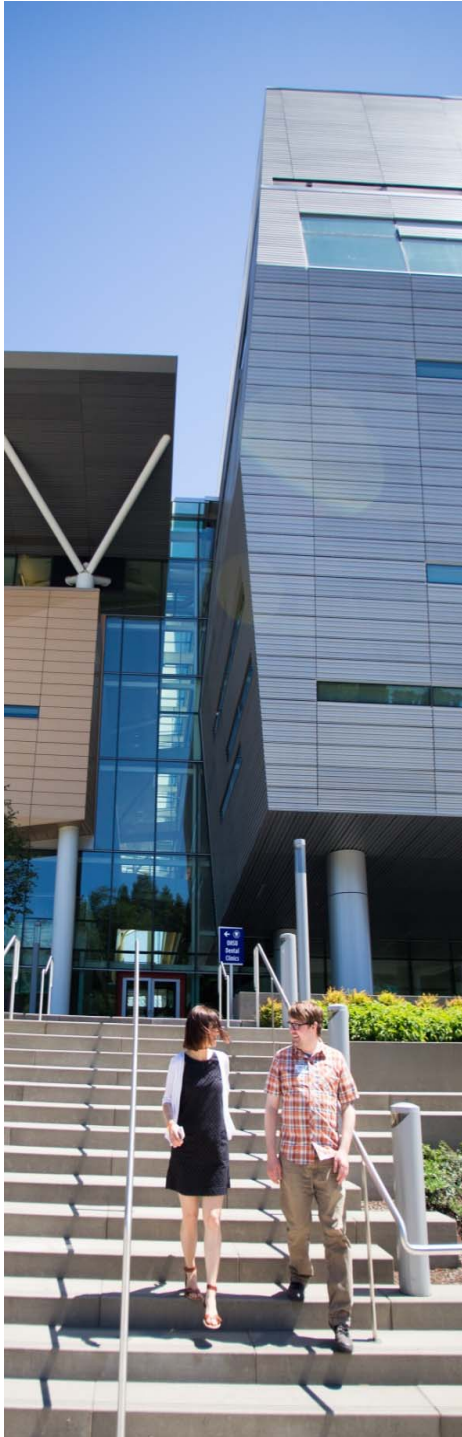# CEPH (Council on Education in Public Health)
# Orientation

May 19th, 2016. 12:30-3:30 OHSU School of Nursing room 358
May 24th, 2016. 9:30-12:30 SPU Smith Center room 327

PRESENTED BY: Elena Andresen, Interim Dean

# Accreditation  Orientation Topics & Timeline

**12:30 – 1:00 PM** Lunch

**1:00 – 2:00 PM**

Background on the formation of the School

An overview of the CEPH accreditation process

**Orientation to:**

- Self-Study Draft
- CEPH site visit
- Expectations

**2:00 – 3:00 PM**

Breakout Tables discussing Criteria 1 – 4

**3:00 – 3:30 PM**

Q & A and Wrap-up

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# Rationale for
# School of Public Health in Portland

- OHSU & PSU Presidents' Initiative
- Leverage 23-year history of the Oregon MPH
- OMPH reconfigured as OHSU-PSU joint program (2014)
- Strong & successful CEPH accreditation in 2014 through 2021
- National profile of academic public health: 58 Schools + 5 applicants. This is the bar for recognition as a comprehensive public heath academic entity.
- *Our collaborative school profile matches strong SPHs nationally*

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# Additional Features of our Academic and Professional Programs in Public Health

- Very large and now CEPH-accredited BA/BS
- Graduate certificates in public health (online) and biostatistics
- Two academic masters degrees (MS Biostatistics; MA/MS Health Studies)
- Preventive Medicine Residency
- Dual degrees, not offered at any other Oregon university or partnership:
  – MD/MPH, MPH/MSW & MPH/MURP

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# CEPH Requirements for SPH Accreditation

1. One university is the lead organization (OHSU) ✔

2. Has minimum of 5 MPH tracks ✔

3. Has minimum of 3 PhD programs ✔

4. Graduates of all MPH, & one PhD program ✔

5. Sufficient faculty for each track

   • 5.0 FTE in non-PhD tracks; 5 faculty in PhD areas ✔

   • Minimum also at the lead university

6. Meet extensive documentation & program standards (In process)

7. Meet accreditation within 2 years of CEPH application (CEPH site visit timed early) (In process)

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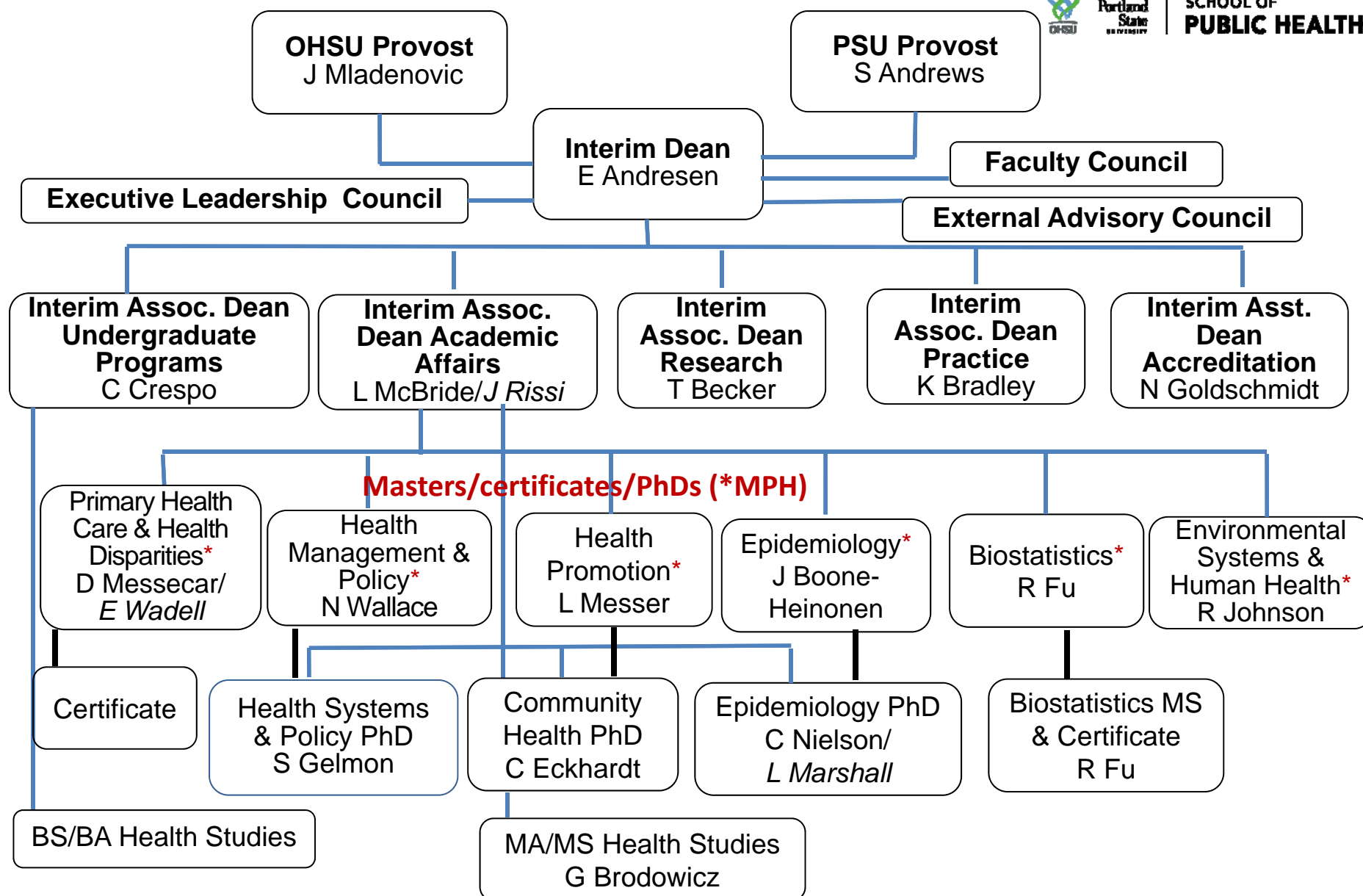
**OHSU PSU** School of Public Health. Organization: Administration & Academic Programs
*(v 5.11.2016)*

