

**Council on Education for Public Health
Adopted on December 2, 2022**

REVIEW FOR ACCREDITATION

OF THE

SCHOOL OF PUBLIC HEALTH

AT

OREGON HEALTH & SCIENCE UNIVERSITY / PORTLAND STATE UNIVERSITY

SITE VISIT DATES:

April 25-April 27, 2022

SITE VISIT TEAM:

Jennifer Ibrahim, PhD, MPH, MA—Chair

Emily Spence, PhD, MSW

David Shoham, PhD, MSPH

Kim Thorburn, MD, MPH

SITE VISIT COORDINATOR:

Mollie Mulvanity, MPH, CAE

OBSERVER:

Galvin Jack, MPH

CRITERIA:

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

Table of Contents

INTRODUCTION.....	1
A1. ORGANIZATION & ADMINISTRATIVE PROCESSES.....	3
A2. MULTI-PARTNER SCHOOLS & PROGRAMS.....	7
A3. STUDENT ENGAGEMENT	10
A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH	11
A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH.....	11
B1. GUIDING STATEMENTS	12
B2. GRADUATION RATES.....	14
B3. POST-GRADUATION OUTCOMES	17
B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS.....	19
B5. DEFINING EVALUATION PRACTICES.....	22
B6. USE OF EVALUATION DATA.....	24
C1. FISCAL RESOURCES.....	25
C2. FACULTY RESOURCES.....	27
C3. STAFF AND OTHER PERSONNEL RESOURCES	31
C4. PHYSICAL RESOURCES	32
C5. INFORMATION AND TECHNOLOGY RESOURCES.....	33
D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE.....	35
D2. MPH FOUNDATIONAL COMPETENCIES	37
D3. DRPH FOUNDATIONAL COMPETENCIES	41
D4. MPH & DRPH CONCENTRATION COMPETENCIES.....	42
D5. MPH APPLIED PRACTICE EXPERIENCES.....	47
D6. DRPH APPLIED PRACTICE EXPERIENCE	51
D7. MPH INTEGRATIVE LEARNING EXPERIENCE	51
D8. DRPH INTEGRATIVE LEARNING EXPERIENCE	53
D9. PUBLIC HEALTH BACHELOR’S DEGREE GENERAL CURRICULUM	53
D10. PUBLIC HEALTH BACHELOR’S DEGREE FOUNDATIONAL DOMAINS	55
D11. PUBLIC HEALTH BACHELOR’S DEGREE FOUNDATIONAL COMPETENCIES.....	57
D12. PUBLIC HEALTH BACHELOR’S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES.....	59
D13. PUBLIC HEALTH BACHELOR’S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES	61
D14. MPH PROGRAM LENGTH.....	62
D15. DRPH PROGRAM LENGTH.....	63

D16. BACHELOR'S DEGREE PROGRAM LENGTH.....	63
D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES	64
D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES.....	66
D19. ALL REMAINING DEGREES	71
D20. DISTANCE EDUCATION	72
E1. FACULTY ALIGNMENT WITH DEGREES OFFERED	75
E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE	76
E3. FACULTY INSTRUCTIONAL EFFECTIVENESS	77
E4. FACULTY SCHOLARSHIP.....	81
E5. FACULTY EXTRAMURAL SERVICE.....	84
F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT	88
F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE	90
F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS	91
F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE.....	93
G1. DIVERSITY & CULTURAL COMPETENCE	95
H1. ACADEMIC ADVISING.....	98
H2. CAREER ADVISING.....	101
H3. STUDENT COMPLAINT PROCEDURES	104
H4. STUDENT RECRUITMENT & ADMISSIONS.....	107
H5. PUBLICATION OF EDUCATIONAL OFFERINGS.....	110
AGENDA	111

INTRODUCTION

The OHSU-PSU School of Public Health is a joint offering of two independently operated universities located in Portland, Oregon. Oregon Health & Sciences University (OHSU) is a public research university established to improve the health and quality of life for all Oregonians through excellence, innovation, and leadership in health care, education, and research. OHSU is an academic medical center charged with training physicians, nurses, dentists, and pharmacists for the State of Oregon and to advance medical science. OHSU began as the University of Oregon Medical School when Willamette University and the University of Oregon merged their medical programs in 1915. Following a series of mergers that led to a diversification of educational programs, OHSU emerged in 2001. OHSU includes four schools and one college. In addition to the OHSU-PSU School of Public Health, OHSU consists of the School of Dentistry, School of Medicine, School of Nursing, and College of Pharmacy, which offers a joint PharmD between OHSU and Oregon State University. OHSU offers seven bachelor's degrees, 22 master's degrees, and 21 research and professional practice doctoral degrees. OHSU enrolls approximately 3,000 students and has approximately 3,000 faculty members, many of whom are affiliated with the universities' clinical practices.

Portland State University (PSU) is an urban, full-service public university. PSU was established in 1946 in the Vanport neighborhood in Northeast Portland. At the time, Vanport was primarily home to returning African American World War II veterans, and the Vanport Extension Center, PSU's predecessor, was established to welcome veterans looking for an opportunity to begin their higher education. The institution later moved and was renamed Portland State College and Portland State University. PSU has grown into Oregon's leading major urban research center with a stated focus on community engagement, where students and faculty use their capacity and expertise to help communities solve problems. PSU includes three schools and seven colleges: In addition to the OHSU-PSU School of Public Health, PSU consists of School of Social Work and School of Business, as well as College of Liberal Arts and Sciences, College of the Arts, College of Education, College of Urban & Public Affairs, Maseeh College of Engineering & Computer Science, University Honors College, and the Graduate School. PSU offers 111 bachelor's degrees, 76 master's degrees, and 24 research and professional practice doctoral degrees. PSU enrolls approximately 24,000 students and employs approximately 1,800 faculty members.

Both universities are accredited by the Northwest Commission on Colleges and Universities (NWCCU). OHSU's most recent accreditation decision was in 2018, and PSU's most recent decision was in 2015. Each university offers other programs that hold specialized accreditation; each responds to approximately 15 specialized accreditors other than CEPH, including those addressing medicine, nursing, nutrition and dietetics, dental medicine, speech language pathology, urban and regional planning, counseling, engineering, business, and social work.

The OHSU-PSU School of Public Health was established in 2016 and received initial accreditation in 2017; OHSU and PSU had previously collaborated to offer a CEPH-accredited MPH program since 1996. The school is housed in the Vanport Building in downtown Portland. The building was created to merge the two institutions together and allow faculty and staff opportunities to closely interact with one another. The school's educational focus is in six areas: biostatistics, health promotion and community health, environmental systems and human health, epidemiology, health systems management and policy, and public health practice. The school enrolls over 900 students in its public health bachelor's degree across five concentrations; approximately 250 MPH students across its six concentrations; approximately 15 MS students; and approximately 50 doctoral students across three concentrations. The school also offers a bachelor's degree in health and fitness that is not classified as a public health degree and enrolls over 100 students.

The school's last accreditation review occurred in 2017. The Council awarded a five-year accreditation term, and, since that time, the school has submitted interim reports in 2018, 2019, 2020, and 2021 on a variety of topics relating to curricula, advising, and post-graduation outcomes. The Council has accepted the interim reports as evidence of compliance.

Instructional Matrix - Degrees and Concentrations						
Bachelor's Degrees				Categorized as public health	Campus based	Distance based
Applied Health & Fitness		BS, BA			BS, BA	
Public Health Studies: Clinical Health Services		BS, BA		X	BS, BA	BS, BA
Public Health Studies: Community Health Promotion		BS, BA		X	BS, BA	BS, BA
Public Health Studies: Healthy Aging		BS, BA		X	BS, BA	BS, BA
Public Health Studies: Health Services Administration		BS, BA		X	BS, BA	BS, BA
Public Health Studies: School Health Educator		BS, BA		X	BS, BA	BS, BA
Master's Degrees		Academic	Professional			
Biostatistics		MS	MPH	X	MPH	
Environmental Systems & Human Health Policy			MPH	X	MPH	
Epidemiology			MPH	X	MPH	
Health Management & Policy			MPH	X	MPH	
Health Promotion			MPH	X	MPH	
Public Health Practice			MPH	X		MPH
Doctoral Degrees		Academic	Professional			
Community Health		PhD		X	PhD	
Epidemiology		PhD		X	PhD	
Health Systems & Policy		PhD		X	PhD	
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		Academic	Professional			
2nd Degree Area	Public Health Concentration					
Medicine	Epidemiology			MD-MPH	X	MD-MPH
Social Work	Health Management & Policy Health Promotion			MSW-MPH	X	MSW-MPH
Urban Planning	Health Promotion			MURP-MPH	X	MURP-MPH

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The school has a clear system of organization and administrative processes to carry out the articulated mission. The OHSU-PSU Faculty Bylaws outline the various standing committees and ad hoc committees and the expected responsibilities for each committee. The opportunities for faculty participation and faculty governance to select representation for each committee is clear in the bylaws. There are also clear guidelines on representation across the ranks and among tenure-track and non-tenure track faculty.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 		The following is a list of standing committees: <ul style="list-style-type: none"> • Academic Personnel Committee: composed of 12 faculty members evenly divided between OHSU and PSU • Academic Policy and Curriculum Committee (APCC): composed of all program directors, one faculty representative from each of the MS/MPH concentration areas, two faculty from the undergraduate program, one student representative from each degree level, and the associate dean for academic affairs • Community Engagement Committee: composed of eight faculty members evenly divided between OHSU and PSU, one student representative from each degree level, and the associate dean for social justice 		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program				

