring course which offers Spring admits a chance to take Health Services Organization and Policy in a dual enrollment graduate/undergraduate class.
**Plans**

- We will poll students to project the size of the next Capstone II class and if necessary, offer a Fall version of the course.
- Fall 2013 is the first semester the capstone I exam will be offered.
- Contingent upon accreditation, students will be prepared for the exam to become Certified in Public Health (CPH).
2.6 Required Competencies. For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of degree programs. The program must identify competencies for graduate professional, academic and baccalaureate public health degree programs. Additionally, the program must identify competencies for specializations within the degree programs at all levels (bachelors, masters and doctoral).

2.6.a Identification of a set of competencies that all graduate professional public health degree students and baccalaureate public health degree students, regardless of concentration, major or specialty area must attain. There should be one set for each graduate professional public health degree and baccalaureate public health degree offered by the program (e.g. one set each for BSPH, MPH and Dr.PH).

**Professional Skills**

PS1 Effectively communicate ideas to public health professionals and the public through written and oral presentations.

PS2 Work independently, as part of a team, or under the direction of a project leader to achieve desired goals.

PS3 Demonstrate ability to locate, access, and comprehend relevant public health literature.

**Analytic Skills**

AS1 Determine appropriate data, statistical methods, and research design for specific public health needs and projects.

AS2 Acquire and apply appropriate statistical technique to, summarize, and interpret data relevant to public health research and practice.

AS3 Evaluate the quality of public health research.

**Essential Public Health Skills**

ES1 Apply the basic terminology, definitions, and theories of epidemiology to a public health problem.

ES2 Comprehend and draw appropriate inferences from epidemiological evidence.

ES3 Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.

ES4 Recognize and discuss the interrelationship between health and environmental and occupational hazards.

ES5 Describe the ethical basis for public health and health services.

ES6 Identify the causes of social, cultural, and behavioral factors that affect health of individuals and populations in the U.S. and globally.

**Health Policy Analysis**

PM1 Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the U.S. and globally.

PM2 Define a public health problem, including the nature of the problem, its prevalence, incidence, trends, and differential impacts among subgroups, underlying causes, consequences and rationale for public intervention.

PM3 Examine the policy-making process for improving the health status of populations.

PM4 Demonstrate an understanding of the political, social, and economic constraints on public health policy.

PM5 Demonstrate understanding of financing, budgeting, management, decision-making and evaluation in health organizations and community programs.

PM6 Identify and examine the impact of policy changes on health care organizations and public health.

PM7 Specify success criteria for policymaking, and quantitatively and qualitatively evaluate solutions options on these criteria.

PM8 Understand the role of data management systems in evidence-based health policy and management.

PM9 Identify and evaluate the strengths and weaknesses of social and behavioral science interventions.
2.6.b Identification of a set of competencies for each concentration, major or specialization (depending on the terminology used by the program) identified in the instructional matrix, including professional and academic graduate degree curricula and baccalaureate public health degree curricula.

We offer only one generalist degree for the Masters in Public Health Program, covered above. Students in the joint program are required to take all the same course work.

2.6.c A matrix that identifies the learning experiences (e.g. specific course or activity within a course, practicum, culminating experience or other degree requirement) by which the competencies defined in Criteria 2.6.a and 2.6.b are met. If these are common across the program, a single matrix for each degree will suffice. If they vary, sufficient information must be provided to assess compliance by each degree or specialty area.

Table 2.6.1 Courses and Other Learning Experiences Through Which Competencies are Met

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Competencies</strong></td>
</tr>
<tr>
<td>PS1</td>
</tr>
<tr>
<td>PS2</td>
</tr>
<tr>
<td>PS3</td>
</tr>
<tr>
<td>AS1</td>
</tr>
<tr>
<td>AS2</td>
</tr>
<tr>
<td>ES1</td>
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<td>PM1</td>
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<td>PM2</td>
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<td>PM4</td>
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<td>PM7</td>
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<tr>
<td>PM8</td>
</tr>
<tr>
<td>PM9</td>
</tr>
</tbody>
</table>

P=Primary, R=Reinforcing
### Table 2.6.2 Courses and Other Learning Experiences Through Which Competencies are Met

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Elective Courses</th>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Health</td>
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<tr>
<td></td>
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<td></td>
<td>Economics</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Urban and Regional Information Systems</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Introduction to Consumer Health</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Informatics</td>
</tr>
<tr>
<td></td>
<td>Applied Public Health</td>
<td>PS1</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>Infectious Disease Epidemiology</td>
<td>PS2</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>Chronic Disease Epidemiology</td>
<td>PS3</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>Medical Sociology</td>
<td>AS1</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>Neighborhood Stress and Unhealthy Behaviors</td>
<td>AS2</td>
<td>P</td>
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<tr>
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<td>Medical Geography</td>
<td>ES1</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td>Health Economics</td>
<td>ES2</td>
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<tr>
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<td>Urban and Regional Information Systems</td>
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<td>Introduction to Consumer Health</td>
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<td>PM9</td>
<td>P</td>
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</tbody>
</table>

P=Primary, R=Reinforcing

2.6.d Analysis of the completed matrix included in Criterion 2.6.c. If changes have been made in the curricula as a result of the observations and analysis, such changes should be described.

All competencies are covered by the required courses. ES3 is the only competency that is not reinforced by another course. Beginning in Fall 2012, Fall faculty began to incorporate these competencies into the respective syllabi.

2.6.e Description of the manner in which competencies are developed, used and made available to students.
Council further refined the competencies during the Spring as part of the accreditation process. They were again reviewed in detail by the Self-Study Committee and reaffirmed by the MPH faculty committee at its Fall 2012 meeting. Students and faculty have access to both the core competencies and the competencies matrix on the program website and the program’s internal Blackboard website. These competencies are also posted on the bulletin board.

Program faculty include in their teaching and course requirements each of the core competencies fulfilled by their courses, as defined by the competencies matrix above, and list them in their syllabi. The portfolio is structured around demonstrating the student’s mastery of the core competencies. At least one month prior to graduation, all students must turn in a completed Online Portfolio that documents their achievements and mastery of the program. Additionally, students must demonstrate mastery of at least three competencies during the course of their internship and document that application in the internship report.

2.6.f Description of the manner in which the program periodically assesses changing practice or research needs and uses this information to establish the competencies for its educational programs.

The Executive Committee, CQI, the Advisory Council and the faculty, review the core competencies of the program as part of the Annual Review. Competencies are adjusted and revised as needed, in order to maintain a clear connection between the program’s mission and goals and the changing needs of public health practitioners and health policy analysts.

2.6.g Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

The criterion is met. The program has developed a comprehensive set of core competencies consistent with the program’s mission and the broader demands of public health practice and health policy analysis. The program operationalizes the core competencies through coursework and student self-assessment of their own application of each competency. These core competencies are regularly updated to ensure that student skills are consistent with those demanded by the leading edge of public health practice and health policy analysis.

Strengths

- Well suited competencies mastered by all students.
- The requirements of the capstone courses are sufficient to demonstrate to students’ mastery of the competencies.

Weakness

- The core competencies have been extensively reviewed by mostly public health and health policy people, but by few health care provider managers.

Plans

- Annual review of core competencies involving more health care provider managers such as hospitals, clinics, laboratories, nursing homes or home health agencies.
2.7 **Assessment Procedures.** There shall be procedures for assessing and documenting the extent to which each student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.

2.7.a **Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies, including procedures for identifying competency attainment in practice and culminating experiences.**

Each student’s progress in achieving the expected competencies is monitored and evaluated through coursework, overall GPA, completion of an internship, a capstone exam, and evaluation of a capstone project, faculty-student interaction, and review of the student’s Online Portfolio. Beyond individual student grades, the program seeks to maintain a high level of academic success and quality.

**Coursework**
Because coursework is directly connected to the core competencies as demonstrated in the competencies matrix in Criterion 2.6, grades in each of the required courses provide an indicator of student achievement of each of the core competencies. Each course provides specific criteria for evaluation of student capabilities through assignments and exams. The course syllabi list the competencies and criteria for evaluation.

**Grade Point Average**
The Graduate School requires that all graduate students maintain a cumulative GPA of at least 3.0. If a student’s GPA Falls below 3.0, she/he is placed on academic probation. If a student on academic probation fails to bring his or her cumulative GPA above a 3.0 within one semester, expulsion from the program by the Graduate School is automatic, unless the MPH program director grants an additional one-semester reprieve. GPAs are monitored and collected each semester by the Academic Program Specialist as part of the annual review.

**Internship Experience**
The degree of interaction and supervision of students during their internship allows for ongoing assessment, increased opportunity for communication and reinforcement of competencies and concepts. The Director of Student Services has added weekly electronic discussion boards where students can exchange experiences with one another. This regular means of communication is used as an assessment tool to measure competency. Students are reminded to reference the list of core competencies while completing their internship to lead them to the practical application of the knowledge obtained through the program. The students are evaluated based on the quality and completion of a specific project for their internship and the practical application of at least three core competencies. The supervisor-preceptor at the internship location provides the MPH Director of Student Services with a written evaluation of the student’s project completeness, quality, contribution to agency goals, timeliness and student initiative. The supervisor assessment form is included in the reference file.
Public Health Core and Capstone I Exam
This course comprehensively reviews the public health core concepts learned in earlier public health classes and requires students to integrate and apply what they have learned in class projects and a major comprehensive exam. Students review the essential dimensions, critical issues, and contributions of public health. The course ends with a comprehensive exam taken during the last week of the course fashioned after the Certification for Public Health exam. It is made up of 100 multiple-choice questions to test the students’ knowledge of public health core areas: biostatistics, environmental health sciences, epidemiology, health policy and management, social and behavioral sciences. Students must earn an 80% or higher on the exam. If the student does not pass the exam, they must arrange for a retake. Only one retake is allowed.

Capstone II Policy Course
The required capstone course is the Culminating Experience of MPH students in the FSU program. As described in Criterion 2.5, each student is required to complete and orally present a capstone project. Accompanying lectures and the text take them through the U.S. policy making process: presidential agenda setting; congressional hearings, testimony, bill writing, voting, conferencing, etc; the nature, strategies, challenges, tactics, benefits and burdens that interest groups face and bring to the policy process; the role of the federal and state bureaucracies; the courts; and state and local governments. In their papers, they are charged with applying the policy making theory delivered by the text and lectures to the issue they are writing about in their capstone policy paper. There are four deadlines to monitor the process.