# Accreditation Timeline Update

**April 28, 2016**
- Preliminary self-study was sent to CEPH

**June (first week) post public comment Self Study Draft**

**May-September, 2016**
- Orientation, preparation for site visit

**June 28, 2016**
- CEPH returns reviews to us (we revise from their comments)

**August 29, 2016**
- Final self-study to CEPH

**September 12 – 23, 2016**
- Faculty, community, student, staff, administration updated orientation

**September 28-30, 2016**
- CEPH site visit (sample schedule)

**Spring 2017 Council vote & decision**

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# What are Faculty Roles during Site Visit

**Represent the faculty missions & programs of the School (teaching, service, research, administration)**

**Answer questions from the Site Visitors (no wrong answers – say when you don't know & don't worry!)**

**Share your experiences with elements that are in your knowledge & experience area (*a few ideas*)**

> Research mission & examples
> MPH program, evaluation & assessment
> PhD program history & progress
> Field experience/Internships/Organization experience
> Community engagement
> Workforce development
> Share governance
> Community engagement

**How to prepare?  If you are participating in the site visit, read the sections of the Self Study about your education program.**

**Be proud of your own success & the program!**

**The Site Visitors set the conversation. You will not be asked to generate questions for them.**

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# Site Visit Etiquette 101

1. **They are the accreditation experts.**

   However, they may have incomplete understanding of what we do & you are the expert of your own experiences.

   - Offer brief examples of how something in the School works;
   - Your relationship with a colleague employed by the other university;
   - A specific explanation if it seems they missed the meaning of something in the Self-Study, etc.

2. **Relax & show your familiarity with others in the room.**

3. **Be honest**. If you have a choice, use a positive example. The Site Visit is not a time to bring up issues that are personal & represent your hope for them to improve your circumstances. personal disagreements or problems

4. **Describe yourself as an OHSU-PSU School of Public Health  faculty member.**

   Add a relevant role, disciplinary affiliation, program area you   teach in, or definition that matches the topic of your time with the Site Team. Unless asked, don't describe yourself by employer.

5. **Clarify questions if you are unclear what they are asking.**

# Reviewers of our draft Self Study
## Members will not usually be on the Site Visit. Site visitors TBA

**Chair Kim Marie Thorburn** MD MPH. Dr. Thorburn is a retired physician & serves as the Spokane County Health Officer. She is the Chair of our September Site Visit.

**Member John Finnegan,** PhD. Dean since 2005, University of Minnesota SPH.

**Member Jean O'Brien**, PhD. Has been on the CEPH governing board since 2012. Developed the human resources management major at King's College.

**Member Michelle Bell EdD**, former Assistant Dean of Educational Programs at Harvard (to 2015), but relocated to Denver where she is now an accreditation consultant.

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# SELF- STUDY SECTIONS OVERVIEW

**SECTION 1. The School**

**SECTION 2. Instructional Programs**

**SECTION 3. Research, Service, Workforce Development**

**SECTION 4. Faculty, Staff, Students**

# SPH goals align with CEPH Criteria

| | CEPH Criterion | SPH Goal |
|---|---|---|
| 2 | **Education: Academic Programs & Instruction** | **Prepare graduates for the public health workforce competent to address causes of health and disease in professional practice, policy, and research.** |
| 3 | **Research, Practice, and Service** | **Conduct and disseminate high-quality research/scholarship to optimize population health throughout Portland, the state of Oregon, and beyond.** |
| | | **Engage communities to advance population health through workforce development, service, outreach, and partnerships.** |
| 4 | **Faculty, Staff, and Students** | **Sustain and enhance a thriving academic community that embraces diversity in ideas, expertise, and experiences.** |

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# Section 1:  The School of Public Health

## Section Summary

1.1 Mission

1.2 Evaluation

1.3 Environment

1.4 Organization & Administration

1.5 Governance

1.6 Fiscal resources

1.7 Faculty & Other Resources

1.8 Diversity

# 1.1 Mission

The vision statement describes the optimal desired future state for the School:

> *Through education, research, and community engagement, the School of Public Health will be a leader in promoting health and eliminating disparities in Oregon and beyond.*

The mission statement defines the School's present purpose – what the School does, who it does it for, and how:

*The mission of the SPH is to prepare a public health workforce, create new knowledge, address social determinants, and lead in the implementation of new approaches and policies to improve the health of populations.*

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## 1.2 Evaluation

**Description of how the results of the evaluation processes are monitored, analyzed, communicated and regularly used by managers responsible for enhancing the quality of programs and activities.**