		<ul style="list-style-type: none"> • Diversity, Equity, and Inclusion Committee: composed of 10 faculty members evenly divided between OHSU and PSU, one student representative from each degree level, and the associate dean for social justice • Faculty Council: composed of 10 senior faculty, including two undergraduate program faculty, one representative from each of the MS/MPH concentration areas, and the dean • Professional Workforce Development Committee: a new committee that started in AY 21-22--will be fully populated in AY 22-23 • Research Committee: composed of six faculty members evenly divided between OHSU and PSU, one PhD student representative, and the associate dean for research • Student Affairs Committee: composed of eight faculty members evenly divided between OHSU and PSU, as well as one student representative from each degree level • Practice Experience (PE) / Integrative Project (IP) Subcommittee: composed of the PE/IP leaders in each of the six MPH programs and the associate dean for student affairs and community engagement <p>Faculty shared that governance is strong with the faculty committees assuming responsibilities for decision-making.</p> <p>Most discussion and decision making on curriculum and student assessment originates within the academic programs and occurs in program faculty meetings. At the graduate level, curricular changes are then advanced to the APCC. When required, curricular changes are then sent</p>		
--	--	---	--	--

		<p>to the Office of the Provost at OHSU and to the OHSU and PSU Faculty Senates for approval. The associate dean for academic affairs fosters these processes.</p> <p>Curricular modifications for undergraduate degrees are reviewed by the APCC then sent to PSU's Undergraduate Curriculum Committee for review, before moving on to PSU's Faculty Senate. OHSU is not involved in the approval process for undergraduate changes since the undergraduate degrees are administered through PSU. The assistant dean for undergraduate affairs fosters and facilitates curricular reviews and modifications.</p> <p>For graduate degrees, admissions policies and decisions primarily occur within the programs, with policies established by the Student Affairs Committee. For undergraduate degrees, PSU's central Office of Admissions establishes policies and makes admissions decisions, with limited school involvement.</p> <p>Initial approval for faculty recruitment is determined based on needs and budget constraints of both OHSU and PSU, and faculty are hired through one of the two universities. The dean oversees faculty recruitment, and program faculty establish ad hoc hiring committees. The associate dean for academic affairs serves as an ex-officio member for all faculty search committees. Once the search committee has selected finalists, they are recommended to the dean, who forwards a single recommendation to the provost for approval (for new OHSU hires) and both the provost and Office of Academic Affairs (for PSU hires). The relevant Provost's Office generates and signs the offer letter, which is also signed by</p>		
--	--	--	--	--

		<p>the dean. For new PSU hires, the PSU Office of Academic Affairs creates a supplemental letter.</p> <p>Faculty receive promotion and tenure through their hiring university. The Academic Personnel Committee develops review and promotion procedures for the school-level (initial) process, and the associate dean for academic affairs and the assistant dean for graduate academic affairs guide faculty promotion and make recommendations to the dean. The dean reviews and makes a recommendation to the provost aligned with the faculty member's employment. Final approval of promotion for OHSU-employed faculty is made by the OHSU provost. Final approval of promotion for PSU-employed faculty is made by the PSU president. Guidance on research and service expectations occurs through school-level processes for faculty evaluation, guided by the associate dean for academic affairs and the assistant dean for graduate academic affairs.</p> <p>During the visit, faculty spoke of the active roles of various committees and opportunities for participation; this was heard in the leadership meetings with various administrators and the faculty meeting. For example, faculty and administrators highlighted the APCC's role in mapping competencies and reviewing teaching materials, as well as reviewing alignment across sections or across instructors. Faculty and administrators highlighted the Faculty Council's role, particularly in preparing the self-study and guiding the strategic planning process. The rapport between the faculty and the dean appeared to be highly collaborative.</p>		
--	--	---	--	--

		Faculty have opportunities for engagement during all faculty and staff meetings, program-specific faculty meetings, and committee meetings. Faculty noted that, prior to the opening of the Vanport building, they connected regularly via Zoom or WebEx, since they were housed in two different physical spaces; they look forward to more in-person meeting and collaborating opportunities. During the visit, reviewers observed how pleased faculty were with in-person collaboration. Between being at two different schools and being off-campus due to Covid, the faculty noted that they had not seen each other in person for almost two years. There was a clear excitement for the new building and the opportunity for all faculty within the school to share a common space and build the future of the school together.		
--	--	--	--	--

A2. MULTI-PARTNER SCHOOLS & PROGRAMS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines clear & comprehensive organizational rights & responsibilities		OHSU and PSU equitably share the expenses of supporting the school’s leadership, administrative functions, and academic programs. The dean, OHSU provost, PSU provost, and their designees regularly meet to discuss and reconcile budget circumstances and processes.	Click here to enter text.	
Identifies a single leader & cohesive chain of authority for decision making		The school is responsible for developing its own bylaws, curriculum, and policies. Bylaws must be approved by both the OHSU provost and PSU provost. Curriculum development and delivery must be consistent with both institutions’ standards and pass appropriate approval mechanisms at both institutions, as discussed in Criterion		

		<p>A1. Policies must be compliant with both institutions and approved by both provosts.</p> <p>Both institutions share responsibility for the coordination and award management of sponsored research activities. OHSU's Office of Proposal and Award Management is responsible for proposals that are submitted by and awarded to OHSU. PSU's Sponsored Projects Administration is responsible for proposals that are submitted by and awarded to PSU.</p> <p>School of public health students are students at both institutions. Undergraduate students register for courses through PSU's Registrar's Office. Graduate students register for courses through OHSU's Registrar's Office. OHSU maintains student records and transcripts for students enrolled in graduate programs. PSU maintains records for students enrolled in undergraduate programs. Undergraduate students are expected to follow PSU's institutional policies; graduate students are expected to follow both OHSU and PSU's policies. OHSU provides library resources for graduate students; PSU provides library resources for both undergraduate and graduate students. OHSU awards degrees for students enrolled in graduate programs; PSU awards degrees for students enrolled in undergraduate programs.</p> <p>The dean provides the overall vision for academic, administrative, and fiscal oversight and leadership.</p> <p>The dean leads the Faculty Council and the External Advisory Council and represents the school on institutional committees, including OHSU's Dean's Council, Cabinet,</p>		
--	--	---	--	--

		<p>Health Equity Committee, and Antiracism Committee, and PSU'S Academic Leadership Team.</p> <p>The school has clearly defined and comprehensive organizational rights and responsibilities which are outlined in the self-study document.</p> <p>Site visitors heard enthusiastic support of the school from leaders of both institutions. The PSU provost referred to the school as a national model in a discussion that acknowledged the well-integrated culture of the faculties. The two institutions' presidents have regular meetings regarding collaborative opportunities. The provosts have several meetings each month with the school dean and his leadership team. As administrative and institutional "speedbumps" have been identified and dealt with, the meeting frequency has declined. All leaders noted that the school is providing institutional guidance to community engagement, and anti-racism and equity strategic institutional initiatives.</p> <p>During the site visit, faculty and staff discussed some challenges that come with navigating two universities' systems: establishing policies, navigating technology, and merging organizational cultures. However, stakeholders, particularly including students and alumni, also spoke of the many benefits that come with the availability of both universities' resources.</p>		
--	--	--	--	--

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		The Student Leadership Council (SLC) is the official student governance structure for the OHSU-PSU School of Public Health. SLC acts as the student voice for the school and offers students opportunities to develop leadership skills, engage in community-based service, and regularly interact with students, alumni, and employees. All public health students are welcomed to be a part of the SLC. The members of SLC provide direct representation on faculty committees, including the APCC; Community Engagement Committee; Diversity, Equity, & Inclusion Committee; and Student Affairs Committee. The SLC is led by an executive team. Members serve two-year, staggered terms, and regularly meet with the associate dean for student affairs and community engagement to discuss program operations and student needs.	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate		Students who met with the site visitors confirmed that the school actively recruits student engagement in governance and works closely with the SLC to identify student members for committees and other governance work. They noted that the school is responsive to issues raised by students. They also said that the SLC works to provide broad student representation across degree levels and concentrations.		

A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Operates at highest level of organizational status & independence		<p>The School of Public Health has a level of autonomy similar to other schools and colleges at OHSU and PSU; however, the school must align with the guidelines and policies of two institutions and views of two provosts. The dean reports to both the OHSU provost and the PSU provost. The provosts report to their respective presidents.</p> <p>The only difference in reporting lines for other schools and colleges at the universities lies with the dean of medicine at OHSU; because of his role in the university's clinical enterprise, the medical dean also has a direct reporting line to the OHSU president for relevant matters. For academic matters, the reporting lines are identical.</p>	Click here to enter text.	