First, they use their epidemiological, statistical training – and their writing skills – to document that a public health problem exists, estimate its prevalence, incidence, trends, costs, and consequences for subgroups most affected, and argue rationales for government intervention to solve the problem. Next they trace the legislative, executive and judicial history of the problem and the policies that have evolved to address it. In Part 3, they learn that public health policy is not immune to interest group pressure and they learn which groups are for and against their issue, the tactics that are used to promote or resist change, and the pressure points and venues in the political system where interest groups ply their trade. Their last draft consists of a comparison of solutions using a systematic Goeller Matrix, which permits bringing to bear both quantitative and qualitative evidence to assess the relative merits of each proposed solution against criteria: effectiveness, efficiency, equity, administrative burden and political feasibility.

Each draft is critically reviewed with detailed feedback on their research, documentation, organization and writing skills. Rewrites are an important aspect of the process, which aims among other things to help students understand that policy analysis, while not value free, does need to document its facts and present an objective, systematic, well organized, well documented and easy to read case for why a problem deserves public action and what actions might work best given the constraints of our political system with its many veto points.

Finally, they present their problem and findings to their classmates in a major presentation, having drawn broadly upon their MPH training and applied what they have learned to a current public health policy problem. By now, they should be ready to speak with authority and conviction on the topic on which they have chosen to make themselves expert. They will submit a 50-page heavily cited policy paper, well organized, and clearly written, to present as evidence that they have subject-matter expertise. Evaluation of this capstone project is designed to determine students’ ability to integrate and apply public health knowledge, their preparation for the professional public health workforce, and their achievement of the core competencies.
Online Portfolio
As a formal requirement of graduation, each student is required to complete and submit an Online Portfolio for faculty review one month prior to graduation. Students are introduced to the Online Portfolio in their orientation and it is repeatedly brought up in PHSA meetings. The Portfolio is structured around demonstrating the student’s accomplishment of each the core competencies. Students must document their achievement of each competency through a combination of their courses, practice experience, capstone project, and any course assignments and papers. Instructions for completion of the Online Portfolio can be found on the program’s Blackboard website. Furthermore, link to example portfolios are available in the resource file under “examples of student work”.

2.7.b Identification of outcomes that serve as measures by which the program will evaluate student achievement in each program, and presentation of data assessing the program’s performance against those measures for each of the last three years. Outcome measures must include degree completion and job placement rates for all degrees included in the unit of accreditation (including bachelors, masters and doctoral degrees) for each of the last three years. See CEPH Data Templates 2.7.1 and 2.7.2. If degree completion rates in the maximum time period allowed for degree completion are less than the thresholds defined in this criterion’s interpretive language, an explanation must be provided. If job placement (including pursuit of additional education), within 12 months following award of the degree, includes fewer than 80% of graduates at any level who can be located, an explanation must be provided.

Due to the relatively small size of our program, graduation rates are easily skewed when student retention is not at 100%. For example, the 2005 cohort lost four people in four years, but because the cohort was just 15 people, it severely hinders the statistics. Furthermore, because the program feared being disassembled in 2009, the student retention rate was not a priority. Many students left the program to continue their education. However, retention has increased and since 2010 so has our graduation rate—more than 80% of students, whether part-time or full time graduate within 3 years of entering the program.

<table>
<thead>
<tr>
<th>Table 2.7.b1 Students in MPH Degree, By Cohorts Entering Between 2005-2006 and 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>2005-06</td>
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<tr>
<td></td>
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<td>2006-07</td>
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<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td>2007-08</td>
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<td></td>
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<tr>
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<tr>
<td></td>
</tr>
</tbody>
</table>
### Table 2.7.b2 Destination of Graduates by Employment Status in 2013

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>26</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>2</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>1</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Not seeking employment (not employed and not continuing education/training, by choice)</td>
<td>1</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td>94</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>121</td>
</tr>
</tbody>
</table>

### Outcome Measure

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.a. 90% of students maintain a GPA above 3.0</td>
<td>90%</td>
<td>99%</td>
<td>97%</td>
<td>93%</td>
</tr>
<tr>
<td>3.b. Students will maintain an average yearly GPA of a 3.25 or higher</td>
<td>≥ 3.25</td>
<td>3.57</td>
<td>3.56</td>
<td>3.59</td>
</tr>
<tr>
<td>3.c. 80% of students will earn a grade of B or better in the Public Health Core Capstone I course</td>
<td>80%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>3.d. 80% of students will earn a grade of B or better in the Capstone II Policy course</td>
<td>80%</td>
<td>80%</td>
<td>93%</td>
<td>86%</td>
</tr>
<tr>
<td>3.e. 100% of students will identify at least three instances of employing one or more core competencies during their internship field placement experience</td>
<td>100%</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>3.f. 80% of full-time students graduate in 3 years or less, and 80% of part-time students graduate in 4 years or less</td>
<td>80% of full-time students</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>80% of part-time students</td>
<td>100%</td>
<td>75%</td>
<td>100%</td>
</tr>
</tbody>
</table>
9.c. Conduct an Alumni Survey every three years seeking feedback on developments in the field, usefulness of the program in preparing students for their careers, and advice on potential avenues of program improvement

| 1 every 3 years | Yes | --- | Yes |

c. An explanation of the methods used to collect job placement data and of graduates’ response rates to these data collection efforts. The program must list the number of graduates from each degree program and the number of respondents to the graduate survey or other means of collecting employment data.

The program does not currently have sufficient data concerning the employment of alumni. In the Spring of 2009, an alumni database was constructed based on the Facebook site, the exit survey, and searches for former graduates on the internet and other networking cites. The first alumni survey was done during the Fall of 2009. This attempt was poorly received. After mailing out 40 surveys, just four were retuned. In the past, Florida State University has provided very limited tools for tracking and contacting program alumni, which makes evaluating the program through alumni success and satisfaction difficult. As the program has evolved, we have adopted a number of tools for tracking alumni including the introduction of an exit survey, which asks for student contact information, and a Facebook page for the student group. The program has also solicited advice from the student group on techniques for alumni tracking. In addition, FSU has now instituted lifetime email addresses so that students have the option of retaining their FSU email forever, making it possible for us to contact them. This year we distributed our alumni survey through the FSU Alumni Association, which has the most up to date email lists on campus. Responses have been coming in at a much higher rate than in past year though the letter was sent out only recently. The most recent survey included CEPH questions regarding employment and education as well as other questions. This process is new and will need to become more systematic. With 121 alumni as of Fall 2013, we are hoping to receive enough data to understand what the majority of our alumni do once they graduate.

2.7.d In fields for which there is certification of professional competence and data are available from the certifying agency, data on the performance of the program’s graduates on these national examinations for each of the last three years.

Not yet applicable.

2.7.e Data and analysis regarding the ability of the program’s graduates to perform competencies in an employment setting, including information from periodic assessments of alumni, employers and other relevant stakeholders. Methods for such assessment may include key informant interviews, surveys, focus groups and documented discussions.

We have not conducted focus groups. On the other hand, we have had visits by graduates who are back in town on personal or professional business. We make it a practice to interview them on how well prepared they felt when they searched for or began their first job. Responses have been consistently very, very positive, often indicating feelings of superior preparation. A single exception comes from a graduate who is managing a large nursing home in Tallahassee. While he was happy with the program, he was not expecting and did not receive extensive training in management beyond our one course in health management and another in finance. Students who go into policy related jobs, state agency, or county public health department management jobs have universally reported a high level of satisfaction.
2.7.f Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion is not met.

**Strengths**
- Additional data are needed to assess strengths.

**Weakness**
- Only 77% of alumni surveys were returned.
- Alumni communication is not yet systematic.
- We have insufficient contact with employers.

**Plans**
- 2012-2013 graduation rates should be available during the 2013 Fall semester.
- We plan to use the FSU Alumni Association to mail our alumni surveys.
- Our Fall 2013 exit survey will include future contact information.
- We need to form focus groups of employers to review our competencies and get feedback on placement efforts.
2.8 Bachelor’s Degrees in Public Health. If the program offers baccalaureate public health degrees, they shall include the following elements:

- **Required Coursework in Public Health Core Knowledge**: students must complete courses that provide a basic understanding of the five-core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.

- **Elective Public Health Coursework**: in addition to the required public health core knowledge courses, students must complete additional public health-related courses. Public health-related courses may include those addressing social, economic, quantitative, geographic, educational and other issues that affect the health of populations and health disparities within and across populations.

- **Capstone Experience**: students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or sufficient to satisfy the typical capstone requirement for a bachelor’s degree at the parent University. The experience may be tailored to students’ expected post-baccalaureate goals (e.g., graduate and/or professional school, entry-level employment), and a variety of experiences that meet University requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, and research paper or honors thesis.

- **The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.**

2.8.a Identification of all bachelors-level majors offered by the program.

*Not Applicable; Florida State University does not offer a bachelor’s degree in Public Health.*

2.8.b Description of specific support and resources available in the program for the bachelor’s degree programs.

*Not Applicable; Florida State University does not offer a bachelor’s degree in Public Health.*

2.8.c Identification of required and elective public health courses for the bachelor’s degree(s).

*Not Applicable; Florida State University does not offer a bachelor’s degree in Public Health.*

2.8.d A description of program policies and procedures regarding the capstone experience.

*Not Applicable; Florida State University does not offer a bachelor’s degree in Public Health.*

2.8.e Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

*Not Applicable; Florida State University does not offer a bachelor’s degree in Public Health.*
2.9 Academic Degrees. If the program also offers curricula for graduate academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

2.9.a Identification of all academic degree programs, by degree and area of specialization. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

Not applicable; The FSU MPH program only offers the generalist MPH degree.

2.9.b Identification of the means by which the program assures that students in academic curricula acquire a public health orientation. If this is common across the program, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.

Not applicable; The FSU MPH program only offers the generalist MPH degree.

2.9.c Identification of the culminating experience required for each academic degree program. If this is common across the program’s academic degree programs, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.

Not applicable; The FSU MPH program only offers the generalist MPH degree.

2.9.d Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

Not applicable; The FSU MPH program only offers the generalist MPH degree.
2.10 Doctoral Degrees. The program may offer doctoral degree programs, if consistent with its mission and resources.