1. Employer Opinions

2. Alumni Core Competency Assessments

3. Undergraduate Curriculum Alignment

4. Schedule Conflicts

# SPH Evaluation Process
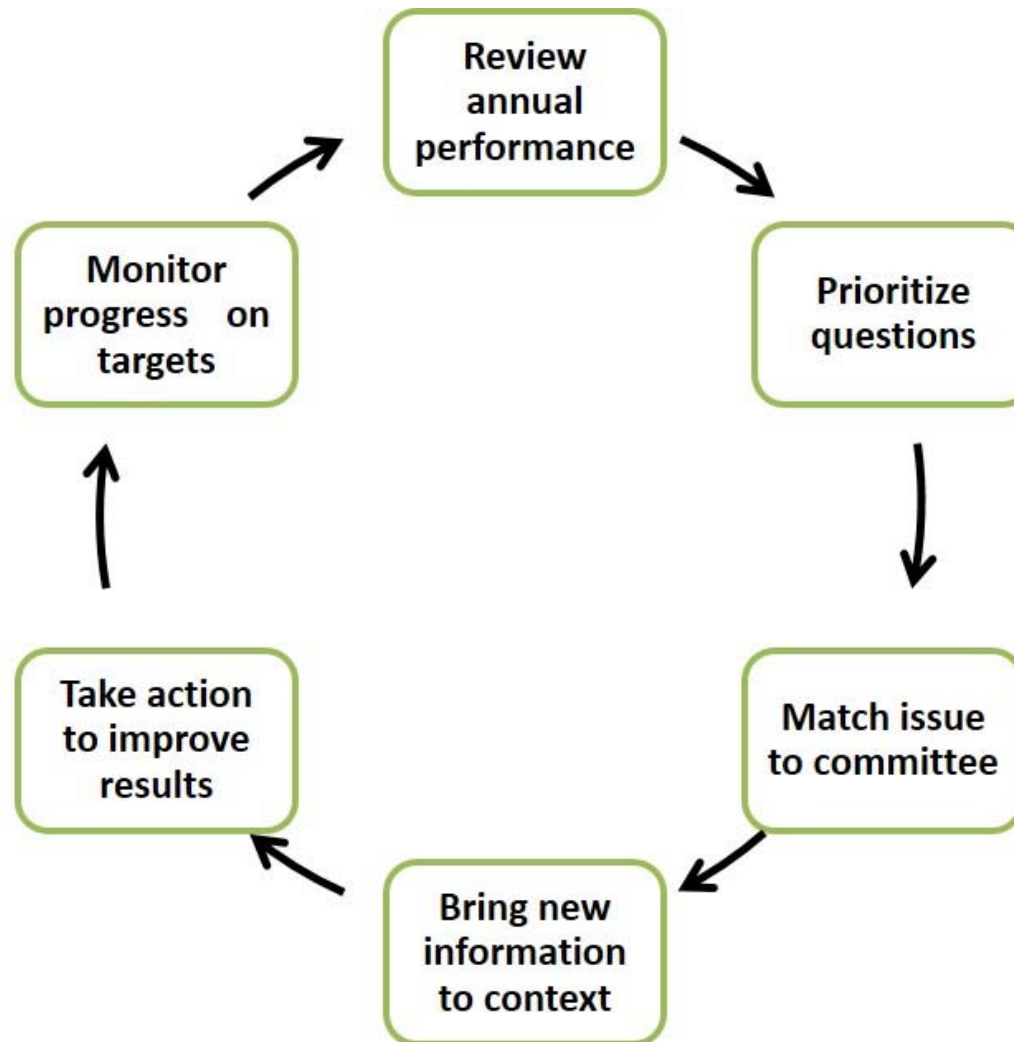
# Process for Monitoring & Evaluating Efforts Against MGOs

| Assignment | Objective Clusters | | | | |
|---|---|---|---|---|---|
| **Dean** | **Fiscal resources** | **Faculty, staff & student Diversity** | **Student success equity** | **SPH climate for diversity & inclusion** | **Alumni assessments** |
| **Academic Dean** | **Graduate admissions** | **Competency Assessment** | **Graduate degree completion rates** | **Graduate student success equity** | **Job placement; competency assessment** |
| **UG Dean** | **UG admissions** | **Academic advising** | **Competency assessment** | **Degree Completion rates for UGs** | **BA/BS job placement** |
| **Research Dean** | **Resources for scholarship & research** | **Faculty scholarship & research** | **Student work on faculty scholarship & research** | **Faculty service to profession/ discipline** | **Community-engaged scholarship & research** |
| **Practice Dean** | **Practice experience assessments** | **Workforce development** | **On-line enrollment** | **Student volunteer & service** | **Faculty service to community** |

# Surveys Used to Gather Data

| What | How | When |
|---|---|---|
| **Student Course Evaluations** | School extracts from three systems | Each term |
| **Practice Experience Competency Demonstration** | Student self-assessment, preceptor assessment, and faculty assessment | At the end of each term in which student is enrolled in a practice experience |
| **Student opinions about practice experience** | Online Survey maintained by Office of the Dean for MPH; maintained by | At student's completion of the field experience, aggregated into annual report |
| **Student opinions about learning experiences** | Online Survey maintained by Office of the Dean for MPH | Every spring |
| **Job placement survey** | Online Survey maintained by Office of the Dean | 10-12 months after degree award |
| **Alumni competency assessment and employment** | Online Survey maintained by Office of the Dean | Every 2 years for alumni 2-7 years out |
| **Degree Completions Reports** | Institutional research offices send raw student data; we aggregate and analyze to get overall rates and by sex, race, ethnicity, disadvantaged background | Annual |

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# 1.3 Institutional Environment

STRENGTHS

- Memo of understanding outlining rights and responsibilities of both universities related to SPH operations.
- Consistent authority and reporting structure for Dean.

WEAKNESSES

- Limited experience in cross-university process implementation.

# 1.4 **Organi**zation and **Admini**stration

## STRENGTHS

- 23 year OMPH foundation
- Increased faculty and student engagement in shared governance/activities to facilitate collaboration

## WEAKNESSES

- Evolving staffing needs with changes in leadership and priorities of founding dean.

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# 1.5 Governance

STRENGTHS

- Redesigned shared governance structure.
- Faculty committee drafted and vetted Bylaws.
- Growth of Student Leadership Council (SLC).

WEAKNESSES

- SPH Faculty Council pending (SPH all-faculty meeting in lieu of proposed group).

# 1.6 Fiscal Resources

## STRENGTHS

- Various funding streams to support mission and goals, and teaching, research, and service objectives.
- Equity model

## WEAKNESSES

- Extramural funding uncertainty.
- Limited scholarships.
- Revenue transfer limitations between universities.