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Offers professional public health master's degree in at least three distinct concentrations		<p>The school of public health offers six concentrations for professional public health master's degrees:</p> <ul style="list-style-type: none"> • Biostatistics • Health Management and Policy • Environmental Systems and Human Health (ESHH) • Epidemiology • Health Promotion 	Click here to enter text.	
Offers public health doctoral degree programs in at least two distinct concentrations				

		<ul style="list-style-type: none"> • Public Health Practice <p>The school also has three academic public health doctoral programs:</p> <ul style="list-style-type: none"> • Community Health • Epidemiology • Health Systems & Policy 		
--	--	---	--	--

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		<p>The school has collaboratively developed vision, mission, goals, and value statements that reflect an emphasis on health equity and community engagement. The school’s vision is: <i>“Promoting a healthy, equitable society: Our School of Public Health will lead in advancing a healthy, equitable society through community engagement, education, research, scholarship, and service.”</i> The mission is to: <i>“Educate future public health leaders and advance public health scholarship and practice in collaboration with our communities to promote health and social equity.”</i></p> <p>The guiding statements reflect advancement of public health and student success, as well as include components of scholarship, education, and service. These are evidenced in the goal statements as follows:</p> <ol style="list-style-type: none"> 1. <i>Education – Prepare, support, and advance the present and future public health workforce</i> 2. <i>Scholarship & Creative Activity – Create knowledge that drives action through exploration, translation, and implementation</i> 	<p>Click here to enter text.</p>	
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				
Guiding statements reflect aspirations & respond to needs of intended service area(s)				
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes				

		<p>3. <i>Engagement – Create and sustain effective community academic partnerships that advance education, scholarship, and service.</i></p> <p>4. <i>Healthy & Sustainable Organization – Provide a strong foundation of resources that encourages the School of Public Health community to develop and prosper.</i></p> <p>The school’s value statements establish aspirations and extend the school’s focus on health equity, engagement, and collaboration through statements articulating values of inclusion, innovation, integration, integrity, and impact. The statements call out the uniqueness of the two-institution partnership and emphasize factors that promote a productive working relationship between them and with the community.</p> <p>During the site visit, faculty and school leaders described the iterative process of revising and reviewing the mission, vision, and values. A consulting firm was hired to gather feedback and facilitate dialogue among numerous stakeholders. With this input, the school placed a much stronger emphasis on community engagement and health equity and believe this is what makes OHSU-PSU stand out among other schools of public health. The revised statements were introduced in April of 2020, but strategic planning around them slowed due to the pandemic.</p> <p>The school is in the process of drilling down into strategic goals, objectives, and tactics. These have been assigned to key administrative personnel, who have presented proposals to Faculty Council. During the site visit, it was pointed out that budgeting and strategic planning</p>		
--	--	--	--	--

		<p>processes operate on different time cycles, which creates challenges in aligning and evaluating progress.</p> <p>There is an opportunity to improve the specificity and alignment of guiding statements as it relates to resource allocation and guiding evaluation of outcomes. The goal statements establish general categories to guide planning and resource allocation, though these do not reflect the health equity and social justice dimensions of the mission, vision, and values. Despite the goals' lack of specificity, school personnel were able to provide some clear examples of how they have been translated into strategies that are supported by resources. For example, the school established an associate dean for social justice to work with faculty, staff, and students to promote social justice and anti-racism. This strategic initiative involves building capacity among faculty to integrate social justice into pedagogy and practice. Presently, tactics involve providing training for faculty, working with faculty on how to decolonize syllabi, and integrating anti-racism approaches into assessment practices.</p>		
--	--	--	--	--

B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		MPH and MS students have a maximum time to graduate of seven years. Both degree programs meet or exceed this criterion's threshold; all MS and MPH cohorts presented in the self-study achieved the 70% benchmark within three years, even though students may continue their studies up to the maximum allowable time.	In the draft report, the review team raised a concern about graduation rates for BS/BA Public Health Studies students and recommended that the rates be recalculated using CEPH's suggested methodology.	The Council reviewed the school's response, including updated data that use CEPH's recommended methodology. Even after counting students only after they have declared the major and reached 75
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

		<p>All cohorts of MS students who entered between 2016 and 2019 have surpassed this criterion's thresholds with 80-100% graduation (entering cohorts of five to nine individuals).</p> <p>Similarly, MPH cohorts entering between 2016 and 2018 have surpassed the threshold at 100%, 97%, and 72%, with students continuing toward graduation in the latter two groups. Withdrawals are minimal among the subsequent cohorts, so they appear on track to meet this criterion's threshold.</p> <p>PhD students have a maximum time to graduate of nine years and follow a similar pattern of surpassing this criterion's threshold, often before the maximum allowable time. Seventy-five percent of PhD students who matriculated in 2016 had completed their degrees by the time of the site visit, and 78% of the 2017 PhD cohort had completed their degrees at the time of the site visit, with students continuing to progress and with few withdrawals among later cohorts.</p> <p>The self-study indicates that the university does not define a maximum allowable time to graduation for BS/BA students, but the school tracks graduation progress for university-based federal reporting requirements based on a six-year time to graduation. Therefore, the school tracks and reports bachelor's graduation rates for all students who declare the major, including new first-year students entering the university, rather than following CEPH's recommended method of tracking students only once they have declared the major and completed 75 credits.</p>	<p>Students were counted when they completed 75 semester-credit hours of coursework toward their public health degree. Graduation rates calculated using this methodology improved to 62% for the cohort with the most amount of time to graduate (AY2016-17), but still did not reach the 70% graduation benchmark standard outlined in B2 (see appendix A for a revised B2-1).</p> <p>To ensure undergraduate students are successful in the BS/BA Public Health Studies program, the School of Public Health is working on several initiatives—some of which are discussed in the self-study report, others are in development as the result of self-study. The Career Mentorship Bridge to Pathways Academic Advising ("Career Bridge"), piloted in fall 2021 and discussed in the self-study report, will continue to increase students' awareness of public health professions and craft an academic pathway to help them reach their professional goals. (See appendix B for the Career Bridge plan.) A new one-credit class, "Finding Your Path Within Public Health", has been designed to help students identify</p>	<p>credits, the school's bachelor's degree graduation rates fall short of this criterion's 70% threshold. Based on the provided data, the 2016-17 cohort will achieve a 65% graduation rate if all remaining students graduate.</p> <p>The Council also reviewed information in the school's response on multiple interventions designed to improve retention and graduation among bachelor's degree students and agree that these measures appear promising. The school can anticipate ongoing reporting requirements, at least annually, until the school's bachelor's graduation rates meet this criterion's threshold.</p>
--	--	---	--	--

		<p>The concern relates to the graduation rates for bachelor's degree students. Bachelor's students who matriculated in the first year of the school's foundation will reach their sixth year at the end of the academic year during which the site visit occurred. Based on withdrawals to date and using the school's current data methods, this cohort will not meet this criterion's threshold, even if all remaining students graduate. Fifty-nine percent of BS/BA students who matriculated in 2016-17 had graduated within five years (the most recent data available at the time of the site visit). The following cohort reports a 49% graduation rate at four years; like the previous cohort, even if all remaining students graduate, the highest possible completion rate will be 58%. Subsequent cohorts follow the same pattern, with 35-40% of students reported as withdrawn within the first two years.</p>	<p>careers in public health and develop a course of study consistent with those career aspirations. (See appendix C for the proposed syllabus.) By participating in this course, students will gain practice and skills associated with professionalism, including resume and cover-letter writing, job search strategies, and interview skills. A new course proposal will be submitted and voted on by the School's Academic Policy & Curriculum Committee (APCC) in November 2022 before being reviewed by Portland State University's Undergraduate Curriculum Committee (UCC) and Faculty Senate. The <i>changes to an existing program form</i> that will be submitted to APCC, UCC, and Faculty Senate is located in appendix D. Pending approval, this course will first be offered in fall 2023.</p>	
--	--	---	---	--

B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The school reports strong rates of positive post-graduation outcomes for MS, MPH, and PhD graduates, with few unknown outcomes in the most recent two years of data. For the most recent year (2019-20 graduates), the school reports positive outcomes for 86% of MS graduates, 100% of MPH graduates, and 100% of PhD graduates for whom information is available. Data are nearly complete, reflecting 87% of MS graduates (seven of eight), 96% of MPH graduates, and 100% of PhD graduates. Nearly all graduates were employed, with a small number continuing their education or training.	The review team raised a concern about the significant rate of missing information on post-graduation outcomes for undergraduate students. This concern, in conjunction with the one raised in B4. Alumni Perceptions of Curricular Effectiveness, identified information collection from undergraduate alumni as an important area of improvement for the School of Public Health.	The Council reviewed the school's response, including information on multiple interventions designed to improve the ability to maintain contact with and receive information from bachelor's degree alumni. The Council looks forward to reviewing updated data.
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree		<p>Beginning in 2020, the school of public health began a more concerted effort to collect and analyze post-graduation outcomes from graduates. After compliance problems on this criterion were identified in annual reporting, the school developed an action plan. The plan focused on building capacity and infrastructure, and on diversifying the methodologies by which the school collects post-graduation outcomes.</p> <p>The concern relates to the significant rate of missing information on post-graduation outcomes for bachelor's graduates. The school saw marked improvement in the percent of bachelor's graduates with known outcomes after the recent changes in data collection but still reports unknown outcomes for 31% (2019 cohort) and 36% (2020 cohort) of graduates. Among bachelor's graduates with</p>	<p>Appropriate efforts to collect and report information from undergraduate alumni are in place. However, one missing component is the School's ability to receive responses from those alumni. To address this problem, several improvements are underway to build and maintain undergraduates' connection and sense of belonging to the School of Public Health, and in so doing, to increase response rates to post-graduation inquiries. For example, undergraduate students were included in the new student</p>	