2.10.a Identification of all doctoral programs offered by the program, by degree and area of specialization.

   Not applicable; The FSU MPH program does not offer Doctoral Degrees.

2.10.b Description of specific support and resources available to doctoral students including traineeships, mentorship opportunities, etc.

   Not applicable; The FSU MPH program does not offer Doctoral Degrees.

2.10.c Data on student progression through each of the program’s doctoral programs, to include the total number of students enrolled, number of students completing coursework and number of students in candidacy for each doctoral program. See CEPH Template 2.10.1.

   Not applicable; The FSU MPH program does not offer Doctoral Degrees.

2.10.d Identification of specific coursework, for each degree, that is aimed at doctoral-level education.

   Not applicable; The FSU MPH program does not offer Doctoral Degrees.

2.10.e Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

   Not applicable; The FSU MPH program does not offer Doctoral Degrees.
2.11 Joint Degrees. If the program offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

2.11.a Identification of joint degree programs offered by the program. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

We offer an Urban and Regional Planning/Public Health Joint Degree (MSP/MPH) program (see resource file for “Joint Degree”).

2.1.b A list and description of how each joint degree program differs from the standard degree program. The program must explain the rationale for any credit sharing or substitution as well as the process for validating that the joint degree curriculum is equivalent.

Students complete core course requirements of the MPH degree to receive the MSP/MPH joint degree, including a separate internship, capstone exam, and capstone project. All students earning an MSP/MPH earn 42 credit hours of MPH course work. The MPH earned through the joint MSP/MPH degree program differs only in the choice of two electives and the statistics course. The two programs offer an equivalently rigorous statistics course. The electives completed in the MSP/MPH degree program are the same courses available to the students earning just an MPH. These electives are split among qualitative (group 1) and quantitative (group 2) options. Students pursuing the joint MSP/MPH often take the group 1 elective of URP5939 Healthy Cities and the group 2 elective of URP5272 Urban and Regional Information Systems as these courses provide the skills students need to evaluate and intervene in the spatial determinants of both urban and rural health issues.

The joint program was developed and refined by the MPH Program Director and the jointly appointed faculty member in Urban and Regional Planning. Dr. Weissert makes all final decisions about elective options based on the health content of the course and the overall health focus in the course. The option for the joint degree is available to students in both programs and offers a benefit to each degree by making the students highly competitive applicants in the job market. The joint faculty advisor is Professor Chris Coutts, but the Director of Student Services is also available to provide students with guidance for the MPH portion of their matrix. Students that select this option can expect to graduate in 3 years taking 12 credit hours each semester.

2.11.c Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

The criterion is met.

Strengths
- Any student wishing to complete a joint MSP/MPH degree must meet all core requirements for the MPH degree, including the internship, capstone I and capstone II.
- Any student earning a MSP/MPH will still attain all MPH core competencies.

Weakness
- The statistics course can be taken in either program of study.

Plans
- We plan to track how well these graduates do on the job market to evaluate the effectiveness of the degree.
2.12 Distance Education or Executive Degree Programs. If the program offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these degree programs must a) be consistent with the mission of the program and within the program’s established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the University are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the program offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The program must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The program must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

2.12.a Identification of all degree programs that are offered in a format other than regular, on-site course sessions spread over a standard term, including those offered in full or in part through distance education in which the instructor and student are separated in time or place or both.

*Not applicable; The FSU MPH program does not offer Distance Education Programs.*

2.12.b Description of the distance education or executive degree programs, including an explanation of the model or methods used, the program’s rationale for offering these programs, the manner in which it provides necessary administrative and student support services, the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the program, and the manner in which it evaluates the educational outcomes, as well as the format and methods.

*Not applicable; The FSU MPH program does not offer Distance Education Programs.*

2.12.c Description of the processes that the program uses to verify that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

*Not applicable; The FSU MPH program does not offer Distance Education Programs.*

2.12.d Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

*Not applicable; The FSU MPH program does not offer Distance Education Programs.*
3.1 Research. The program shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

3.1.a Description of the program’s research activities, including policies, procedures and practices that support research and scholarly activities.

Bylaws
Section F. Responsibilities of jointly appointed MPH Faculty Members
3. At least half the research produced by each jointly appointed faculty member shall be clearly relevant to and supportive of the broad mission of public health. For most MPH faculty, experience has shown that close to 100 percent of their research is public health relevant.

Annual Review Process
Their home departments review all faculty members in the MPH program annually. The MPH Program Director has direct input into the evaluation of each faculty member. Research productivity is a vital component of this annual review process and composes at least 45% of all tenure-track faculty members’ responsibilities. The program has five tenure-track faculty. In addition, the MPH Executive Committee reviews research productivity of each faculty member as well as relevance of their research and grant efforts to public health. For this purpose, the MPH program has created a Content Collection folio on our Blackboard site into which all faculty place their annual reports and updated vitae. The Executive Committee meets annually to review these reports and vitae. Published research articles are rated for relevance to public health, and overall performance is rated satisfactory or unsatisfactory for each faculty member. The MPH Program Director then discusses evaluation results with the faculty member, complimenting and encouraging satisfactory results, discussing the need for higher levels of public health research related productivity when appropriate, and ways to improve when improvement is needed.

Promotion and Tenure
Promotion and tenure for all tenure-track faculty require formal review at the home department, joint program level, college and university levels. As a Research Institution, the tenure and promotion process at Florida State University places high priority on research output. The MPH program participates in this process by annually reviewing research productivity, teaching quality, and public health related service to the community and the public health workforce. An evaluative letter is then provided to the chair of the relevant department at the time of continuation, tenure or promotion review. It is to be considered by the home department and becomes part of the tenure file reviewed by the college and university.

Recruitment and Hiring
In the recruitment and hiring of new faculty, the program places a high priority on past and potential future research productivity and activity. Having a research agenda relevant to public health is a critical element in selection of new jointly appointed faculty. Each faculty candidate submits vitae, journal articles, and a statement of his or her research agenda and makes a research presentation to the MPH and tenure-department
faculty. The MPH Program Director sits on the search committees of all joint appointments and holds a veto over candidates to be recommended to the dean.

**Travel Support**
The program offers grants to partially support travel and registration costs for any health related regional, national, or international conference, such as the annual American Public Health Association Conference, for any faculty presenting a paper. This support is limited, however, and is intended to be used only after exhausting other sources including grants, provost support for national conference travel, and disciplinary department funds. The MPH program provides support for both students and faculty, when requested, and upon provision of documentation of the public health focus of the material presented by the faculty member and the public health nature of the conference. Typical support amount is $500 though in some circumstances more may be made available.

**The Office of Research**
The University offers research support through the Office of Research. Staff there aid individual faculty members and campus collaborators in finding the tools and resources they need to be competitive in today's increasingly demanding, global community of university research and scholarship. There are seven divisions: Council on Research & Creativity, Federal Relations, FSU Research Foundation, Human Subjects Committee, IP Developments & Commercialization, Sponsored Research Services, and Sponsored Research Accounting Services. The latter two serve as the direct support systems when receiving external funding and were established to provide an effective contract and grant management system to monitor compliance with fiscal and reporting requirements as established by Federal and State law, agency regulations, University policies and procedures and generally accepted accounting principles for sponsored projects awarded to the Florida State University. A list of FSU’s and the Office of Research’s policies and procedures can be found at

- [http://policies.vpfa.fsu.edu/controller/index.html](http://policies.vpfa.fsu.edu/controller/index.html)
- [http://www.research.fsu.edu/contractsgrants/policypro.html](http://www.research.fsu.edu/contractsgrants/policypro.html)

**College of Social Sciences and Public Policy**
The college is committed to research and integrating research into the undergraduate and graduate curriculum as an important part of their teaching mission. The college’s [webpage](http://www.research.fsu.edu/contractsgrants/policypro.html) research priorities and includes health policy reform as a critical concern. Few fields are more influenced by policy and regulatory decisions. Moving our health care system toward one that is focused on quality and patient safety, where decisions are based upon evidence of effectiveness, and costs are controlled through effective performance incentives is a goal for which the skills and disciplinary training of our college faculty are ideally suited. Our interdisciplinary MPH program draws faculty from every department in the college, bringing disciplinary perspectives to bear upon the core flaws in current system: organizational fragmentation, absence of performance standards and accountability, and perverse economic incentives.

**Current Research Activities**
The program’s commitment to research is demonstrated in the breadth of public health research conducted by program faculty. Current research projects of faculty involve a large number of diverse topics:

- The impact county level policy of land use on physical activity (Coutts)
- Long-term care policy (Weissert)
- State and national health care policymaking (Weissert)
- Neighborhood environments and BMI trajectories (Burdette)
- Variations in hospital organization and outcome measures (Lee)
- State Politics, Fiscal Stability, and Needy Groups (Lee)
- Health Status and the End-of-Life Stage (Hill)
**Teaching Load**

As a research University, Florida State requires that all tenure-track faculty in the College of Social Sciences and Public Policy maintain a teaching load of only four courses per year. Non-tenure track faculty has a course load requirement of eight courses per year and has a very limited research responsibility, though they do have administrative duties. The relatively light teaching load for MPH faculty ensures that all faculty can commit time and resources to engaging in public health research. It is also common to permit new assistant professors to drop one or more courses during their first semester in order to get their research program moving at FSU.

3.1.b **Description of current research activities undertaken in collaboration with local, state, national or international health agencies and community-based organizations.** Formal research agreements with such agencies should be identified.

The MPH program encourages all faculty to engage in a range of research activities, including those that would benefit the public health community. The Director of CBPH research, Kevin Frentz, holds primary responsibility for community-based research. Current community based research projects include:

- Dr. Rowan, Dr. Frentz and several graduate students. Evaluation of the FSU campus smoking policy in 2011 through collaboration with the Leon County Health Department and the FSU Health Promotions Office.
  - Only 2% of students reported smoking daily and over 70% wanted a tobacco-free campus.
  - Educated, collaborated with, and supported several registered student organizations to raise awareness throughout campus through events like cigarette butt clean ups.
  - Created its own RSO made up of other RSO representatives to work as a think tank. This was part of the bigger picture to create a groundswell of student support, making tighter tobacco policy a student led initiative.
  - Results were presented to:
    - the Faculty Senate—Passed with implementation as soon as possible.
    - The Student Senate—Passed with inclusion as a referendum in the election.
    - Referendum passed with 72% wanting a tobacco-free campus.
  - This was then presented to the University President and the Board of Trustees.
    - Passed—implantation date = January 14, 2014.
  - Working on implantation plans and community organizing.