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# Table 1.7.i Measureable Objectives Used to Assess the Adequacy of the School's Fiscal Resources

| Measureable Objective | Target | FY 2014 | FY 2015 | FY 2016 |
|---|---|---|---|---|
| At least 30% of the total expenditures will be derived from grants and contracts | 30% | 37% | 38% | Pending |
| | | $6,153,897 | $7,205,723 | Partial Year |
| Annual MPH resident tuition & fees is within ±10% of median for SPH institutional peer group | 10% | | | |
| SPH (annual MPH resident tuition & fees) | | $14,973.54 | $14,717.88 | $15,027.09 |
| Median Tuition peer institution group | | new | new | $13,172.38 |
| % difference | | - | - | + 14% |

# 1.7 Faculty and Other Resources

## STRENGTHS

- Diverse faculty group with strong qualifications, experience, interests and creativity
- Access to resources of two universities

## WEAKNESSES

- Distribution of teaching and research opportunities
- Physical location of SPH across multiple campuses
- High undergraduate student –to –faculty ratio

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# 1.8 Diversity

THE SCHOOL SHALL DEMONSTRATE A COMMITMENT TO DIVERSITY AND SHALL PROVIDE EVIDENCE OF AN ONGOING PRACTICE OF CULTURAL COMPETENCE IN LEARNING, RESEARCH AND SERVICE PRACTICES.
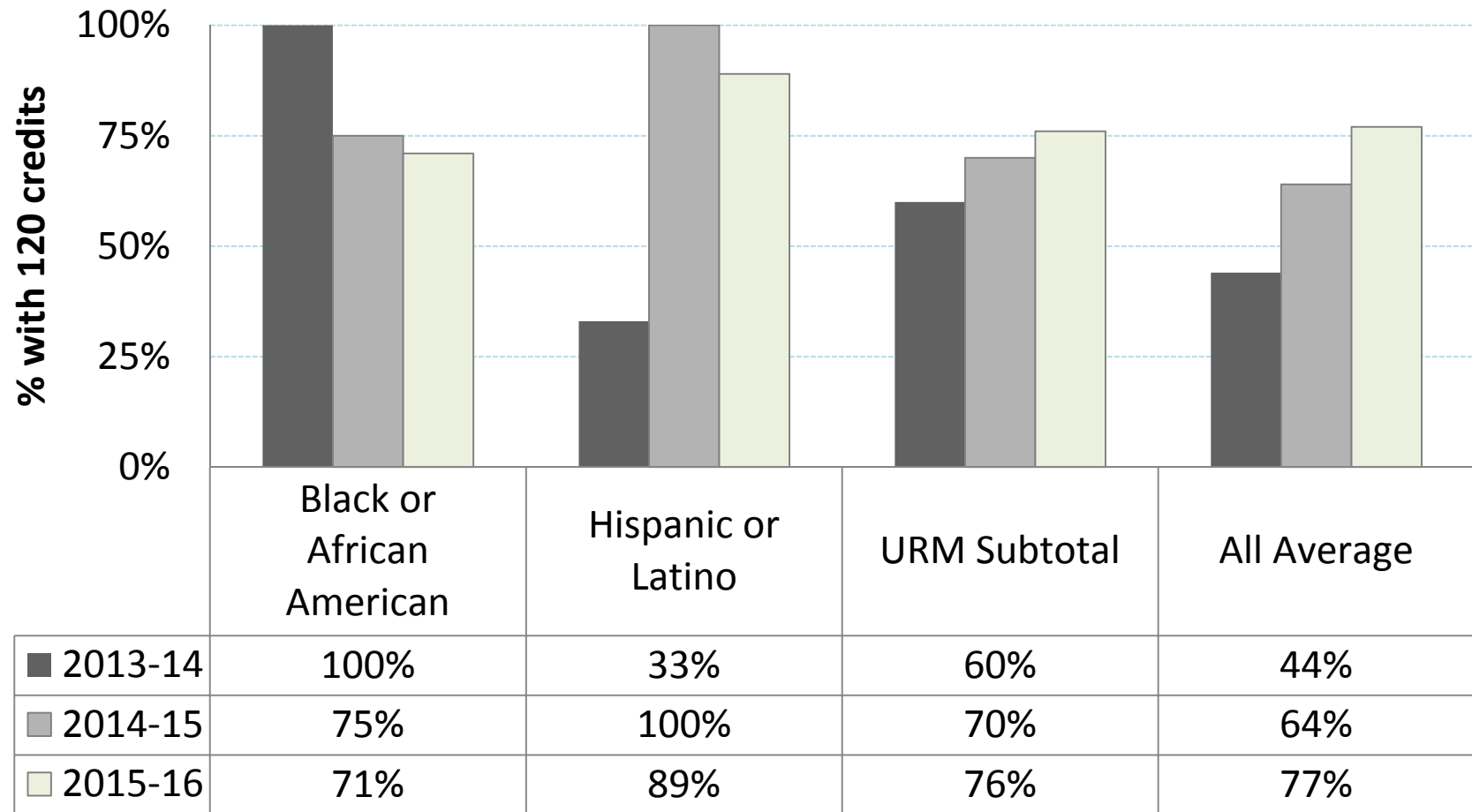
# Objective 8: Recruit and retain diverse and exceptional individuals to achieve our mission

| Indicators | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|
| **38** **% of primary faculty from under-represented populations** | | | |
| Black or African American | 0 | 2% | 1% |
| Hispanic or Latino | 3% | 13% | 11% |
| Other under-represented | 10% | 7% | 5% |
| **39** **% of staff from under-represented populations** | | | |
| Black or African American | 3% | 2% | 2% |
| Hispanic or Latino | 3% | 4% | 2% |
| Other under-represented | 9% | 6% | 8% |
| **40** **% of MPH students from under-represented populations** | | | |
| Black or African American | 2% | 3% | 3% |
| Hispanic or Latino | 3% | 3% | 6% |
| Other under-represented | 9% | 11% | 9% |
| **41** **% of undergraduate students from under-represented populations** | | | |
| Black or African American | 5% | 6% | 6% |
| Hispanic or Latino | 10% | 12% | 12% |
| Other under-represented | 8% | 8% | 8% |

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# Completion Rates for Undergraduates by Race/Ethnicity

## Begin tracking at 120 credits

| | Black or African American | Hispanic or Latino | URM Subtotal | All Average |
|---|---|---|---|---|
| ■ 2013-14 | 100% | 33% | 60% | 44% |
| ■ 2014-15 | 75% | 100% | 70% | 64% |
| □ 2015-16 | 71% | 89% | 76% | 77% |

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# MPH One-year Retention Rates

## % first-time students retained for second year

Legend: 2015, 2014, 2013

Categories (top to bottom):
- Adj Average
- White
- Asian
- URM Subtotal
- Hispanic or Latino
- Black or African...