		<p>known destinations, nearly all (~97%) report positive outcomes. Most are employed, but significant numbers also report enrollment in additional education.</p> <p>The school continues to implement its plans to better collect, analyze, and understand the post-graduation outcomes of our graduates; however, the self-study notes that collecting post-graduation outcomes from undergraduate students continues to be a challenge and will likely require more resource investment and planning to ensure alumni from the undergraduate programs are fully engaged.</p> <p>The school has identified a need to build community among undergraduate students to improve engagement, including participation in the annual student survey. In the future, the school faculty and SLC will visit undergraduate courses to announce events (including the administration of the student survey) and BS/BA students will be invited to participate in additional faculty committees. The school is also moving to include undergraduate students in the School of Public Health’s new student orientation and is considering conducting exit interviews with BS/BA students to better gather school-specific information as students approach graduation.</p> <p>Additionally, the Career Bridge program, discussed in Criterion H2, is currently being implemented to improve career advising. This program will also offer a new opportunity for collecting data for tracking post-graduation outcomes. This will allow the school to regularly collect data for improved post-graduation contact (e.g., permanent email addresses), as well as support career development for students in ways that will</p>	<p>orientation for the first time in fall 2022. One topic covered at new student orientation was the importance of participation in assessment and evaluation efforts to assist in the School’s continuous improvement efforts—including participating in alumni surveys.</p> <p>Since the site visit, the School of Public Health has hired an assistant dean for student and alumni affairs (see appendix E for position description) and a communication, outreach, and marketing affairs manager (see appendix F for position description). These two new positions, in collaboration with the student success and alumni relations manager, are developing programming to ensure regular contact with alumni—including undergraduate alumni. This programming will include an alumni newsletter, an alumni network, and annual alumni events. These initiatives are being developed to ensure ongoing, meaningful connection with students once they graduate.</p> <p>The new “Finding Your Path Within Public Health” course (discussed in the response to B2. Graduation</p>	
--	--	--	---	--

		make them more trackable (e.g., creation of LinkedIn pages).	Rates, above) will offer an additional mechanism for the School of Public Health to collect post-graduation outcomes for undergraduate students. One course assignment will be for students to develop a LinkedIn profile (see appendix C for the proposed syllabus), and the instructor(s) will provide feedback on the LinkedIn profile. Students will be required to update their LinkedIn profile as part of PHE 404 – Internship, and again encouraged to update their profile at the point of graduation. See appendix G for the PHE 404 internship packet. This practice will help undergraduate students develop habit of maintaining and updating their professional profile, and will provide the School with another mechanism to collect information about post-graduation outcomes for students.	
--	--	--	---	--

B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines qualitative &/or quantitative methods designed to		The school collects quantitative and qualitative data on alumni perceptions of curricular effectiveness.	The review team raised a concern about the lack of available data from	The Council reviewed the school’s response, including information on

provide meaningful, useful information on alumni perceptions				
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data address alumni perceptions of success in achieving competencies				
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements		<p>The school collects quantitative data on alumni perceptions through an annual alumni survey, which is administered each October to the cohort of graduates from all degree offerings who are one-year post-graduation. Two questions in the survey address alumni perceptions. The first question, implemented in the survey for 2017-18 graduates, asks whether their degree programs' core competencies prepared graduates to be successful in their post-graduation placement. The self-study presents data aggregated across all three degree levels: of all graduates who responded to the survey, 89% of 2017-18 graduates, 81% of 2018-19, and 69% of 2019-20 graduates answered yes to this question. MPH graduates answered "yes" at a higher rate than bachelor's degree graduates; PhD data are challenging to interpret, since there were zero, two, and three respondents across the three years of data presented in the self-study document. Similarly, the number of MS enrollees and graduates is so low as to make survey data less meaningful.</p> <p>The second question, implemented in the survey for 2018-19 graduates, asks whether graduates had the skills they needed to be competent public health professionals upon graduation. Again, considering all graduates across degree levels who responded to the survey, 76% of 2018-19 graduates and 72% of 2019-20 graduates responded yes to the question. Again, positive responses were higher among MPH graduates (88% and 75%) than bachelor's graduates (64% and 68%), with PhD responses too sparse for meaning.</p>	<p>undergraduate alumni in terms of their perception of curriculum effectiveness. The School is currently reviewing two strategies for improving curricular effectiveness data from undergraduate alumni. We plan to continue conducting focus groups with alumni on a biennial basis, and are examining how selection methodology can best be adjusted to overrepresent undergraduate alumni. In addition, the School is considering in-depth interviews with alumni three-months post-graduation. In addition to these strategies, initiatives, such as Career Bridge, will provide the School of Public Health will more opportunities to leverage and stay in contact with undergraduate alumni.</p>	<p>multiple interventions designed to improve the ability to maintain contact with and receive information from bachelor's degree alumni. The Council looks forward to reviewing updated data.</p> <p>The Council also commends the school's efforts to work with graduate-level alumni through focus groups.</p>

		<p>Alumni who responded no were asked a follow-up question of what skills they needed, and answers mostly related to tools for project management and communication skills.</p> <p>Survey response rates were relatively low, at 35% and 26% in the last two years.</p> <p>The school collected qualitative data on graduate-level alumni perceptions through a focus group conducted by the director of assessment and evaluation in August 2021. Alumni from the past five years were selected by program directors and invited to join the meeting, which was held in August 2021. Eighteen graduates participated, including one MS graduate, 14 MPH graduates, and three PhD graduates. Not all concentrations were represented, as there were no participants from the MPH in public health practice, which is the school's only distance-based offering. Participants in the meeting agreed that the school's curriculum, including competencies, was effective in preparing them for their post-graduate placements. As in the survey, common responses to what skills were needed involved project management and communication, as well as data visualization.</p> <p>The focus group appears to have been successful as a starting place and reference point; the school must now solidify and institutionalize this and/or other methods positioned to provide useful information on a consistent basis.</p> <p>The concern relates to the lack of available data from bachelor's alumni. The school explains that this is partially due to difficulty establishing relationships with</p>		
--	--	--	--	--

		<p>undergraduate students, as they are advised through a centralized model at the PSU level, leading to lack of connection with the school and lower participation and response rates from alumni. As discussed in Criterion B3, the school plans to address this gap by investing in strategies to build stronger relationships with undergraduate students such as including them in the school's new student orientation, introducing a new course focused on career development, and piloting a career advising program.</p> <p>During the site visit, alumni who met with site visitors spoke highly of their preparation in a range of useful skills and knowledge, which varied by degree program completed. For instance, a bachelor's degree graduate praised the school's emphasis on practical communication and on policy, and epidemiology graduates noted how well prepared they felt in a variety of methods and analytical techniques.</p>		
--	--	--	--	--

B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		The program identifies two overarching evaluation measures that cut across and capture various aspects of the guiding statements: "Deliver effective social justice-informed public health education" and "Connect and serve the community-student-alumni continuum." The self-study document and accompanying information list a variety of data sources and responsible parties.	Click here to enter text.	

<p>Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review</p>		<p>Key data sources for instruction include assessment data reports, course evaluations, and faculty reviews. The school's new associate dean for research has led a process to implement annual tracking of key indicators related to scholarship. The school uses input from internship supervisors, the External Advisory Committee (EAC), alumni, and other stakeholders to track its progress across the range of activities. Student surveys are another key data source.</p> <p>Faculty regularly review data at the program level. School-level review occurs through several of the school's standing committees, particularly the APCC and the Faculty Council.</p> <p>The commentary is related to opportunities to improve the intentionality, documentation, and communication of the evaluation plan. The school has a series of methods to gather key feedback and review it; however, school leaders and faculty acknowledged an ongoing need for transparency and proactive communication. Site visitors struggled at times to discern the depth and complexity of the school's evaluation operations from the available written documentation; on-site discussions provided a much fuller understanding.</p> <p>For example, community feedback initially appeared informal and not systematically integrated in a feedback cycle associated with student outcomes, curriculum, planning, and the self-study. While the self-study focused primarily on the EAC, discussions during the site visit highlighted numerous other specific examples of community partnerships that have influenced school</p>		
--	--	---	--	--

		<p>practices, especially in practice experience and the development of the school’s mission, vision, and values.</p> <p>Additionally, school leaders noted that community stakeholders have asked for more transparency—they want to know how their feedback is used and incorporated into changes. Broadly speaking, reviewers found that the written evaluation plan did not accurately reflect the full scope of the school’s activities. Faculty and school leaders plan to finalize a revised strategic plan in the coming months that will better present the school’s key aims and outcomes.</p>		
--	--	---	--	--

B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		The self-study and site visit elicited numerous examples of the school’s use of data to improve curricula and/or operations. Two examples are as follow:	Click here to enter text.	
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)		Based on course evaluation and student survey data, school leaders identified a need to provide more writing support to students, particularly those from underserved backgrounds. The school invested significant resources in addressing this issue, including hiring a writing coach. The writing coach administers a writing screening during orientation, and students who score below a threshold receive individualized support and coaching. All students can make appointments with the writing coach, and the writing coach conducts sessions with MPH students who are completing their integrative learning experiences. The		

		<p>school has also purchased Grammarly subscriptions for all students and plans to allocate additional resources to writing support in the next academic year.</p> <p>Based on student survey data, as well as indicators such as those discussed in Criteria B3 and B4, the school has implemented a broad set of approaches under the Career Bridge initiative to strengthen advising and mentoring for undergraduate students. This approach, described in greater detail in Criterion H2, includes mentorship and structured activities both inside and outside the classroom.</p>		
--	--	--	--	--