- Proposal to participate in a Community Involvement Grant with eight counties through Big Bend Rural Health Network and the Florida Department of Health (Dr. Rowan and Nicolette Castagna- MPH student)

3.1.c **A list of current research activity of all primary and secondary faculty identified in Criteria 4.1.a and 4.1.b., including amount and source of funds, for each of the last three years.** These data must be presented in table format and include at least the following: a) principal investigator and faculty member’s role (if not PI), b) project name, c) period of funding, d) source of funding, e) amount of total award, f) amount of current year’s award, g) whether research is community based and h) whether research provides for student involvement. Distinguish projects attributed to primary faculty from those attributed to other faculty by using bold text, color or shading. Only research funding should be reported here; extramural funding for service or training grants should be reported in Template 3.2.2 (funded service) and Template 3.3.1 (funded training/workforce development).
<table>
<thead>
<tr>
<th>Project Name</th>
<th>Principal Investigator</th>
<th>Funding Source</th>
<th>Funding Period Start-End</th>
<th>Amount Total Award</th>
<th>Amount 2010</th>
<th>Amount 2011</th>
<th>Amount 2012</th>
<th>Community-Based Y/N</th>
<th>Student Participation Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Mitigation Strategy Plan Revision and Update Initiative</td>
<td>Tim Chapin (FSU, Urban and Regional Planning), Chris Coutts</td>
<td>Florida Division of Emergency Management</td>
<td>Jan 2011 – Oct 2012</td>
<td>$168,428</td>
<td>$168,428</td>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Grant Development Award.</td>
<td>Chris Coutts</td>
<td>FSU Center for Demography and Population Health</td>
<td>May 2010-Aug 2010</td>
<td>$10,000</td>
<td>$10,000</td>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Green Infrastructure Connectivity and Human Health in Florida.</td>
<td>Chris Coutts</td>
<td>DeVoe Moore Center</td>
<td>2011</td>
<td>$12,372</td>
<td>$12,372</td>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Application for NASA Research Announcement Interdisciplinary Research in Earth Science</td>
<td>Wilhelmi, O., &amp; Chris Uejio</td>
<td>System for Integrated Modeling of Metropolitaan Extreme Heat Risk (SIMMER)</td>
<td>2010-2013</td>
<td>$1,490,000</td>
<td>$496,666</td>
<td>$496,666</td>
<td>$496,666</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>A Comparative Study on Health Policy Making Process between South Korea and the United States: Focusing on Legislative Branches</td>
<td>Keon Lee</td>
<td>Korea Legislative Studies Institute</td>
<td>5/2010–9/2010</td>
<td>$9,100</td>
<td>$9,100</td>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Research Supplement to Promote Diversity in Health Related Research</td>
<td>Terrence Hill</td>
<td>NIH</td>
<td>2011</td>
<td>$44,944</td>
<td>$44,944</td>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Research Fellowship</td>
<td>Terrence Hill</td>
<td>FSU</td>
<td>2011</td>
<td>$17,000</td>
<td>$17,000</td>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Research Fellowship</td>
<td>Amy Burdette</td>
<td>FSU</td>
<td>2011</td>
<td>$17,000</td>
<td>$17,000</td>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Pay for Performance—Can it help solve the nursing home Quality problem</td>
<td>William Weissert</td>
<td>Pepper Foundation</td>
<td></td>
<td>$40,846</td>
<td></td>
<td></td>
<td></td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td>$1,839,690</td>
<td>$505,766</td>
<td>$796,410</td>
<td>$537,512</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**FSU MPH Definition of Community Based Public Health Research**

Community-based research in public health is a participatory, collaborative approach to research that equitably involves community members, organizational representatives, and researchers in all aspects of the research process. The partners contribute unique strengths and shared responsibilities to enhance understanding of a given phenomenon and the social and cultural dynamics of the community, and integrate the knowledge gained with action to improve the health and well-being of community members.

**Principles of community based public health research include:**

- It recognizes community as a unit of collective and individual identity and is central to community-based research. Examples include family, friendship network, or geographic neighborhood. Community is characterized by a sense of identification and emotional connection to other members, common symbol systems, shared values and norms, mutual—although not necessarily equal— influence, common interests, and commitment to meeting shared needs. Communities of identity may be centered on a defined geographic neighborhood or a geographically dispersed ethnic group with a sense of common identity and shared fate.
- It builds upon strengths and resources within the community.
- It facilitates collaborative partnerships in all phases of the research.
- It integrates knowledge and action for mutual benefit of all partners.
- A co-learning and empowering process facilitates the reciprocal transfer of knowledge.
- It is a cyclical and iterative process.
- It emphasizes an ecological model of health that encompasses biomedical, social, economic, cultural, historical, and political factors as determinants of health and disease.
- It disseminates findings and knowledge gained to all partners.


### 3.1.d Identification of measures by which the program may evaluate the success of its research activities, along with data regarding the program’s performance against those measures for each of the last three years.

For example, programs may track dollar amounts of research funding, significance of findings (e.g., citation references), extent of research translation (e.g., adoption by policy or statute), dissemination (e.g., publications in peer-reviewed publications, presentations at professional meetings) and other indicators.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.a. Tenure-track faculty members will have at least one health related, peer reviewed publication each per year</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>5.b. 100% of tenure-track faculty members will present their health related research at one regional, national, or international conference every third year</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>5.c. Provide financial support, when requested, to faculty who present their public health related research at one professional regional, national, or international conference every other year</td>
<td>0.5</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### 3.1.e Description of student involvement in research.

The MPH program provides many opportunities for students to engage in public health research. The program introduces students to basic research methods including research design and statistics, in their Health Policy Statistics course. The course is designed to train students in gathering and evaluating existing literature on a
topic, constructing a research design, and collecting and analyzing relevant primary and secondary data. Students are expected to use these skills throughout their coursework, as most courses in the program require a significant research project. In particular, the Capstone II project is an opportunity for students to engage in significant research on a topic of interest to them. The GIS Social Applications course, for example, requires students to develop a research question, locate or create a relevant dataset, and then conduct spatial analysis of the data. Projects from the GIS Social Applications course have resulted in a number high quality projects that have been submitted to professional conferences and for publication.

Beyond coursework, students may gain research experience through assistantships with the MPH program. Each semester three students are offered assistantships with the program. Students on assistantship often participate in research projects with program faculty.

Notable research work involving MPH students include:

- Updating of data for preparation of most recent edition of Governing Health: The Politics of Health Policy by student assistants working with Dr. Weissert

3.1.f Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

The criterion is met.

**Strengths**

- MPH faculty have demonstrated their research productivity. University expectations are high.

**Weakness**

- CBPH research has been limited.
- Student participation in grant-funded projects is low.

**Plans**

- The program seeks to continue to expand its community based public health research through the work of the Director of CBPH Research and through increasing visibility of the program in the local public health community.
3.2 Service. The program shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

3.2.a Description of the program’s service activities, including policies, procedures and practices that support service. If the program has formal contracts or agreements with external agencies, these should be noted.

The faculty view service to the local community as an essential function of the public health program. The program has adopted a number of policies to promote service activities:

**Bylaws**
Section F. Responsibilities of Jointly Appointed MPH Faculty Members
4. Service to the MPH program and the larger public health community shall be provided in accordance with the faculty member’s professional goals and responsibilities as an MPH faculty member, as well as in response to requests for specific service made by the MPH Program Director or his or her designee.

**Director of Outreach**
The Leon County Health Department Administrator fills this position as an adjunct. The MPH program established the position of Director of Outreach to identify service opportunities for the program within the local public health community. The Director of Outreach provides a link between the program and the local public health community to facilitate collaboration between the program and public health practitioners. In that capacity, Dr. Homer Rice fields an annual survey of community health needs and is able to bring that information to the MPH program. He reports findings from the survey annually and reports planned projects and those in progress or completed quarterly to the MPH Program Director and the Continuing Quality Improvement Committee so that planning can be done to assure that we are deploying our faculty and student resources in the optimal manner. The Outreach Director’s duties include brokering community service projects between community organizations and the faculty and students of the MPH program. He maintains close contact with the Director of Student Services who has a complementary role in organizing and advising students on community activities carried out through the Public Health Student Association.

3.2.b Description of the emphasis given to community and professional service activities in the promotion and tenure process.

Florida State University requires that all tenure-track faculty have a record of service to the University, their profession, and the community. The tenure and promotion review process includes an evaluation of the candidates’ service contribution. Additionally, all faculty are evaluated annually by their home departments and the MPH program as a part of the normal review process. Service is included as a core component of this review process. Of course, in a Research I University there is always a tension between pressure for young faculty to conduct research and their desire – and the MPH program’s demand – that all jointly appointed faculty engage in at least one community service project per year. To that end, we endeavor to find projects that are
complementary to the faculty member’s interests and skill set so that community service demands are as rewarding and undemanding of special preparation as possible.
To encourage student participation in community service projects, students are awarded classroom bonus points for community service. They can apply these bonus points as extra credit in classes taught by Dr. Weissert or Dr. Rowan (the students’ choice). At the margin, these points can be used to raise a grade slightly. Points are based upon hours of community service.

Of course, the largest service contribution of the program is through the organized efforts of the Student Public Health Association. The organization’s leadership actively seeks opportunities to engage the students in community service projects and has had a record of accomplishment of substantial success. Faculty supports these efforts and participates as appropriate.

3.2.c A list of the program’s current service activities, including identification of the community, organization, agency or body for which the service was provided and the nature of the activity, over the last three years. See CEPH Data Template 3.2.1. Projects presented in Criterion 3.1 should not be replicated here without distinction. Funded service activities may be reported in a separate table; see CEPH Template 3.2.2. Extramural funding for research or training/continuing education grants should be reported in Template 3.1.1 (research) or Template 3.3.1 (funded workforce development), respectively.