X-axis: 0%, 50%, 100%
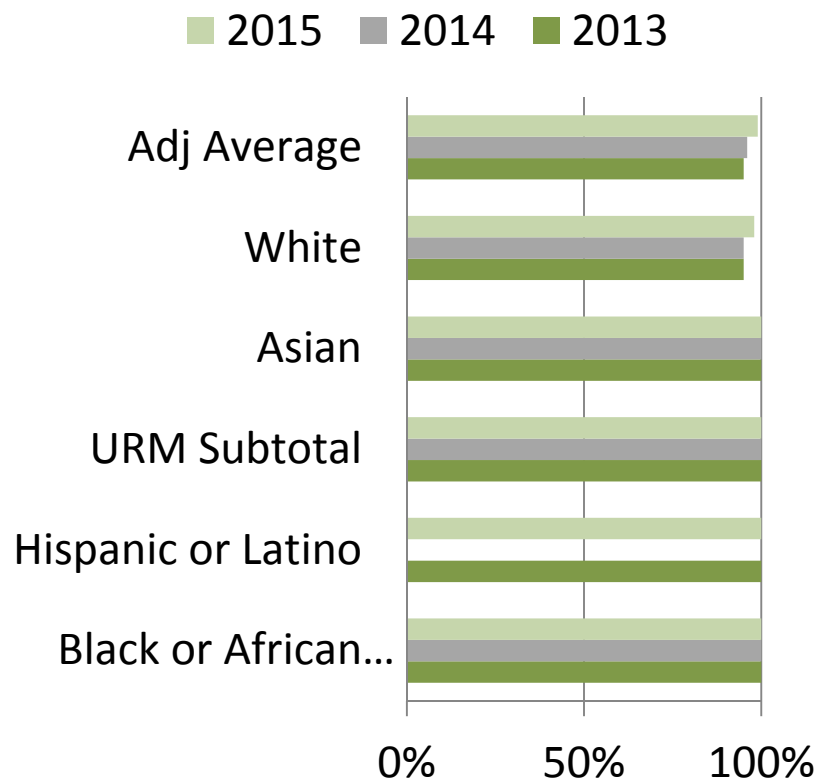
## # students starting MPH by race/ethnicity

| | 2013 | 2014 | 2015 |
|---|---|---|---|
| Black or African Am | 2 | 1 | 3 |
| Hispanic or Latino | 1 | 0 | 2 |
| URM Other | 5 | 8 | 13 |
| Asian | 6 | 1 | 10 |
| Other | 79 | 53 | 64 |
| Total | 93 | 63 | 92 |

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# Assessment of the extent to which criterion 1.8 is met

| STRENGTHS | • Strong commitment and continuing development of diversity at PSU and OHSU |
| --- | --- |
| | • Expanded the membership of the Diversity Committee |
| | • Expanded targeted populations from race/ethnicity to include economic background using new data sources |
| | • Excellent institutional resources to recruit diverse faculty. |
| WEAKNESSES | • School lacks sufficient resources for targeted recruitment of diverse graduate students. |
| | • Aspire to targets that are greater than current diversity. |
| | • Relatively high retention among faculty translates into few positon openings for diversity recruitment. |

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# Section 2. Instructional Programs

## Section Summary

2.3 Public Health Core Knowledge

2.4 Field

2.5 Culminating Experience

2.6 Required Competencies

2.7 Assessment Procedures

# 2.3  Public Health Core Knowledge

## STRENGTHS

- Multiple sections of MPH courses offered annually
- MPH core courses are standardized
- CPH Exam is required to document competency levels

## WEAKNESSES

- Under enrollment in some sections creates inefficiencies

# 2.3 Core Knowledge – Select MGOs

| | Objective 3: Achieve competency in the essential public health core knowledge and program-specific knowledge, abilities, and cross-cutting skills | | | | |
|---|---|---|---|---|---|
| 20 | Among students and alumni who take the CPH exam, the average pass rate exceeds the national average | ≥national average | 100% (2/2) NBPHE Av. 85% | 87% (13/15) NBPHE Av. 80% | 88% (7/8) NBPHE Av. 68% |
| 21 | Mean MPH alumni rating on "prepared to apply core knowledge and skill competencies in current job" | ≥3.2 on 4-point scale | collected biennially | Knowledge:  3.4  Methods:  3.1  Systems: 3.0  Communicate: 3.3  Ethics:  3.7  Cultural:  3.3  TIP: 3.5 | |
| 22 | Mean MPH alumni rating on "able to apply knowledge and skill competencies in track in current job" | ≥3.2 on 4-point scale | collected biennially | EPI/BSTA: 3.2  ESHH:  NA  HMP:  3.5  HP:3.3  PHCHD: 3.5 | |

# 2.4 Practice (Field) Experience

STRENGTHS

- 20 yrs + of experience & long standing community relationships
- FE learning contract identifies competencies

WEAKNESSES

- Practice experience data management is inconsistent
- Standardize reliability and validity of FE experience

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# 2.4 Field Experience – Select MGOs

| Objective 7: Foster student development of competencies in practice environments | | | | |
|---|---|---|---|---|
| **Indicators** | Target | FY 2014 | FY 2015 | FY 2016 |
| **34** MPH students reported, "Overall, I am satisfied with my field experience | ≥90% | 95% | 100% | 96% |
| **35** Mean MPH student self-assessment of competencies demonstrated in the field experience | ≥ 3.2 | 3.7 | 3.7 | 3.4 |
| **36** Mean preceptor assessment of the MPH student's demonstration of competencies in the field experience | ≥3.2 | 3.9 | 3.6 | 3.7 |
| **37** Percentage of preceptors would recommend to colleagues that they sponsor an MPH student in a field experience | ≥90% | 100% | 90% | 96% |

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# 2.5 Culminating Experience

### STRENGTHS

- FE is part of the CE, tracks also require a reflective paper
- Tracks have flexibility to determine the CE model best suited for their students

### WEAKNESSES

- Need stronger delineation between FE & CE
- Developing a competency assessment protocol

# 2.6 Required Competencies

STRENGTHS

- Core and program-level competencies map to the learning experiences.