C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		<p>The financial resources include a mix of state funding, institutional support, tuition, endowment, and external grants. For 2021, the ERF shows an annual income of nearly \$32M, against expenses of over \$24M, and details how these revenues and expenditures are split between the two host institutions. The school is generating a margin for the universities, indicating strong financial sustainability. Budgets have increased over the last five years; 2017 income was less than \$28M, with expenditures around \$24M.</p> <p>Faculty salaries are covered through the mix of revenues cited above. Obtaining additional faculty lines requires approval from the university through which the hire will be made; all faculty hired to support the undergraduate</p>	<p>Click here to enter text.</p>	
Financial support appears sufficiently stable at time of site visit				

		<p>degrees are hired at PSU. Faculty hired to support graduate degrees may be hired by either university, based on current resource availability and other factors. Faculty hired at OHSU have less-specific teaching load assignments and in most cases are expected to generate a significant fraction of their salary from research grants. OHSU faculty are hired on 12-month contracts, while PSU faculty are generally hired on nine-month contracts.</p> <p>Typically, hiring tenure-track faculty requires a long-term resource sustainability plan, meaning that the school's current strong financial position does not guarantee that funds can be used to hire new faculty, but school leaders note that the current positive financial status creates an environment in which support for new faculty lines is more likely.</p> <p>Student support is funded by the school's ongoing operational budget, research grants, and foundation funds. As a part of the operational budget, the Dean's Stipend Fund supports PhD students by offering graduate research assistantships, which include stipend and tuition and fee packages, to nine students per year. Research grants provide additional opportunities for students to engage in graduate research opportunities and student hourly employment. The school also has funding available to support the student organization and students with accepted conference presentations.</p> <p>The budget model is expense-based, meaning that excess funds do not automatically return to the unit. Tuition funds are directed to the unit (PSU or OHSU) based on courses taught and students' academic home according to a credit hour model.</p>		
--	--	---	--	--

		The indirect cost return rate varies between host institutions and is consistent with other high-research institutions, on the order of 50%. Most of the indirect funds go to the central research offices and general university funds; 26% goes to the school, and 2% goes to provide incentives for investigators, primarily used for travel and professional development.		
--	--	---	--	--

C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
School employs at least 21 PIF; or program employs at least 3 PIF		<p>The self-study document lists 45 primary instructional faculty (PIF) and 47 non-PIF, with no double counting of named PIF, surpassing this criterion's minimum requirements for faculty at the school level and by concentration. The self-study lists only two faculty (rather than three) for some of the bachelor's concentrations, reflecting vacancies, but the school currently has ample non-PIF resources (and other PIF) who are qualified and could be used to populate the template.</p> <p>General advising loads are relatively low at the graduate level. Faculty average seven master's students (max: 35) and three PhD students (max: eight). ILE advising numbers at the master's and doctoral levels are manageable. MPH ILE advisors have an average of ten students; MS mentors have an average of three students; and PhD dissertation advisors have an average of two students.</p>	Click here to enter text.	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				

Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable		At the bachelor's level, the self-study indicates an average ratio for advising in the cumulative/experiential activity of 74, with a maximum of 139. During the site visit, faculty noted that two PIF are responsible for supervising all bachelor's students completing their internships in a given term. Although the individual faculty are experienced and have established systems, they meet individually with each student and provide individualized feedback and guidance throughout the term, as well as grading and troubleshooting.		
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable				
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)		The self-study reports bachelor's advising ratios at an average of six; however, this does not reflect the functional reality. All bachelor's students receive advising from PSU's centralized advising center; the generalist staff advisors employed in the center are typically responsible for approximately 500 students each. Faculty in the school are available to provide individual mentoring to bachelor's students, but, given the total size of the school's faculty complement (around 45 full-time, many of whom work largely or solely with graduate students) and the undergraduate student body (over 900 declared public health majors at the time of the site visit), the ratios are extremely high, regardless of the chosen calculation method.		
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)		The school collects quantitative data regarding class size and faculty availability through the school's Annual Student Survey, which has low response rates across two of the school's three degree levels: most recently 8% for bachelor's students and 42% of master's students. Of those who responded in 2020-21, undergraduate data show that 82% of students were satisfied or very satisfied with class size, and 74% were satisfied or very satisfied		

		<p>with faculty-student ratios. Among master's students, 94% of students were satisfied or very satisfied with class size, and 81% were satisfied or very satisfied with faculty-student ratios. Doctoral students had the highest response rate at 93%; 83% of doctoral respondents were satisfied or very satisfied with class size, and 83% were satisfied or very satisfied with faculty-student ratios.</p> <p>The school does not currently gather explicit qualitative data on student satisfaction with class size and faculty availability; however, a content analysis of open-ended responses to two questions from graduate course evaluations ("What recommendations do you suggest for improving this course?" and "What are the strengths of this course?") provided some insight on student satisfaction at the master's and doctoral levels. A search for "class size" yielded 15 responses among graduate students, 14 of which were positive. A search for "office hours" yielded around 40 comments directly related to instructor availability. Favorable comments occurred three times as often as unfavorable comments, and most unfavorable comments were associated with a small number of faculty. The school is engaging with those faculty to improve their availability to students. A qualitative question on class size and availability of faculty will be added to future annual student surveys, beginning in spring 2022.</p> <p>During the site visit, students and alumni who met with site visitors praised faculty availability, particularly among undergraduate program directors and across graduate faculty. They noted that faculty were engaged, responsive, and eager to assist students when needed.</p>		
--	--	---	--	--

		<p>The commentary relates the minimal adequacy of the school’s faculty resources. Information gathered during the site visit indicated that the school’s current resources are just sufficient to meet instructional and operational needs. School leaders and faculty identified a number of challenges: more bachelor’s classes than desired taught by adjuncts, which can present challenges to stability; an MPH student body that has “maxed out” the class size for required classes to the point that any further growth in MPH enrollment would require additional sections that the school does not have sufficient faculty to offer; and fatigue and perceptions (voiced by both students and faculty) of being “stretched thin” in faculty workloads.</p> <p>Faculty and school leaders have identified a variety of solutions to avoid compromises to instructional and operational quality, and the next MPH class appears positioned to be slightly smaller than the last, which reflected a “pandemic boom” in enrollment. School leaders have created opportunities for PhD students to teach bachelor’s courses, which has been positive and well-received by students at both levels, and described approval for several faculty searches that will soon begin. School leaders described several proposals or requests for new faculty hires that were pending or in process at the time of the site visit, including a proposal for a cluster hire of faculty to help advance the school’s strategic efforts in the areas of diversity, equity, and anti-racism; school leaders aim for this cluster hire to allow the school to grow its pool of faculty with lived experience and/or minoritized identities. School leaders note that the school’s strong financial position has led to positive responses to requests for new faculty lines in the last two years and hope that this trend will continue.</p>		
--	--	---	--	--

C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		<p>The school has a total of approximately 57 FTE staff members. Of these, 33 FTE are research staff funded by grants and contracts. The remaining 24 staff are funded through stable funding streams (general fund allocations, philanthropy, unit reserves) and support ongoing administrative functions, including academic and student affairs, financial support, and research infrastructure. The numbers exclude faculty appointments, student workers, and graduate research assistants but include open or active searches. Development staff (approximately 2.0 FTE total) are shared with other units outside of the school of public health.</p>	<p>Click here to enter text.</p>	
Staff & other personnel resources appear sufficiently stable				

		<p>and assistant dean for undergraduate affairs. While these are technically faculty, rather than staff, roles, they positively impact the school's ability to accomplish operational and administrative goals.</p> <p>Site visitors learned that the associate dean for finance and administration has worked effectively with the two universities' different approaches to finance and budget to demonstrate to both institutions that the School of Public Health pays for itself and generates revenue. This work has resulted in institutional willingness to expand staff and administrative support as needs arise and are expressed.</p>		
--	--	---	--	--

C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		<p>Most of the school of public health's faculty, staff, graduate researchers, and student employees are now housed in the Vanport Building. The Vanport Building represents co-location of the school's faculty, staff, and students for the first time since the school's inception. All full-time faculty have designated office space in the building or at the OHSU campus and are equipped with computers and telephones to meet with colleagues and students. All staff have designated workspaces in the Vanport building and are also equipped with computers and telephones. The school's classroom spaces range in capacity from 15-400, as well as smaller conference rooms ranging from 4-12, are available across OHSU's South Waterfront campus and PSU's downtown campus including the Vanport building.</p>	<p>Click here to enter text.</p>	
Physical resources appear sufficiently stable				

		<p>There are many shared spaces available to School of Public Health students across OHSU and PSU, including student centers, lobbies, lounges, and study rooms that may be reserved in advance or used on an ad hoc basis.</p> <p>At the time of the site visit, the new Vanport Building had been complete for nearly a year. However, faculty and staff were moving in for the first time around the time of the site visit because of COVID closures and delays. The dean and others said that bringing together school administrators, staff, faculty, and students under one roof was an exciting advance of the school's identity. Faculty noted that there is minimal classroom space, but the school has convenient access to such space in the surrounding PSU campus.</p>		
--	--	--	--	--

C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		Graduate students and faculty have access to both OHSU's library and PSU's library. Undergraduate students have access to PSU's library. Library resources include physical and electronic references, training opportunities, and document delivery. Computer labs, workstations, open study spaces, and private study rooms are available at both libraries. Two librarians, one from each institution, support the school by regularly attending faculty meetings, preparing resources for students, and guest lecturing in courses to assist students in their research.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable				