<table>
<thead>
<tr>
<th>Faculty member</th>
<th>Role</th>
<th>Organization</th>
<th>Activity or Project</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan Rowan</td>
<td>Organizer</td>
<td>Rural Education Orientation Program</td>
<td>Set up the Wakulla County visit to expose students to rural health</td>
<td>2013</td>
</tr>
<tr>
<td>Alan Rowan</td>
<td>Member</td>
<td>Breathe Easy</td>
<td>Advisory Council member</td>
<td>2010-2013</td>
</tr>
<tr>
<td>Alan Rowan</td>
<td>Key Note Speaker</td>
<td>FDOH</td>
<td>Gadsden Health Fair</td>
<td>2011</td>
</tr>
<tr>
<td>Alan Rowan</td>
<td>Policy Analyst</td>
<td>FL Tax Watch</td>
<td>Evaluation of Legislative Health Policy</td>
<td>2010</td>
</tr>
<tr>
<td>Amy Burdette</td>
<td>Reviewer</td>
<td>Society for the Scientific Study of Religion</td>
<td>Distinguished Article Award Committee</td>
<td>2011-2013</td>
</tr>
<tr>
<td>Amy Burdette</td>
<td>Reviewer</td>
<td>ASA Section on Sociology of Religion</td>
<td>Distinguished Article Award Committee</td>
<td>2011</td>
</tr>
<tr>
<td>Chris Coutts</td>
<td>Judge</td>
<td>Institute for Energy Systems, Economics, and Sustainability</td>
<td>Review poster submissions</td>
<td>2010</td>
</tr>
<tr>
<td>Chris Coutts</td>
<td>Reviewer</td>
<td>Transportation Research Board</td>
<td>Annual conference abstract reviewer</td>
<td>2010-2012</td>
</tr>
<tr>
<td>Chris Coutts</td>
<td>Guest lecturer</td>
<td>Florida A&amp;M University</td>
<td>Discussed urban and environmental planning for public health</td>
<td>2011</td>
</tr>
<tr>
<td>Chris Coutts</td>
<td>Guest Speaker</td>
<td>FDOH</td>
<td>Discussed research on climate change and public health</td>
<td>2012</td>
</tr>
<tr>
<td>Chris Ueijo</td>
<td>Member</td>
<td>National Climate Predictions and Projections Platform Public Health Advisory Group</td>
<td>Committee member</td>
<td>2012-present</td>
</tr>
<tr>
<td>Katie Showman</td>
<td>Guest Speaker</td>
<td>Economics Club, James Madison Institute Movie Nights, National Association for Business Economists,</td>
<td>Patient Protection and Affordability of Care Act, Impact of the individual mandate</td>
<td>2011-present</td>
</tr>
</tbody>
</table>
3.2.d Identification of the measures by which the program may evaluate the success of its service efforts, along with data regarding the program’s performance against those measures for each of the last three years.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.a. Provide at least two opportunities each semester for student community-based service related to public health for each Fall and Spring semester</td>
<td>≥ 3 Fall</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>≥ 3 Spring</td>
<td>3</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>7.b. The Director of Student Services will maintain internship preceptor relationships through a qualitative internship survey with each preceptor, and engage in systematic outreach efforts annually to sustain beneficial linkages for service via internships</td>
<td>Annually</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

3.2.e Description of student involvement in service, outside of those activities associated with the required practice experience and previously described in Criterion 2.4.

In coordination with the MPH program and the Public Health Student Association, students have been engaged in a number of community service projects:

- Volunteered with the Florida DOH to organize and staff Take a Loved One for a Check-up Day
- Engaged in Minority Health Screenings
- Volunteered at the Just For Men Health Awareness event
- Hosted an educational and interactive table at the Great American Smoke Out and Kick Butts Day on FSU’s Union Green on campus
- Helped staff the Life Deliverance Church Women’s Conference
- Bethany Mobile Health Unit Health Education & Services
- Staffed the Florida Department of Health table at Tallahassee’s Winter Festival 2011 & 2012
- Volunteered for the Go Red Think Pink Seminar
- Staffed a table at the North Florida Fair on the theme of ‘Well Workplace’ by Working Well
- Hosted a blood drive
- Helped organize and run a 2 day workshop for SWAT kids in Leon County
- Volunteer to do health screenings and health assessments at the Grace Mission Church Health Clinic
- Tracking health related bills during the 2013 Legislative Session.
- Staffed the Tobacco Free Florida table at the Springtime Tallahassee event
- Organized a fundraiser for the Havana Health Clinic and obtained medical supply donations
3.2.f  Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

The criterion is partially met.

**Strengths**
- The students have engaged extensively in a number of community health projects.

**Weakness**
- Service activities are ad hoc.
- Department chairs do not encourage junior faculty to engage in service.

**Plans**
- Director of Outreach is working with faculty members to expand their community service activities.
- Educating department chairs of joint faculty about the service obligations of MPH faculty is an on-going challenge that needs more effort.
3.3 Workforce Development. The program shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.

3.3.a Description of the ways in which the program periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.

For the last three years, the program has informally assessed the continuing educational needs of the workforce through the annual Advisory Council's meeting. This past academic year Dr. Rice, the Administrator of the Leon County Health Department, was hired, as the MPH Director of Outreach charged with providing needs assessment data and identifying opportunities for MPH faculty to provide Public Health Workforce and Community Service Liaison services for the program. He is responsible for identifying in-service training needs of Leon County and surrounding county health staff; negotiating in-service training sessions that match faculty training capabilities to staff training needs; and filing quarterly reports of the needs, progress, and evaluations of the workforce development training sessions. His job description can be found in section 1.4.a. His reports are reviewed during the quarterly CQI meetings. As part of his duties for the County Health Department, Dr. Rice conducts a systematic needs assessment survey of county health departments, which can be found in the resource file under workforce development.

3.3.b A list of the continuing education programs, other than certificates, offered by the program, including number of participants served, for each of the last three years. Those programs offered in a distance-learning format should be identified. Funded training/continuing education activities may be reported in a separate table. See CEPH Data Template 3.3.1 (i.e., optional template for funded workforce development activities). Only funded training/continuing education should be reported in Template 3.3.1. Extramural funding for research or service education grants should be reported in Template 3.1.1 (research) or Template 3.2.2 (funded service), respectively.

I. January 30, 2013- Dr. Weissert. “Why We Needed the PPACA and What We Got”. In-service training for eight local county health departments' staff on the effects of the PPACA; 40 people were invited and 75 people attended. Representatives were from Leon, Gadsden, Wakulla, Jefferson, Madison, and Taylor County Health Department staff; FDOH, Department of Health Central Office legal staff; Capital Health Plan, Florida Blue (Blue Cross and Blue Shield), Capital Regional Medical Center, Big Bend Cares, Capital Medical Society, FSU College of Nursing, and FSU Wellness Center staff.

II. 2011- Dr. Rowan was the Key Note Speaker at the Gadsden County Health Fair. He presented the importance and need for public health.

III. 2013- The PHSA co-sponsored an event with the University Health Services, Tobacco-Free Florida, and FSU AHEC to bring in Dr. Wigand for two days. Part of his commitment was to offer a 1 credit CEU to clinical staff. The Florida Keys AHEC was the continuing education provider, which was set up through the FSU College of Medicine AHEC. Students were involved with planning, set up, and promoting the event.
IV. Distance learning is an option for two courses in the group one electives: Infectious Disease Epidemiology and Chronic Disease Epidemiology. One core course is available online—Comparative Health. Additionally the MPH Internship is supported through an online discussion board.

3.3.c Description of certificate programs or other non-degree offerings of the program, including enrollment data for each of the last three years.

Enrollment as a non-degree student is subject to approval by the Office of Admissions provided the student is in good academic standing at their last attended institution. Registration is on a space-available basis and requires departmental approval. Applicants who have been denied admission as a degree-seeking student or who missed the deadline for submitting a degree-seeking application will not be considered for enrollment as a non-degree student.

Coursework taken as a non-degree student carries no automatic degree credit. However, up to 12 semester hours earned as a graduate non-degree student may be applied toward a graduate degree only with the approval of the MPH Program Director at the time of reclassification to degree-seeking status, if a grade of "B" (3.0) or better has been achieved. Non-degree students must adhere to the same academic rules that govern degree-seeking students (i.e., application deadlines, fees, drop/add, withdrawals, grading, retention policies, etc.).

Students seeking reclassification from non-degree student status to degree-seeking status must submit an application via standard admission procedures. All information used to make an admission decision must be received by the published deadline below. Enrollment as a non-degree student does not guarantee admission to the University as a degree-seeking student at a later date.

**Application Deadlines:** Fall – July 1; Spring – December 1; Summer – April 1
To apply go to [https://admissions.fsu.edu/NonDegreeApp/](https://admissions.fsu.edu/NonDegreeApp/)

3.3.d Description of the program’s practices, policies, procedures and evaluation that support continuing education and workforce development strategies.

Faculty are required to provide at least one training session every other year. The Director of Outreach reports to the program director quarterly and sits on the CQI committee. The CQI committee discusses workforce-training opportunities at least twice yearly and reviews plans for both community service activities and workforce training opportunities. It identifies most promising opportunities, assures that plans are formulated and responsibilities assigned, and requests progress reports on planning, implementation, and participation and evaluation results. The MPH Program Director reports to the Advisory Council and faculty annually on past and planned activities, and seeks input from the committees as to additional workforce training opportunities and potential participants. Lastly, the annual faculty evaluation seeks validation that each faculty member has undertaken community service and workforce training participation.

3.3.e A list of other educational institutions or public health practice organizations, if any, with which the program collaborates to offer continuing education.

- Leon County Health Department
- FSU College of Medicine
3.3.f Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is partially met.

**Strengths:**
- The Director of Outreach has direct access to our surrounding eight county health departments’ training needs.

**Weaknesses:**
- We have conducted too few training programs for the public health workforce.

**Plans:**
- The Director of Outreach is asked to report quarterly in-service workforce training plans.
- The Florida Department of Health has recently (July 1, 2013) begun using TRAIN (https://www.train.org) and we are looking into becoming “course providers” to expand our virtual reach.
4.1 Faculty Qualifications. The program shall have a clearly defined faculty, which, by virtue of its distribution, multidisciplinary nature, educational preparation, practice experience and research and instructional competence, is able to fully support the program’s mission, goals and objectives.