- Multiple opportunities for students to develop and demonstrate competencies through core, required, and elective courses, field experience, and dissertation research.

WEAKNESSES

- Meeting administrative and management responsibilities to orient and train new and existing faculty in competency-based course design and assessment.

- Ensuring students understand competency-based education, acquire the requisite knowledge, skills, and abilities through their programs of study, and effectively monitor and assess their competency attainment and ongoing professional development needs.

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# 2.7 Assessment Procedures

- The School has well-established indirect assessments of student competency. In 2014, the faculty voted to require the CPH exam as a direct assessment of MPH core public health knowledge.
- The School added a job placement survey for recent bachelor's graduates in winter 2016 to assess program outcomes.

- Response rates are low for student, alumni, and employer surveys making it difficult to assess graduate employment outcomes and ability to perform competencies after graduation.
- Faculty have requested resources and additional training to help them with student competency assessment—e.g., developing rubrics/criteria, learning portfolios.

# Section Terminology

- CPH exam is part of the core PH knowledge, not part of the culminating experience.

- Delineation between FE & CE (pending).

# Section 3:Creation, Application, and Advancement of Knowledge

## Section Summary

3.1 Research

3.2 Service

3.3 Workforce Development

# 3.1 Research

## STRENGTHS

- SPH faculty were trained at major research institutions.
- Healthy grant enterprise is in place.
- Some areas of strength include alcohol and drug-related treatment, community-based research, health disparities, prevention research, healthcare systems reform, and health policy.

## WEAKNESSES

- Our biggest challenge is the development of collaborative research to combine our faculty strengths; Our new infrastructure must reduce, if not eliminate, these barriers.
- The SPH lack of T32 and other training grants. The School needs to be able to supply tuition and stipend support that is competitive with other public health training programs.

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# 3.1 Research – Select MGOs

| | Indicators | Target | FY 2014 | FY 2015 | FY 2016 |
|---|---|---|---|---|---|
| **Objective 4: Compete successfully for extramural funding to support faculty and graduate students** | | | | | |
| 23 | Total awards from grants & contracts ($ in thousands) | ≥+5% | $11,752 | $12, 315 5% | Pending |
| 24 | Percentage of research proposals submitted by PIs are funded | 25% | 51% | 29% | Pending |
| 25 | Percentage of faculty reporting graduate student participation on funded research/scholarship projects | ≥20% | 24% | 32% | 11% (Partial Year) |
| **Objective 5: Increase dissemination of research and scholarship to advance population health** | | | | | |
| 26 | Number of peer-reviewed publications annually | ≥230 | 302 | 212 | Pending 1/2017 |
| 27 | Percentage of primary faculty presenting at professional meetings | ≥75% | 62% | 69% | Pending 5/2016 |
| 28 | Percentage of faculty reporting sponsored research/scholarship engaged the community or population groups | 30% | 27% | 32% | 33% (Partial Year) |

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# 3.2 Service

STRENGTHS

- Expectations for service are well integrated into the SPH and considered in the promotion process for the primary faculty.
- The SPH faculty are involved in a wide range of service activities.
- More than one third of the SPH primary faculty have prior practical experience.

WEAKNESSES

- We believe student involvement in service and volunteer activities is high, but we lack a systematic way of capturing scope and magnitude.

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# 3.3 Workforce Development

## STRENGTHS

- The School promotes the development of public health professionals in various seminar series, education programs, activities, conferences, and grants.

- Created the positon of Associate Dean for Practice to expand practice activities that will enhance existing and create new relationships with practice communities.

## WEAKNESSES

- Funding for practice-related activities continues to be difficult to secure.

# 3.2, 3.3 Service & Workforce – Select MGOs

| Objective 6: Advance the evidence base for the practice of public health through community engagement to reduce health disparities | | | | | |
|---|---|---|---|---|---|
| | **Indicators** | Target | FY 2014 | FY 2015 | FY 2016 |
| 29 | Number of public health practitioners participating in SPH-sponsored professional development workshops, and events annually | 2,000 | 3,545 | 4,122 | 1,287 (partial year) |
| 30 | Percentage of faculty providing testimony, technical support, or advice to administrative, legislative, or community organizations | 30% | 30% | 15% | 9% (partial year) |
| 31 | Percentage of faculty serving on advisory panels, boards of directors, or task forces related to community organizations, NGOs, or health departments | 40% | 45% | 31% | 17% (partial year) |
| 32 | Percentage of students that report community or service activities (beyond practice experience and current jobs) | 25% | 24% | 32% | pending |
| 33 | Percentage of faculty applying public health scholarship, knowledge, and skills in practice settings | 30% | 85% | 49% | 29% (partial year) |

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# Section 4: Faculty, Staff and Students