		<p>Students have access to fully equipped computer labs and workstation across the two institutions and the ability to borrow laptops, Chromebooks, tablets, headsets, web cams, and other hardware from PSU’s library. The Vanport Building has a computer lab shared by School of Public Health students and PSU College of Education students. Other open-access computer labs and workstations are located in PSU’s Fariborz Maseeh Hall, Millar Library, and the Karl Miller Center, as well as the OHSU Library.</p> <p>Software is available free of charge through both OHSU and PSU. Microsoft Office is available to all public health students on all OHSU and PSU university workstations and is available through OHSU and PSU for free use on personal computers. Students also have access to specialized statistical, modeling, and mapping software through on-campus computer labs.</p> <p>Faculty with a primary appointment in the school of public health are provided with a computer system and computer peripheral devices. Software is available to faculty through both OHSU and PSU. Microsoft Office Suite is available to all faculty on OHSU and PSU workstations and is available through both OHSU and PSU for free use on personal computers. Faculty also have access to specialized statistical, modeling, and mapping software through on-campus computer labs and PSU’s Virtual Computer Lab.</p> <p>Technical assistance for faculty, staff, and students is provided by OHSU Information Technology Group (ITG Helpdesk) and PSU’s Office of Information Technology (OIT Helpdesk). The OHSU Helpdesk is staffed 6am – 6pm with limited staffing during nonbusiness hours, weekends, and holidays. The PSU Helpdesk is staffed seven days a week</p>		
--	--	---	--	--

		<p>from 8am – midnight, except on university holidays and closures. Both helpdesks have extensive online FAQs and tutorials.</p> <p>Faculty and students have access to software (e.g., Microsoft Suite), laptops and computers that are relevant to the course work. Library resources are seen as sufficient because not only do students have access to workstations, computer labs, and private rooms, but also to an array of physical and digital documents to aid in their coursework. Faculty and students also have technical assistance readily available to them through the ITG Helpdesk and OIT helpdesk.</p> <p>Site visitors heard that IT support provided excellent assistance during the online pivot necessitated by the COVID lockdown. Site visitors also learned that PSU is transitioning from DL2 to Canvas LMS and a faculty peer group has been established to facilitate training and support for the transition.</p>		
--	--	--	--	--

D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>The school exposes MPH students to the foundational public health knowledge areas through a common set of required courses.</p> <p>All MPH students complete four required courses that cover eleven of the twelve foundational learning objectives:</p>	Click here to enter text.	

		<ul style="list-style-type: none"> • HSMP 574: Health Systems Organization • EPI 512: Epidemiology 1 • PHE 512: Principles of Health Behavior • ESHH 511: Concepts of Environmental Health <p>Foundational learning objective 3 is covered in courses that vary by concentration. Quantitative methods are covered in the courses BSTA 511: Estimation and Hypothesis (biostatistics and epidemiology concentrations) or BSTA 525: Introduction to Biostatistics (all other concentrations). Qualitative methods are covered in the courses CPH 511: Research Methods and Evidence-based Practice (public health practice concentration), PHE 520: Qualitative Research and Design (health promotion concentration), HSMP 588: Program Evaluation and Management in Health Services (health promotion and health management and policy concentrations), or UNI 504: Qualitative Methods for Health Professionals (all other concentrations).</p> <p>Through review of syllabi, course materials, and readings, reviewers verified that MPH students receive grounding in all 12 foundational learning objectives, as shown in the D1 worksheet.</p>		
--	--	---	--	--

D1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes

9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	Yes

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>All MPH students take the same four classes, listed in Criterion D1, plus a biostatistics course that differs for students concentrating in epidemiology and biostatistics versus the other concentrations.</p> <p>Additionally, all students, except those in the public health practice concentration, take HSMP 573: Values and Ethics in Health. Students in public health practice take a different class that addresses ethics, CPH 535: Professionalism, Ethics, and Systems Thinking in Public Health.</p> <p>Students in three of the six concentrations (biostatistics, epidemiology, and ESHH) take UNI 504, an interprofessional course in qualitative research methods, and students in the other three concentrations choose one option from a list of designated interprofessional classes and also take a class in program evaluation (HSMP 588 or CPH 388).</p> <p>Together, this set of required courses is intended to address the 22 foundational competencies.</p>	<p>The review team could not verify the coverage and assessment of MPH foundational competencies:</p> <p>11 (Select methods to evaluate public health programs) for the MPH Biostatistics, MPH Epidemiology, and MPH Environmental Systems & Human Health programs</p> <p>12 (Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence) for the MPH Biostatistics, MPH Epidemiology, MPH Environmental Systems & Human Health, MPH Health Management & Policy, and MPH Health Promotion programs</p> <p>17 (Apply negotiation & mediation skills to address organizational or</p>	The Council reviewed the school's response to the site visit team's report. Based on updated information, including attachments, the Council concluded that the school has addressed the site visit team's concerns and acted to change the team's finding of partially met to a finding of met.

		<p>The concern relates to reviewers' inability to validate assessment of all foundational competencies. The D2 worksheet summarizes reviewers' findings.</p> <p>First, reviewers could not validate coverage and assessment of foundational competency 19, which relates to communicating audience-appropriate public health content. This competency is mapped to a series of assignments in HSMP 574, a course taken by all MPH students. After on-site discussions, site visitors also reviewed the syllabus for CPH 535, a course taken only by students in the public health practice concentration. Reviewers were not able to fully validate the competency through either course. Both courses have assignments that cover both oral and written communication, and both courses have assignments that require attention to audience in preparing written communication. Site visitors could not validate, however, that the oral presentation assignments require students to tailor the oral presentation to an audience other than faculty/peers, considering the mode and style of oral communication.</p> <p>Additionally, reviewers could not validate coverage and assessment of foundational competency 11, which relates to selecting evaluation methods, for students in the epidemiology, biostatistics, and ESHH concentrations. Students in the other three concentrations complete specific courses and assignments that address program evaluation, but, for students in epidemiology, biostatistics, and ESHH, the self-study links this competency to coursework in quantitative and qualitative research and analysis methods. During the site visit, faculty explained that, in these classes, students learn to distinguish between and choose appropriate analytical techniques for</p>	<p>community challenges) for the MPH Public Health Practice program</p> <p>19 (Communicate audience appropriate public health, both in writing & through oral presentation) for all MPH programs</p> <p>To address coverage of MPH foundational competency 11, a module has been added to UNI 504 – Qualitative Methods for Health Professionals in which the instructor teaches and evaluates the competency. UNI 504 is taken by MPH Biostatistics, MPH Epidemiology, and MPH Environmental Systems & Human Health students. The revised syllabus is presented in appendix H.</p> <p>To address coverage of MPH foundational competency 12, HSMP 573 – Values & Ethics in Health has been revised to ensure students can accurately discuss the policy making process. The revised syllabus, presented in appendix I, shows the didactic learning opportunities and assessment activities for this competency.</p>	
--	--	--	--	--

		<p>a variety of study designs and scenarios, a skill that could be applied to evaluation studies. However, students in these three concentrations do not complete coursework that addresses choosing methods to evaluate public health programs.</p> <p>Faculty from the ESHH concentration who met with site visitors indicated that they often advise students into a program evaluation class as an elective, based on observing that many students need preparation in evaluation methods for their practice experiences.</p> <p>Next, reviewers could not validate coverage and assessment of foundational competency 12, which relates to the policy making process, for students in five of the six MPH concentrations: epidemiology, biostatistics, ESHH, health management and policy, and health promotion. These five concentrations map the competency to HSMP 573: Values and Ethics in Health. Based on review of written materials (including the syllabus and assignment descriptions) and on-site discussions with faculty, reviewers could not validate that the assessment ensures that students can accurately discuss the policy making process. Students are assigned cases, but not all of them include policy making components. Faculty also noted that assessment of this competency may occur in the HSMP 574 independent written assignment, but this was not readily observable in the assignment instructions.</p> <p>Reviewers found clearer evidence of assessment in CPH 535, the course completed by public health practice students in lieu of HSMP 573. This course includes several assignments that examine public health problems and</p>	<p>For MPH foundational competency 17, MPH Public Health Practice leadership determined that negotiation and mediation skills were, in fact, taught and assessed in CPH 528 – Management Practice and QI in Health Care & Public Health Organizations. The syllabus is presented in appendix J.</p> <p>To address coverage of MPH foundational competency 19, HSMP 574 – Health Systems Organization has been revised to ensure students can accurately communicate audience-appropriate public health content—both in writing and through oral presentation. The revised syllabus, presented in appendix K, shows didactic learning opportunities and assessment activities for this competency.</p>	
--	--	--	---	--

		<p>multiple mechanisms to address them, including policy and addressing legislators and other government officials.</p> <p>Finally, reviewers were unable to validate coverage and assessment of competency 17, which relates to negotiation, for students in the public health practice concentration. The other five concentrations address the competency in HSMP 573, which public health practice students do not take, and reviewers could not identify appropriate instruction and assessment in CPH 535.</p>		
--	--	--	--	--