4.1.a A table showing primary faculty who support the degree programs offered by the program. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Academic Rank</th>
<th>Tenure Status</th>
<th>FTE or % Time to the program</th>
<th>Graduate Degrees Earned</th>
<th>Institution where degrees were earned</th>
<th>Discipline in which degrees were earned</th>
<th>Teaching Area</th>
<th>Research Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burdette, Amy</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
<td>0.725</td>
<td>PhD</td>
<td>University of Texas</td>
<td>Sociology</td>
<td>Neighborhoods, Stress and Health; Data Analysis</td>
<td>Social Determinants of Health</td>
</tr>
<tr>
<td>Coutts, Chris</td>
<td>Associate Professor</td>
<td>Tenure Track</td>
<td>0.725</td>
<td>MPH, PhD</td>
<td>University of Michigan</td>
<td>Urban &amp; Regional Planning</td>
<td>Health Behavior &amp; Epidemiology</td>
<td>Impact of Built Environment on Public Health</td>
</tr>
<tr>
<td>Uejio, Chris</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
<td>0.725</td>
<td>PhD</td>
<td>University of Wisconsin-Madison</td>
<td>Geography</td>
<td>Global Health; Medical Geography; Environmental Health</td>
<td>Vector-borne Diseases; Water Quality; Public Health Disparities</td>
</tr>
<tr>
<td>Lee, Keon-Hyung</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>0.585</td>
<td>MPH, PhD</td>
<td>University of Southern California</td>
<td>Public Administration</td>
<td>Health Administration</td>
<td>Hospital Administration Policies and Outcomes</td>
</tr>
<tr>
<td>Rowan, Alan</td>
<td>Associate In Non-Tenure Track</td>
<td>1.0</td>
<td>Dr.PH</td>
<td>University of Alabama at Birmingham</td>
<td>Public Health</td>
<td>Environmental Health &amp; Epidemiology</td>
<td>Environmental Origins of Disease</td>
<td>Environmental Economics</td>
</tr>
<tr>
<td>Showman, Katie</td>
<td>Assistant In Non-Tenure Track</td>
<td>0.725</td>
<td>PhD</td>
<td>University of Florida</td>
<td>Economics</td>
<td>Health Statistics</td>
<td>Health Economics</td>
<td></td>
</tr>
<tr>
<td>Weissert, William</td>
<td>Professor</td>
<td>Tenured</td>
<td>0.875</td>
<td>PhD</td>
<td>The Claremont Graduate School</td>
<td>Political Science</td>
<td>Health Policy</td>
<td>Health Care Policy and Politics; Long-Term Care</td>
</tr>
</tbody>
</table>

2 Jointly appointed faculty FTE consist of teaching (.25), service (.025), and research (.45) with the exception for Dr. Lee (.31). Dr. Rowan has 1 FTE and Dr. Weissert has .875 due to his added administrative duties as the MPH Program Director.
4.1.b Summary data on the qualifications of other program faculty (adjunct, part-time, secondary appointments, etc.).

<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Rank</th>
<th>Title &amp; Current Employer</th>
<th>FTE or % Time(^3)</th>
<th>Graduate Degrees Earned</th>
<th>Discipline for earned graduate degrees</th>
<th>Teaching Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heffron, Audrey</td>
<td>Associate In</td>
<td>FSU, Public Administration</td>
<td>0.125</td>
<td>PhD</td>
<td>Emergency Management</td>
<td>Public Health and Emergency Management</td>
</tr>
<tr>
<td>Rice, Homer</td>
<td>Adjunct</td>
<td>Leon County Health Department Administrator</td>
<td>0.125</td>
<td>PhD</td>
<td>Public Health</td>
<td>Public Health Practice</td>
</tr>
<tr>
<td>Lustria, Mia</td>
<td>Associate Professor</td>
<td>FSU, Information Department</td>
<td>0.125</td>
<td>PhD</td>
<td>Communications</td>
<td>Health Informatics</td>
</tr>
<tr>
<td>Lewers, Shawn</td>
<td>IT Support Specialist</td>
<td>FSU, College of Social Sciences and Public Policy</td>
<td>0.125</td>
<td>MS</td>
<td>Urban and Regional Planning</td>
<td>Urban and Regional Info Systems</td>
</tr>
</tbody>
</table>

4.1.c Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the program. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.

The program hires public health practitioners as adjuncts to teach elective courses. For example, Dr. Homer Rice is the Administrator at Leon County Health Department and teaches a course called Applied Public Health in which he brings together the big picture of public health by having guest lectures and six required field experiences. The course is taught at the Leon County Health Department. Students are required to take at least nine credit hours of electives. These adjunct faculty members bring experience and knowledge that is vital to students. Other faculty integrate perspectives from the field by bringing in guest speakers, primarily from Florida’s Department of Health, and having the students go out into the field for assignments or extra credit, such as participating in the state wide emergency preparedness training or taking a tour of the Tram Road Wastewater Reuse Facility. The program also has one faculty member (Dr. Rowan) whom outside experience as the Former Division Director of Health Access and Tobacco at the Florida Department of Health brings a different perspective and a sense of reality to the classroom through real world examples.

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\(^3\) FTE calculated based on teaching one course related to the MPH program.
4.1.d Identification of measurable objectives by which the program assesses the qualifications of its faculty complement, along with data regarding the performance of the program against those measures for each of the last three years.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.b. The faculty will represent the broad interdisciplinary nature of public health by having one faculty member from each of the six appropriate social science disciplines, acknowledging that from time to time one or more departments may be under-represented</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4.c. No less than 70% of student course evaluations will indicate their overall assessment of the instructor to be in the top two categories— “very good” and “excellent”— in every MPH course</td>
<td>&gt; 70%</td>
<td>93%</td>
<td>96%</td>
<td>100%*</td>
</tr>
</tbody>
</table>

4.1.e Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion is met.

**Strengths**
- The MPH faculty draws broadly from the many disciplines of public health.
- Practical experience is brought into the classroom through guest lecturers, adjunct and field experiences.
- Adjunct faculty increase the range of course electives students can take.
- Drs. Weisert and Rowan have considerable experience as practitioners of public health and health policy analysis.
- Several faculty including Drs. Coutts, Lee, Burdette and Weisert are active as consultants in practical public health projects.

**Weakness**
- Not every faculty members holds an MPH degree in addition to their disciplinary degrees.

**Plans**
- We are planning to replace a faculty member this Fall for the next 2015 academic year in the Sociology department. Holding an MPH degree in addition to a disciplinary Ph.D. will be a weighting factor.
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4.2 Faculty Policies and Procedures. The program shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

4.2.a A faculty handbook or other written document that outlines faculty rules and regulations.

The FSU faculty handbook is made available to all faculty members at orientation and through the web: http://facultyhandbook.fsu.edu/

4.2.b Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

In accordance with the University’s mission, faculty members have been selected for their commitment to excellence in teaching, their ability in research and creative activity, and their interest in public service. The assignment of responsibilities, evaluation process, the promotion and/or tenure process, opportunities for sabbatical and professional development leave, recognition of achievements and graduate faculty status help promote this commitment to excellence and facilitate in the overall professional development of faculty.

The Faculty Development website (http://fda.fsu.edu/Faculty-Development) has established the framework for development in all faculty categories. In recognition of achievements and potential for continued growth and scholarly contributions in the future, the opportunity for consideration for promotion and/or tenure is available for most faculty positions. Faculty may be grouped into two categories: ranked (Instructor, Assistant Professor, Associate Professor, and Professor), sometimes referred to as the General Faculty, and non-ranked (all faculty position titles other than Instructor, Assistant Professor, Associate Professor, and Professor). Assistant Professors, Associate Professors, and Professors, who are tenure earning or tenured, are considered through the promotion and/or tenure process for tenure-track faculty. Faculty members holding regular or research appointments in positions of “assistant in,” “associate in,” “research associate,” are considered through the promotion process for non-tenure track faculty. The policies and processes for promotion of the tenure track and non-tenure-track faculty differ, and can be found in the faculty handbook in Section 5: Faculty Development.

Promotion is based on demonstrated effectiveness in teaching, service, definite scholarly or creative accomplishments, and recognized standing in the discipline and profession. As a program, we are committed to fostering a supportive work environment in which our faculty may develop professionally. Joint faculty teach just two courses a year for the program and their teaching performance is evaluated and monitored as a part of the annual review. We encourage our faculty to engage in service specifically through workforce development offerings and community service. We are committed to dissemination of new research and supporting our faculty in this endeavor. The program financially supports all faculty members when they are presenting research at a Public Health related conference. Additionally, they are encouraged to apply for the Provost’s Faculty Travel Grant: http://provost.fsu.edu/faculty/travel/. Dr. Weissert can also offer graduate assistance to faculty and adjunct faculty members that may need support for the purpose of research. The Program offers funding for adjunct professors and supports interdisciplinary faculty shared with the Political Science, Sociology, Economics, Public Administration, Urban and Regional Planning, and Geography Departments.
4.2.c Description of formal procedures for evaluating faculty competence and performance.

The basic purpose of the evaluation is to acknowledge performance, to communicate performance effectiveness, to aid in improving performance in assigned duties, and if necessary, to develop a performance plan to assist in correcting deficiencies for the employee not meeting performance expectations. The evaluation process assesses the quality of performance in the functions of teaching, research or creative activity, service, and any other duties that may be assigned. These functions result in the enhancement of learning, cultural advancement, and the production of new knowledge. This faculty member’s history of annual evaluations will be considered in recommendations and final decisions on tenure, promotions, salary increases, and reappointment or non-reappointment. Therefore, it is critical that all faculty members receive constructive and specific feedback that results in continuous improvement.

Faculty members, other than those on a personal leave of absence or those not to be reappointed who have received notice of non-reappointment or are not entitled to receive notice of non-reappointment, must be evaluated annually during the Spring semester. Faculty members on leave for professional purposes, such as sabbatical, professional development, or a research leave, compensated or uncompensated leave, are evaluated based on a report of the accomplishments made during the leave. Departmental evaluation guidelines should ensure that members on approved leave are not penalized in the evaluation process.

A faculty member holding joint appointment is evaluated in his or her tenure-earning department by faculty of that department, and in the MPH program by the MPH executive committee. Copies of both evaluations, marked concurrently, are stored in the faculty member’s single evaluation file. By University policy, each department chair (or equivalent) evaluates the faculty member only with respect to the duties within that unit. Such concurrent summaries are forwarded to the dean of the college in which the faculty member holds a faculty position. This procedure ensures that each person holding a faculty position is evaluated annually and that all factors are considered in such an evaluation.