## Section Summary

4.3 Student Recruitment & Admissions

4.4 Advising & Career Counseling

# CRITERION 4.3 STUDENT RECRUITMENT & ADMISSIONS

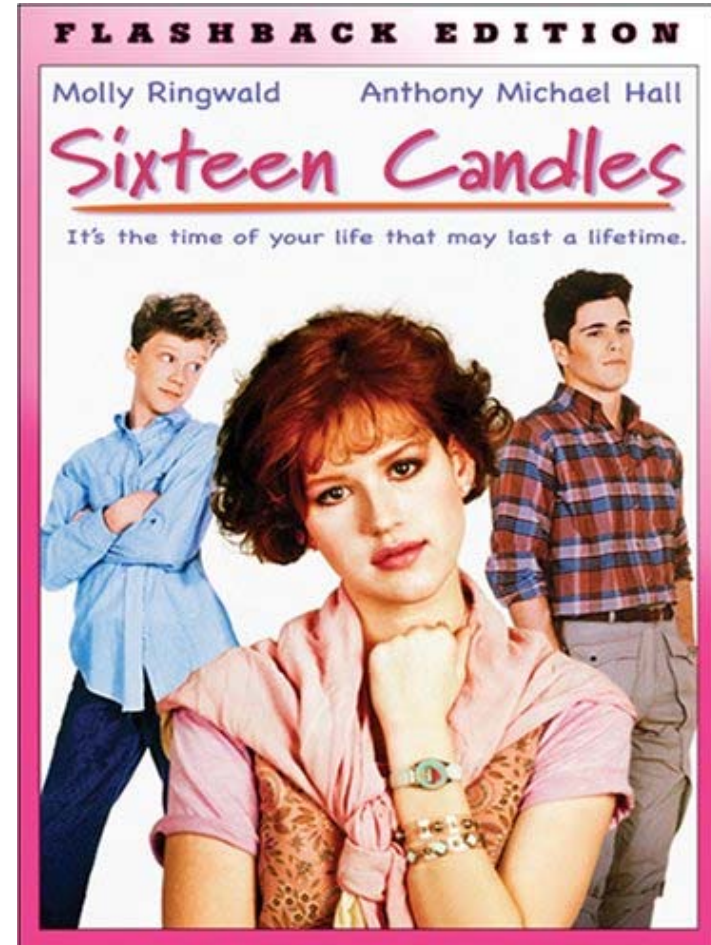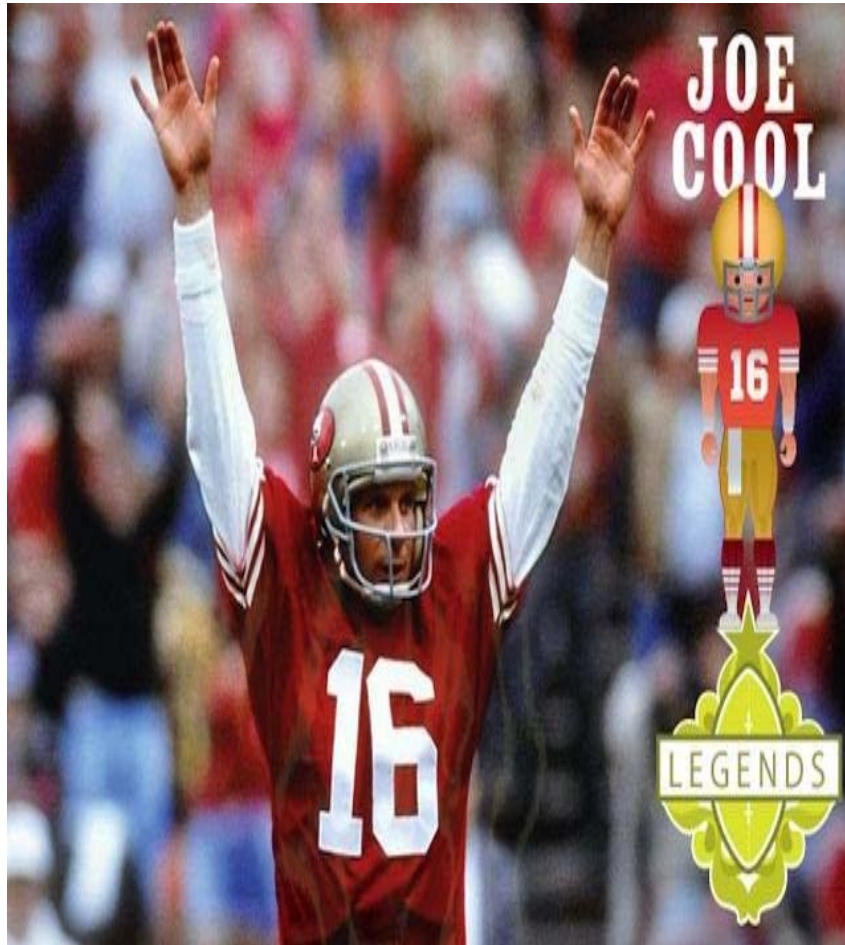*How many degree programs does the School offer?*

a. 6

b. 8

c. 13

d. 16

e. 18

# Visual cue for correct answer

# How many total students enrolled in SPH degree programs in fall 2015?

a. 166

b. 352

c. 982

d. 1,439

e. 2,015

# How many new students recruited to start in 2015?

## Graduate Programs

|  |  | Fall 2015 |  |
|---|---|---|---|
| **MPH** | Applied | 343 | |
| | Accepted | 191 | |
| | Enrolled | 49 | 26% |
| **PhD** | Applied | 60 | |
| | Accepted | 27 | |
| | Enrolled | 13 | 48% |
| **MA/MS** | Applied | 12 | |
| | Accepted | 9 | |
| | Enrolled | 6 | 67% |

## Undergraduate Programs

# 4.3 Student Recruitment & Admissions

|  |  | Target | AY 13 | AY 14 | AY 15 |
|---|---|---|---|---|---|
| | **Objective 1: Recruit, accept, and matriculate talented students from a diverse pool of applicants.** | | | | |
| 1 | **Applicants who are accepted and matriculate are from ≥ 1 targeted recruitment group(s)** | 40% | | | |
| | **URM Undergraduates** | NA | 23% | 28% | 28% |
| | **URM MPH students** | NA | 18% | 22% | 24% |
| | **URM PhD students** | NA | 33% | 18% | 10% |
| | **UG Pell Grant Recipients** | 50% | 66% | 65% | 51% |
| | **MPH First Generation** | 40% | NA | 43% | 55% |
| | **Previous PH Experience** | 70% | NA | 83% | 79% |

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# 4.3 Student Recruitment & Admissions

|  |  | Target | AY 13 | AY 14 | AY 15 |
|---|---|---|---|---|---|
| **Objective 1: Recruit, accept, and matriculate talented students from a diverse pool of applicants.** | | | | | |
| 5 | **GRE Test scores for admitted MPH students that matriculate** | V & Q ≥75% | | V 73% Q 73% | V 79% Q74% |
| 6 | **GRE test scores for admitted MS BSTA students that matriculate** | V & Q ≥85% | V 85% Q 100% | V100% Q 100% | V 100% Q 100% |
| 7 | **GRE test scores for admitted PhD students that matriculate** | V & Q ≥ 80% | NA | V 80% Q 100% | V 83% Q100% |