D2 Worksheet

MPH Foundational Competencies	Yes/CNV Biostatistics	Yes/CNV Epidemiology	Yes/CNV ESHH	Yes/CNV Health Management & Policy	Yes/CNV Health Promotion	Yes/CNV Public Health Practice
1. Apply epidemiological methods to the breadth of settings & situations in public health practice	Yes	Yes	Yes	Yes	Yes	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes	Yes	Yes	Yes	Yes	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes	Yes	Yes	Yes	Yes	Yes
4. Interpret results of data analysis for public health research, policy or practice	Yes	Yes	Yes	Yes	Yes	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes	Yes	Yes	Yes	Yes	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels	Yes	Yes	Yes	Yes	Yes	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes	Yes	Yes	Yes	Yes	Yes
8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes	Yes	Yes	Yes	Yes	Yes
9. Design a population-based policy, program, project or intervention	Yes	Yes	Yes	Yes	Yes	Yes
10. Explain basic principles & tools of budget & resource management	Yes	Yes	Yes	Yes	Yes	Yes
11. Select methods to evaluate public health programs	Yes	Yes	Yes	Yes	Yes	Yes
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	Yes	Yes	Yes	Yes	Yes	Yes

MPH Foundational Competencies	Yes/CNV Biostatistics	Yes/CNV Epidemiology	Yes/CNV ESHH	Yes/CNV Health Management & Policy	Yes/CNV Health Promotion	Yes/CNV Public Health Practice
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes	Yes	Yes	Yes	Yes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes	Yes	Yes	Yes	Yes	Yes
15. Evaluate policies for their impact on public health & health equity	Yes	Yes	Yes	Yes	Yes	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	Yes	Yes	Yes	Yes	Yes	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes	Yes	Yes	Yes	Yes	Yes
18. Select communication strategies for different audiences & sectors	Yes	Yes	Yes	Yes	Yes	Yes
19. Communicate audience-appropriate public health content, both in writing & through oral presentation	Yes	Yes	Yes	Yes	Yes	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes	Yes	Yes	Yes	Yes	Yes
21. Perform effectively on interprofessional teams	Yes	Yes	Yes	Yes	Yes	Yes
22. Apply systems thinking tools to a public health issue	Yes	Yes	Yes	Yes	Yes	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The school defines a set of five to nine competencies for each of the six concentrations. The self-study notes that the school has not updated competencies since the last accreditation review and, thus, has not updated concentration competencies since the adoption of the standard set of foundational competencies mandated by CEPH's 2016 Accreditation Criteria. The self-study indicates that the school plans to undertake such a revision process after the site visit. During the site visit, faculty from all concentrations affirmed this intention and, in some cases, described efforts that were already underway. Faculty acknowledged that concentration competencies have not been updated to reflect current curricula.	Click here to enter text.	The Council reviewed the self-study and site visit team's report. The Council agrees with the site visit team on a finding of minimal compliance for all but one of the school's MPH concentrations and, along with the site visit team, encourages the school to attend to its competency statements and to documentation and clarity of assessments.
Assesses all students at least once on their ability to demonstrate each concentration competency		in some cases, described efforts that were already underway. Faculty acknowledged that concentration competencies have not been updated to reflect current curricula.		
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	NA	<p>The ESHH concentration requires 11 quarter-credits of defined coursework specific to the concentration (with HSMP 573 and UNI 504, as discussed in Criterion D2, omitted, since they are completed with other MPH concentrations to fulfill foundational competencies). The other five concentrations define 20 or more quarter credits of defined concentration-specific coursework.</p> <p>The D4 worksheet summarizes reviewers' findings. For each concentration, reviewers were able to identify assessment of at least five appropriately advanced skills, but all concentration competency sets had elements that could not be verified and/or competency statements that</p>		<p>Based on the Council's independent review of the ESHH concentration and its assessment of the severity of the issue raised by the site visit team, the Council acted to change the team's finding of met with commentary to a finding of partially met.</p> <p>The concern relates to the lack of an appropriately defined depth of knowledge and skills for students in the ESHH concentration, based on the limited number of defined concentration coursework credits. The Council agrees that the</p>

		<p>are not written in a way that accurately describes the expected level of skill.</p> <p>The first area of commentary relates to competencies, indicated by an asterisk in the D4 worksheet, that would benefit from revision, if retained after the planned revision process, in order to reflect the advanced skills attained by students specializing in the given disciplinary area. These competency statements, as written, appear to retread foundational competencies that are expected of all MPH students regardless of concentration. The actual associated assignments and coursework demonstrate a higher level of knowledge and skills than the competency statements would suggest, as currently written.</p> <p>The next area of commentary relates to the prevalence of misalignment between competency statements and assessments throughout the tables presented in the self-study document. All the concentrations met this criterion's minimum requirement of five appropriately mapped competencies, but nearly all sets also included other statements that did not align with assessment activities. This "mixed bag" is likely to create confusion among students, faculty, and other stakeholders.</p> <p>The final area of commentary relates to the depth of skill development for students in the ESHH concentration. Students complete 11 quarter-credit hours (approximately seven semester-credits) of defined coursework that is specific to the concentration. This concentration has an appropriately defined set of unique, advanced skills for these classes, and advisors work with students to select additional courses to complete their plans of study, including many ESHH elective offerings and other</p>		<p>competencies defined for ESHH are appropriately distinct from the MPH foundational competencies but seeks to ensure that all students develop and are assessed on a sufficient depth of concentration coursework.</p>
--	--	---	--	--

		appropriate topics. The level of defined curricular depth in ESHH is much lower than the defined depth in all of the school's other MPH areas, with all other concentration areas defining nearly twice as many credits of required concentration courses. It is important for the school to ensure that students complete a sufficient depth of coursework to warrant awarding a degree with a concentration in this area; this may be accomplished through individual advising, but the school would benefit from official policies that codify the requirement to complete an adequate depth of disciplinary coursework.		
--	--	---	--	--

D4 Worksheet

MPH in Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply appropriate principles of research design and population-based concepts to assess health problems.	Yes	Yes
2. Apply appropriate descriptive and inferential statistical methods to analyze risk determinants of disease and health conditions.	Yes	Yes
3. Apply descriptive and inferential statistical methods that are appropriate to the different study designs used in public health research.	Yes	Yes
4. Interpret and summarize results and communicate them to lay and professional audiences, in the context of proper public health principles and concepts.	Yes*	Yes
5. Evaluate strengths and weaknesses of alternative research designs and analytic methods, and critically review and assess statistical analyses presented in public health literature.	Yes	Yes

MPH in Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply population-based concepts of epidemiology and risk determination to the assessment of health problems.	Yes*	Yes
2. Apply evidence-based knowledge of health determinants to public health issues.	Yes	Yes
3. Apply and interpret a variety of statistical methods commonly used in medical and public health research.	Yes*	Yes
4. Propose and test a research hypothesis.	Yes	Yes
5. Apply knowledge of cultural dimensions in conducting research, including culturally sensitive recruitment of study participants, and develop strategies for interpretation of data in the larger cultural context.	Yes	Yes
6. Integrate and apply relevant literature in epidemiology to public health issues and policy.	Yes	Yes
7. Communicate public health principles and concepts through various strategies across multiple sectors of the community.	Yes*	Yes

MPH in Environmental Systems & Human Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Communicate the relationship between environmental systems and human health, particularly in response to a changing climate.	Yes	Yes
2. Analyze how environmental hazards (chemical, physical and biological) interact with natural and built systems, including the mechanisms of their adverse effects on humans.	Yes	Yes
3. Assess and interpret relevant literature in the area of public health and environmental hazards.	Yes	Yes
4. Evaluate the risk of environmental exposures to human populations through the incorporation of exposure, toxicological, and other relevant data into risk assessment methodology.	Yes	Yes
5. Discuss how federal and state regulatory programs, guidelines and authorities impact environmental and occupational health issues.	Yes	Yes
6. Specify approaches for assessing, preventing, and controlling environmental and occupational hazards that pose risks to human health and safety.	Yes	Yes
7. Integrate, synthesize, and apply theory to practice in the context of a research study, policy consequences, or environmental exposure.	Yes	Yes

MPH in Health Management & Policy Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Communication & Messaging: Demonstrate effective verbal, written, & interpersonal communication & messaging skills	Yes*	CNV
2. Social Justice and Health Equity: Demonstrate ethical, social & cultural competency in the practice of health management & policy.	Yes	Yes
3. Community Engagement: Engage with and integrate the knowledge & experience of other professions, health system stakeholders, & communities to address health system challenges.	Yes	Yes
4. System & Critical Thinking: Demonstrate critical & self-reflective thinking in the practice of health management & policy.	No	---
5. Planning & Management: Apply theory to practice in the design, implementation, management, & evaluation of processes to improve organizational performance.	Yes	Yes
6. Health Policy Development, Evaluation & Advocacy: Apply policy process knowledge & advocacy techniques to support the development & implementation of policies that advance health.	Yes	Yes
7. Creation, Application and Evaluation of Evidence: Select & apply appropriate theories & qualitative & quantitative methods to analyze, evaluate, & manage health system programs & services.	Yes*	Yes
8. Professionalism, Ethics and Leadership: Demonstrate professional, collaborative, & ethical leadership skills to address health system management & policy issues.	Yes*	CNV

MPH in Health Promotion Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply theory in the development, implementation, and evaluation of health promotion interventions, programs, and policies.	Yes	Yes
2. Develop interventions and programs to effect change at multiple levels, including individual, community, organization, and policy.	Yes	Yes
3. Solicit and integrate input from community and organization stakeholders.	Yes	Yes
4. Design and deliver health communication messages.	Yes*	Yes
5. Evaluate and interpret results from program evaluation and other research.	Yes*	Yes
6. Define health problems, frame hypotheses, design research procedures, and outline methods of analysis.	Yes	Yes
7. Apply ethical principles that govern the practice of public health promotion.	Yes	Yes
8. Demonstrate cultural competency in health promotion among all social and cultural communities.	Yes	Yes