Each department has develops its own evaluation process. For the MPH program, that process consists of obtaining an annual report detailing teaching, research and service. The MPH executive committee meets to review each faculty member’s annual report, judging productivity of public health research, quality of teaching evaluation scores, and contributions to public health community service and workforce training. Research is evaluated for relevance to public health, quality of journals in which it is placed (peer reviewed, ISI), and indications of its importance to the field, such as citations. Teaching scores from student evaluations are reviewed for each faculty member, and a member of the executive committee sits in on at least one classroom session taught by each faculty member.

Faculty members must be notified at least two weeks in advance of the date, time, and place of any direct classroom observation or visitation made in connection with the annual evaluation. A report of the observation must be submitted to the faculty member with 10 working days of the observation date whenever the observation is used in the evaluation process.

In accordance with University policy, the annual evaluation is based upon the assigned duties and will consider the nature of the assignments and quality of the performance in terms, where applicable, of: teaching effectiveness, contribution to the discovery of new knowledge, development of new educational techniques, and other forms of creative activity, and service. Evaluation of a faculty member’s performance may include
data from the following sources where appropriate: Chair’s/Supervisor’s Evaluation, Peer Faculty Evaluation, Student Evaluation, Self-Evaluation, Other University Officials, Individuals to whom the faculty member may be responsible in the course of a service assignment.

The annual evaluation will be in writing and made on the required Annual Faculty Evaluation Summary form. The faculty member will be offered the opportunity to discuss the evaluation with the evaluator prior to it being placed in the faculty member’s evaluation file, a copy of which will also be made available to the faculty member. For faculty members not yet tenured or promoted to the highest position available in their class, an annual letter of evaluation must be attached to the Annual Faculty Evaluation Summary form that provides specific feedback to the faculty member regarding his or her progress toward promotion and/or tenure (applies to both tenure-track and non-tenure-track faculty members).

Further details concerning the criteria and procedures discussed above pertaining to the annual evaluation of faculty members can be found in the faculty handbook in Section 5: Faculty Development and form can be found on the Office of Faculty Development and Advancement website. In cases of misconduct or incompetence of a faculty member, different proceedings should be undertaken pursuant to FSU/UFF Collective Bargaining Agreement Article 16 and University policy (See Section 4: Faculty Human Resources in the Faculty Handbook). When a faculty member is dissatisfied with the Faculty Evaluation Summary, the appeal process allows the faculty member to register his or her disagreement in writing. In addition, review may be sought through normal administrative channels beginning at the departmental level.

4.2.d Description of the processes used for student course evaluation and evaluation of instructional effectiveness.

Students evaluate each course taught in the program as a part of the University wide course evaluation system. The University evaluates teaching using a combined instrument (SUSSAI/SPOT). All instructors are required to have these evaluations administered during the last two weeks of each Fall and Spring semester for all classes in which at least 10 students are enrolled. Results of the SUSSAI section of the evaluation are public information and are available to the public online at https://java.apps.fsu.edu/sussai2/main.jsp and at Strozier Library. All other teaching evaluations are confidential. The MPH Executive Committee reviews results from the State University System Student Assessment of Instruction (SUSSAI) for each course in the program taught by core faculty as a normal process of annual faculty review. Classroom observation complements student evaluations.

4.2.e Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion has not been met at the detailed level demanded by these accreditation standards.

Strengths
- The promotion and tenure process is clearly defined by the University.
- We have now instituted a systematic plan for annual independent MPH evaluation by our Executive Committee, and this year began our own classroom visits to complement those of the tenuring departments.
- We have created a Content Collection folder on our blackboard software site and compiled annual review reports, vitae, publications and other documents for each joint appointment, our non-tenure-earning faculty, and our adjuncts.
**Weakness**
- We have relied heavily upon evaluation of the jointly appointed faculty member by their tenuring department, since the tenure review in this college is quite rigorous.

**Plans**
- Faculty members will annually (each Spring) upload their latest CV, SUSSAI results, syllabi, recent publications, and a list of public health community-based or policy based service. These materials will be reviewed by the executive committee, which will also conduct classroom observations of each faculty member.
- We anticipate that this criterion will be fully met during the coming 2013-2014 academic year.
4.3 Student Recruitment and Admissions. The program shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program’s various learning activities, which will enable each of them to develop competence for a career in public health.

4.3.a Description of the program’s recruitment policies and procedures.

The Florida State University Masters in Public Health program offers one general MPH degree and one MPH/URP degree. The following sections summarize the policies and plans for recruitment and selection of students.

The program has adopted a wide range of techniques to recruit a high quality student body. Around the University, the program has displayed a number of flyers and pamphlets advertising to prospective undergraduates. The program has used an email campaign to contact more than 1200 undergraduate students in Florida with cumulative GPAs over 3.0. The program has also worked to increase its visibility among faculty, particularly those in the College of Medicine and Biology Department. During the three academic years, officers from the PHSA presented the program to the premedical clubs at the University. The Director of Student Services and Director of Outreach have increased awareness of the program at the Florida Department of Health and local county health departments to attract students already working within the public health field. Posters advertising the program have been posted throughout the Florida Department of Health facilities, as well as Department of Children and Families facilities. The program advertises in the campus newspaper the FSView. The PHSA and the Director of Outreach are active in campus activities, advertising the program through personal contact and discussion, Graduate School recruitment events, as well as distribution of brochures and the display of a banner advertising the program. In addition, the program information is displayed on bulletin boards along with class schedules and graduation requirements.

In order to increase awareness about the program and recruit from within the University, the program has recently developed an incentive plan for promising academically talented undergraduate students at Florida State. This plan offers undergraduates the opportunity to acquire credit hours toward a potential MPH while completing their Bachelor’s Degree by taking Masters level coursework in the program. The program allows accepted undergraduate students to count [up to] 12 credit hours toward both their BS and MPH degree (if later accepted to the MPH program). This relatively new procedure, while still in its early stages, already appears to be attracting high quality students from within the University. The MPH program has a link on the Graduate School Website and is posted on the usual national search sites such as gradschools.com. An overview of the program can be found on the MPH website. Students are encouraged to speak with program administration directly before entering this program to receive advising that would normally be received during program orientation.

4.3.b Statement of admissions policies and procedures.

The Florida State University has adopted a uniform application procedure for all graduate programs including the MPH. The Office of Admissions and the Graduate school provide prospective students clear information on the FSU graduate application process at both of the following websites:
http://admissions.fsu.edu/graduate/ and http://gradschool.fsu.edu/. The MPH program website referenced in part “c” below provides links to these resources for prospective students.

A candidate is admitted to the program by meeting the University's general requirements for graduate admission combined with recommendation of the Director of the program. All applicants must take the Graduate Record Examination (GRE) (verbal, quantitative, and writing portions) prior to admission to the program. The minimum guidelines for admission to the program are an upper division (junior and senior) grade point average of 3.0 or better and a minimum combined score of 1000 on the GRE for those taking the GRE prior to August 2011 or 150 verbal, 150 quantitative, and an analytical score of four for those taking the GRE after August 2011. GRE scores are accepted within 7 years of test date. Students with older scores need departmental approval. Higher attainment on one measure may offset lower attainment on another. (Other national exams are accepted as substitutes including MCAT, LSAT and GMAT. However, no student is accepted without having taken one of these approved national exams.) These indicators are considered along with other evidence of preparation such as additional graduate classes, related work experience, personal research in addition to their application materials- letters of recommendation and a personal statement. Undergraduate studies, demonstrated interest, and experience in the field of public health are each evaluated. Undergraduate coursework is reviewed for rigor of courses taken such as calculus, statistics, organic chemistry, languages and other demanding courses. Indicators are sought that the student has good writing skills. Factors considered include quality of the personal statement, GRE writing score, and coursework.

The application deadline for regular graduate admission is July 1 for the Fall Term (beginning late August) and November 1 for the Spring Term (beginning early January). The program does not admit for the summer term. Application deadline for international graduate admission is six months prior to the beginning of the term.

Applications to the program are reviewed by the MPH Program Director with assistance of the Director of Student Services and the Academic Program Specialist. The program mission, goals and objectives serve as criteria to inform selection decisions. Students successfully meeting the requirements of the program are generally accepted. For applicants who do not meet the program’s minimum standards, the MPH Program Director consults with the Director of Student Services. The MPH Program Director has the final decision on all applications and may choose to utilize the FSU-MPH Holistic Admissions Policy, described in section 1.8, to admit students that may not have made all the basic qualifications. Provisional admission (continuation in the program after one semester is contingent upon earning a 3.0 in 9 credits in Fall term) is sometimes used to permit a student with weak scores to be admitted. This is typically done when other application variables show strong potential for success (e.g., demanding undergraduate coursework such as calculus and organic chemistry), or indications of having overcome difficult barriers (physical handicaps, poverty, personal tragedy), provided the candidate’s personal letter, references and experiences show a strong commitment to public health.

The University is an Equal Opportunity Institution committed to non-discrimination and the promotion of diversity. The Graduate School has established policies to eliminate discrimination and promote diversity in the student body. These policies and procedures are made available to all students and the public through the Graduate Student Bulletin: http://registrar.fsu.edu/bulletin/grad/colleges/gradschool.htm.

4.3c Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading and the academic offerings of the program. If a program does not have a printed bulletin/catalog, it must provide a printed web page that indicates the degree requirements as the official representation of the program. In addition, references to website addresses may be included.
As the program continues to evolve and develop, it will work to increase its visibility around the state of Florida and the nation. The program provides a complete description of its opportunities, requirements and curriculum on its website [http://www.coss.fsu.edu/publichealth/](http://www.coss.fsu.edu/publichealth/). The degree requirements can also be found through the Registrar’s website [http://registrar.fsu.edu/bulletin/grad/depts/public_health.htm](http://registrar.fsu.edu/bulletin/grad/depts/public_health.htm). All academic calendars can be found online at [http://registrar.fsu.edu/dir_class/acad_calendar.html](http://registrar.fsu.edu/dir_class/acad_calendar.html).

### 4.3.d Quantitative information on the number of applicants, acceptances and enrollment, by concentration, for each degree, for each of the last three years. Data must be presented in table format.