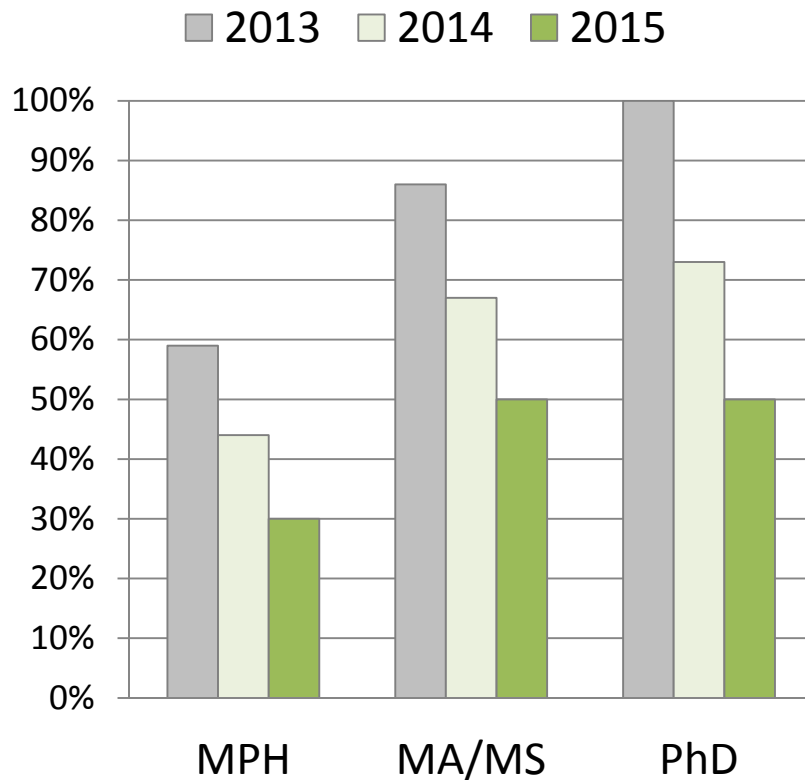Note: Reflects the proportion of new students that met the GRE standard

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# New Graduate Students

## Percent accepted enrolled

## Number enrolled
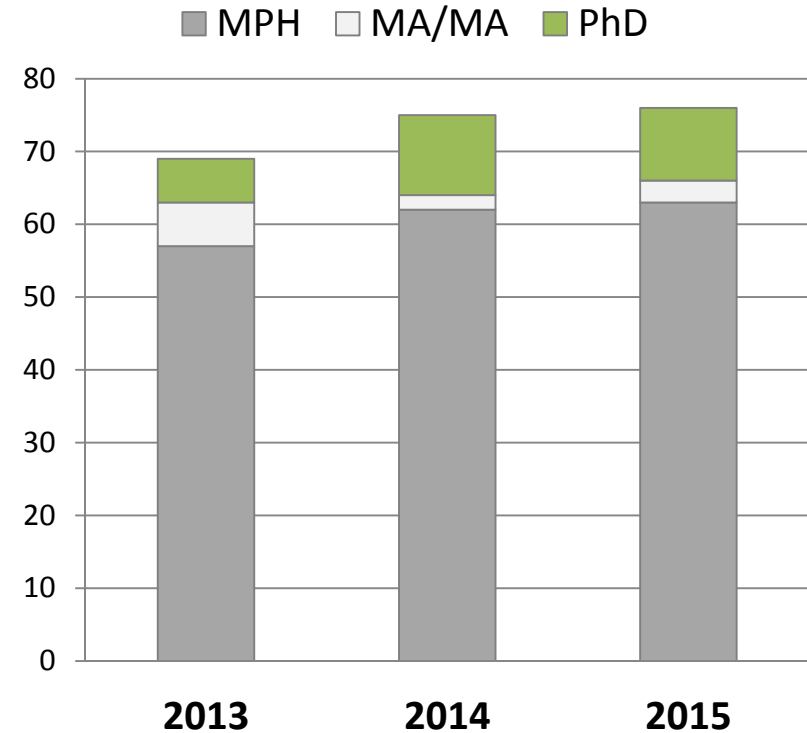
# Assessment of the extent to which criterion 4.3 is met

## STRENGTHS

- SPH uses SOPHAS across 11 of 12 graduate programs; added new staff for data management, reporting, and analysis

- The undergraduate program attracts diverse students

- PhD students have opportunities for acquiring mentored teaching experience

## WEAKNESSES

- Student frustration with navigating multiple websites to locate information

- Rebranding from Oregon MPH to OHSU-PSU SPH

- Recruiting doctoral students with diverse experiences

# 4.4 Advising & 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.

| | | Target | AY 13 | AY 14 | AY 15 |
|---|---|---|---|---|---|
| **Objective 2: Promote, value, and achieve excellence in teaching and advising** | | | | | |
| 11 | **Students are satisfied with academic advising or mentoring** | **80%** | | | |
| | MPH | | 64% | 63% | |
| | Undergraduates | | | 93% | |

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## 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

*Please promote that we are conducting the annual student survey now*

## What is the UG student-faculty ratio in health studies?

a. 1683:1

b. 436:1

c. 318:1

d. 12:1

**Visual cue for UG student to advisor ratio**

# Description of Advising Services

| | UG | MPH | Masters | PhD |
|---|---|---|---|---|
| **Student Handbook** | X | 6 of 6 | X | 1 of 3 |
| **Advisor assigned to student** | | X | X | X |
| **Student to Advisor Ratio** | 1683:1 | 3:1 | 3:1 | 2:1 |
| **May change advisors** |  | X | X | X |
| **Career counseling services** | Advising & Career Center | Faculty advisor | Faculty advisor | Faculty advisor |

# Criterion 4.4

| Assessment of the extent to which criterion 4.4 is met |
| :--- |

| **STRENGTHS** | <ul><li>Programs tailor career-counseling services for students; students at PSU may access the PSU's Office of Advising and Career Services.</li><li>OMPH/SPH offers a career-advising workshop for MPH students, usually once a year.</li><li>All programs have well-developed student grievance and academic misconduct policies.</li></ul> |
| :--- | :--- |
| **WEAKNESSES** | <ul><li>The UG student-to-advisor ratio is well above national standards</li><li>MPH student rating for academic advising are well below the target of 80% for two years in a row, despite low student-faculty-ratios.</li></ul> |

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# TABLE CONVERSATION ON SPECIFIC SECTIONS

SECTION 1. Table led by Elena & Anne

SECTION 2. Table  led by Leslie & Lisa

SECTION 3. Table  led by Tom & Katherine

SECTION 4. Table  led by Carlos & Nancy

# What happens next?

**We will post these materials on a course website**
- (details by Reagan) April 28, 2016

**We will update materials as we receive updates from our faculty, & communications from CEPH about our site visit team, reviewer feedback, etc.**

**We will provide updates with group-specific session in the week before the site visit (during September 12th to 23rd). E.g., Education program directors might be one session; research faculty who will participate might be another; External Advisors, Alumni, students may be others.**

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# A few resources & more information

1. SPH Web site. http://ohsu-psu-sph.org
2. Council on Accreditation for Public Health. http://ceph.org/
3. Association of Schools & Programs in Public Health. http://www.aspph.org/
4. Criteria Slide - http://ceph.org/assets/SPH-Criteria-2011.pdf