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MPH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>74</td>
<td>84</td>
<td>54</td>
</tr>
<tr>
<td>Accepted</td>
<td>57</td>
<td>62</td>
<td>29</td>
</tr>
<tr>
<td>Enrolled</td>
<td>28</td>
<td>31</td>
<td>17</td>
</tr>
<tr>
<td><strong>URP/MPH Joint degree</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Accepted</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Enrolled</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

### 4.3.e Quantitative information on the number of students enrolled in each specialty area of each degree identified in the instructional matrix, including headcounts of full- and part-time students and an FTE conversion, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any degree or specialization. Data must be presented in table format.

<table>
<thead>
<tr>
<th>Degree &amp; Specialization</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MPH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban and Regional Planning/Public Health</td>
<td>2</td>
<td>1.00</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1.50</td>
<td>3</td>
</tr>
</tbody>
</table>

HC to FTE Conversion*: 1 FT Student = 1 FTE, 1 PT Student=1/3 FTE
HC to FTE Conversion*: 1 FT MPH/URP Student = .5 FTE, 1 PT MPH/URP Student=1/6 FTE
Fall semester is utilized to represent year

### 4.3.f Identification of measurable objectives by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those measures for each of the last three years.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a. Receive an average of 100 applications for enrollment annually by 2015</td>
<td>100</td>
<td>74</td>
<td>84</td>
<td>54</td>
</tr>
</tbody>
</table>
4.3.g  **Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.**

The criterion is met.

**Strengths**
- The MPH program has engaged in a number of activities for the recruitment and admission of a high-quality student body.
- Being housed in the state capital creates a pool of highly educated and driven public health workers that seek to continue their education with our program.

**Weakness**
- With limited resources, advertising statewide has proven to be difficult.
- We have not collected data from our current students as to their admission’s process, income, employment status, or disability status
- The program was hurt by a temporary plan to shut it down in 2009.
- When undergraduates are approved to take graduate level course work, there is no code entered on their record so that we can easily track them electronically.

**Plans**
- As the program continues to evolve and develop, it will work to raise its visibility around the state of Florida and the nation.
- The program is looking for ways to survey our current students in order to determine best practices based on previous recruitment attempts and to determine the diversity of the MPH student population more accurately.
- We will increase our recruitment efforts with more advertising. Advertising for MPH student recruitment has not been sufficient.
  - We have taken ownership of a bulletin board strategically placed at the intersection of two main hallways of the College of Social Sciences and Public Policy main classroom building where undergraduates in social sciences take their classes. We are also planning to visit undergrad classes in both social sciences and human sciences. We already visit biology classes and post notices near those students’ classroom building. We advertise each Spring in the FSU student newspaper but need to run the ad more frequently. We need to request additional assistance from the Public Health Student Association, perhaps funding student recruitment trips to other campuses. The CQI has discussed the recruitment and advertising problem and has made a few suggestions, but more discussion and better ideas are needed. Experience of the MPH Program Director with hiring an advertising firm to assist with recruitment proved an expensive disappointment at the University of Michigan. We have no plans to try that at FSU.
4.4 Advising and Career Counseling. There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

4.4.a Description of the program’s advising services for students in all degrees and concentrations, including sample materials such as student handbooks. Include an explanation of how faculty are selected for and oriented to their advising responsibilities.

Currently advising can be done formally with the Academic Program Specialist, Kaley Boggs, in Bellamy room 211 and informally with both Dr. Weissert and Dr. Rowan. Students can also utilize their Student Handbook because it contains various policies, procedures, and resources for students. As the Academic Program Specialist, Kaley is in charge of coordinating and advising students on the administrative and curriculum requirements from entering the Masters of Public Health Program through the completion of their degree. Students must make an appointment with her to receive the initial approval for graduation once they complete their graduation checklists. As the MPH Program Director and Student Services Director, Dr. Weissert and Dr. Rowan, respectively, are the most qualified faculty to provide advising services to students because of their knowledge of the program requirements. Additionally, one of the benefits of the relatively small program is that there are multiple and frequent opportunities for interacting with the students both in class and in other venues such as:

- Orientation (familiarizing students with the program, expectations, means to obtain advising/career counseling).
- Meetings with students during the course of their internship.
- Feedback during their internship through Blackboard’s Discussion Board.
- Faculty is available throughout the week to meet with students. Students are encouraged to stop by or make an appointment if they have any questions or are confused about any issue.
- Meetings with students throughout coursework; opportunity for a high level of student knowledge due to relatively small program. Assist them with professional plans based on their goals and interests, and the best academic/practical sequencing tailored to them.
- Career Portfolio advice and support.

4.4.b Description of the program’s career counseling services for students in all degree programs. Include an explanation of efforts to tailor services to meet specific needs in the program’s student population.

The program encourages students to think about their future early on in the program. Students freely meet with Dr. Weissert and Dr. Rowan throughout the program. Most students find their internship with the assistance from Dr. Rowan, and at this time, he usually discusses career options with each student. Job postings are either emailed to students or posted on the Blackboard MPH web site. Students are encouraged to sit down to discuss career options and many recommendation letters are written on behalf of students applying for jobs.

The PHSA is an advocate of using campus services to receive tailored specifications. The Florida State University Career Center (http://www.career.fsu.edu/) provides comprehensive career services to students, alumni, employers, faculty/staff, and other members of The Florida State University community. It provides four general services: career advising and information; internship and cooperative education; employment and post-graduate
education; and, research and development. The Career Center is located in the Dunlap Success Center, located at 100 South Woodward Avenue, next to the Askew Student Life Center and near the Denny's All Nighter.

- **The Career Center Library**
  Books, videotapes, CDs, computer-assisted guidance systems, and handouts provide information and choosing a major, careers, effective job search strategies, and experimental opportunities. The Career Center is located in the Dunlap Success Center, located at 100 South Woodward Avenue, next to the Askew Student Life Center and near the Denny's All Nighter. http://www.career.fsu.edu/library.

- **Career Advising and Information**
  Florida State’s career advising and information office is the career planning part of The Career Center. This office offers drop-in advising, individual career counseling, a wide variety of information and programs as well as a computer lab and audio-visual room. It also houses The Career Center Library, which supports all Career Center services. The Career Center Library can be of assistance with educational and occupational planning. Books, videos, computer-assisted career guidance systems and handouts provide information on career planning, a career change, experiential opportunities, resume and vitae writing, interviewing, letter writing, job search strategies, including academic job searches, etc. The library also maintains job files, which include position openings throughout the country, as well as some international positions. Career advisors are available on a drop-in and appointment basis. View the location, hours and phone numbers: http://www.career.fsu.edu/advising/.

- **Internship and Cooperative Education**
  The Career Center primarily assists students who are seeking academic or career-related work experience opportunities, (i.e., internships, cooperative education, part-time work, temporary employment, and seasonal jobs, externships or volunteer work) before graduation. For a search of job listings, please click on the follow link to be directed to the Career Center Search: http://career.fsu.edu/sep/ . Also available are mock telephone and face-to-face interviews.

- **Employment and Post-Graduate Education**
  The Career Center is devoted to graduate students and, in some cases, alumni with postgraduate educational and employment needs. Several career fairs as well as on-campus interviews are available to students and employers in the Fall and Spring semesters. http://www.career.fsu.edu/advising/guides.cfm

4.4.c **Information about student satisfaction with advising and career counseling services.**

Response rates on exit surveys have been too low to evaluate satisfaction with advising and career counseling services. However, the consensus based on PHSA meetings and discussions with MPH students is that Dr. Rowan goes above and beyond to be readily accessible for the MPH students by creating connections to assist students with internship placement, discussing future employment goals, and reviewing resumes and cover letters for professionalism.

4.4.d **Description of the procedures by which students may communicate their concerns to program officials, including information about how these procedures are publicized and about the aggregate number of complaints and/or student grievances submitted for each of the last three years.**

There are a number of formal and informal channels for students to communicate concerns about the program to the program leadership. The program is relatively small, allowing student’s ready access to both faculty and the MPH Program Director. Through these informal contacts, students are capable of communicating both their individual and more general concerns about the program. Most clearly, the students are organized into an
independent student organization, the Public Health Student Association (PHSA). Students can confide in the executive board of the organization to have their opinions be heard, as the PHSA is given formal input into program governance, providing students the opportunity to communicate any general concerns. Finally, students are participants in all MPH committees, especially the CQI committee. It was in that setting that one of our foreign students pointed out that our curriculum needed more attention to global public health. In response, we added a course.

The grievance process has been added to the program’s orientation presentation for all incoming MPH students. The process is discussed and students are encouraged to communicate any problems they experience to a faculty member, the PHSA president, or initiate the formal University grievance procedure.

All students have access to formal grievance procedures as established by the University. This process is described in the General Student Bulletin and available online http://fda.fsu.edu/Academics/Academic-Honor-Policy. The program has also adopted formal procedures for student grievances and is discussed during orientation and displayed on the program’s Blackboard site.

**Grievance Procedure**

Students who allege that academic regulations and procedures have been improperly applied in specific instances may have their grievances addressed through the general academic appeals process. In this process, the student brings a complaint first to the instructor, then to the department chair, and finally to the academic dean appropriate to the course involved, stopping at the level at which the complaint is resolved. If no resolution is reached, the student brings the complaint to the attention of the Dean of the Faculties for either resolution or referral to the Student Academic Relations Committee of the Faculty Senate. A graduate student whose complaint is unresolved must see the Dean of the Graduate School prior to meeting with the Dean of the Faculties. The Student Academic Relations Committee has the authority to direct, through the Vice President for Academic Affairs, that corrective action be taken when justified.

The program maintains a high level of informal communication with the student body and has incorporated representation from the Public Health Student Association (PHSA) into the program evaluation and decision-making process. There have not been any formal complaints since the program’s inception.

4.4.e **Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.**

The criterion is met.

**Strengths**

- The program has established procedures and policies concerning academic advising and career counseling.
- Dr. Rowan is deeply connected to the Florida Department of Health, which enables him to assist students in finding practical internships. His work experiences enable him to be a great career advisor and mentor to some students in the program.
- The Academic Program Specialist is very knowledgeable about the program’s requirements, has regular office hours, and assists students from the time they inquire about applying for the program, through graduation.

**Weakness**

- Current evidence for the evaluation of the success of the program in these endeavors remains limited.

**Plans**

- As the program gathers more data through its Alumni Survey and Exit Survey, more information will be available to evaluate and refine the program’s efforts.