MPH in Public Health Practice Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess, analyze, and synthesize the health status of vulnerable populations.	Yes*	Yes
2. Identify, develop, and manage interventions to promote and protect the health of populations at risk.	Yes	Yes
3. Lead and participate in interprofessional efforts to address health inequities with community partners.	Yes	CNV
4. Conduct, participate in, or apply research which improves the health of a population.	Yes	CNV
5. Assess and integrate cultural beliefs and practices in public health interventions.	Yes*	Yes
6. Develop and plan interventions utilizing principles of health systems organization and health care finance to address health disparities.	Yes	CNV
7. Apply program planning and quality improvement principles in the development, management, and/or evaluation of public health services.	Yes	Yes
8. Demonstrate basic skills in the development of a grant proposal.	Yes	Yes
9. Employ techniques to manage human, fiscal, and other public health resources.	No	---

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		All students complete an applied practice experience, referred to as the PE, that is planned and supervised within the student's selected concentration.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		There is a PE coordinator in each concentration who guides students through the experience, beginning with the competency selection process. The PE requires that students demonstrate attainment of at least five competencies, three of which are foundational. All		

<p>All students demonstrate at least five competencies, at least three of which are foundational</p>		<p>students are required to demonstrate foundational competency 6, and the remaining four competencies are selected by the student. Each competency is mapped to goals, tasks, and corresponding deliverables as part of a learning contract. The learning contract is signed by the student, preceptor, faculty advisor, and PE coordinator and submitted approximately five weeks prior to registering for the PE.</p> <p>Students who met with site visitors explained that identifying a PE site was their responsibility, including seeking out faculty who might provide advice and support as well as approaching the site. Some compared it to seeking a job and observed that the experience was intentional vocational preparation.</p> <p>Each PE coordinator sits on the PE/IP Subcommittee, which is responsible for developing and implementing standards and practices associated with the PE (as well as the integrative project or IP). The self-study notes that, while this process is working for the school currently, it may not be sustainable given the growing number of MPH students. This problem was confirmed by discussions on site that noted faculty are being stretched across competing responsibilities. The site visit team learned that a PE/IP staff position that coordinates across all concentrations is in development and a position description had been developed and was awaiting approval at the time of the site visit.</p> <p>Prior to the current model of PE coordination by each concentration, the associate dean for student affairs and community engagement said that she held meetings about the PE with local health jurisdictions from the Portland</p>		
--	--	--	--	--

		<p>metro area, which led to the uniform learning contracts and enhanced placement opportunities; nonetheless, PE coordination remains a work in progress. For example, the PE Handbook has uniform approaches to the learning contract and portfolio but there is less attention to similar approaches to preceptor orientation and engagement. Such efforts are now handled by regular meetings of the PE coordinators. Faculty hope that the proposed new position will enhance administrative support for these efforts.</p> <p>Preceptors who met with site visitors noted little engagement with the school, although they knew that they could reach out to the faculty advisor without difficulty. There was no orientation nor clearly expressed expectations for the role. Several preceptors were recent alumni who observed that navigating the PE, from locating a site to matching the learning contract to the site, required significant student initiative. Faculty members are preparing a preceptor orientation and training through the ECHO community health training initiative.</p> <p>At the midpoint of the PE, students submit a progress report to the PE coordinator describing progress toward project goals and the tasks and activities as they relate to competency attainment. It is intended to identify problems and issues that might require intervention by the school. PE coordinators provided some examples, including one student who needed to discontinue the experience altogether.</p> <p>Upon the completion of the PE, students submit a portfolio explaining the experience and the work products created. Students then deliver an oral presentation providing an</p>		
--	--	--	--	--

		<p>overview of the PE, the work products they developed and their significance to public health, and how the experience contributed to their competency attainment. The self-study notes that biostatistics MPH students do not complete an oral presentation, to avoid duplicating the requirement for an oral component on their comprehensive exam.</p> <p>The portfolio and oral presentation are evaluated by the PE coordinator using rubrics. A review of the portfolio rubric provided in the electronic resource file shows that students are evaluated on the application of at least five competencies, including the ways in which each competency links to the work products.</p> <p>Preceptors are provided an online survey opportunity to evaluate the students and experience. PE coordinators explained to site visitors that the response rate is low, and responses are often received too late to include in the students' evaluations.</p> <p>The available student samples represent a diverse array of deliverables and products for each MPH concentration. For example, an ESHH student created a presentation and climate change infographic for the American Red Cross. A health promotion student created an assessment, systems map, and presentation for a diabetes prevention and management program at the Oregon Health Authority. A public health practice student conducted an analysis of focus group data and created an internal program evaluation and pre- and post-surveys to evaluate a nutrition program at a non-profit organization in Oregon. Each sample shows clear application of at least five competencies.</p>		
--	--	---	--	--

		The commentary relates to preceptor engagement and how the school ensures that student projects are of value to the sites, as well as missed opportunities to obtain preceptor observations about work product contributions to competency attainment. There are systems in place to engage with preceptors when problems arise, but data collected from preceptors have primarily been used for university-level academic assessment reports, rather than as a means of evaluating site or student experiences. Some preceptors told site visitors that, while they felt they could easily access school resources based on their experience as alumni, they had little to no contact with faculty while precepting students. Faculty members presented plans to the team for increased preceptor engagement, including the ECHO training.		
--	--	---	--	--

D6. DRPH APPLIED PRACTICE EXPERIENCE

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

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		All MPH students register for credit to complete their Integrative Project (IP), which can be completed at the same time as the PE, or afterwards. There is a designated coordinator and IP/PE Subcommittee that oversees	Click here to enter text.	

Project occurs at or near end of program of study		standards, and each program’s IP/PE coordinator helps guide the experience. As part of this process, students		
Students produce a high-quality written product		submit a proposal that explains how two foundational and three concentration competencies will be synthesized. Competencies are selected by the students; however, all students must address foundational competency 6 as part of the IP. Options for IP products vary, but typically include the following:		
Faculty reviews student project & validates demonstration & synthesis of specific competencies		<ul style="list-style-type: none"> • Biostatistics: draft journal manuscript • Epidemiology and ESHH: draft journal manuscript, research grant application, or technical report for public health agency • Health Management and Policy: draft journal manuscript, program evaluation plan or report, policy analysis, public policy proposal, technical report, training manual • health promotion and public health practice: draft journal manuscript, grant proposal, program proposal, program evaluation <p>Site visitors reviewed student final papers, proposals, and grading rubrics where individual competencies are assessed. Student products are high quality. Grading rubrics and feedback are completed by a faculty reviewer and are signed off by the coordinator, and these include assessment of each student’s selected competencies.</p> <p>Sample products reviewed by site visitors include the following:</p> <ul style="list-style-type: none"> • Biostatistics: Assessment of trends of youth ingestions reported to National Poison Data System in prior 20 years • Epidemiology: Manuscript study on the impact of Povidone Iodine on surgical site infections 		

		<ul style="list-style-type: none"> • ESHH: Program evaluation (technical report) for the pulmonary rehabilitation program at a medical center • Health Management and Policy: Policy analysis and program proposal relating to integrating nutrition programs in affordable housing initiatives • Health Promotion: Evaluation plan for a diabetes self-management program, case study for COVID 19 messaging in local media • Public Health Practice: Continuum of Care coordinated entry evaluation report 		
--	--	--	--	--

D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Students introduced to all domains:		Undergraduate degrees are offered as Bachelor of Arts (BA) or Bachelor of Science (BS) degrees in Public Health Studies with five concentration options. The two degree options differ in university requirements outside the major. For example, BS students must take 10 credits of science, including at least six with lab, while BA students' degree-level requirement is for at least three credits of	The review team raised a concern about the lack of consistent coverage of biological and life sciences for BS/BA Public Health Studies students. Beginning in fall 2023, all newly-admitted BS/BA Public Health Studies students will	The Council reviewed the school's response to the site visit team's report, including attachments. The proposed changes, once adopted, appear positioned to address the identified concern. The Council
1. Foundations of scientific knowledge, including biological & life sciences & concepts of health & disease				
2. Foundations of social & behavioral sciences				

3. Basic statistics		math or science; BA students have more extensive	be required to take one biological or	looks forward to reviewing reporting
4. Humanities / fine arts		<p>requirements in arts and letters, social sciences, and foreign language. The available public health concentrations include the following:</p> <ul style="list-style-type: none"> • Healthy Aging (HA) • Community Health Promotion (CHP) • Health Service Administration (HSA) • Clinical Health Science (CHS) • School Health Educator (SHE) <p>Core public health coursework for all undergraduate public health degrees includes seven courses (28 credits), including an internship course. These core requirements, supplemented by university general education requirements, ensure coverage of three of this criterion's four domains.</p> <p>The foundations of social and behavioral science are addressed in public health core courses PHE 250 (Our Community, Our Health) and PHE 452 (Gender, Race, Class, and Health). BS students take at least 12 credit hours of arts and social sciences, and BA students take eight hours of social sciences.</p> <p>All undergraduate public health students are required to take STAT 243: Introduction to Probability and Statistics.</p> <p>Students are exposed to humanities via courses such as Freshman Inquiry, Sophomore Inquiry, Upper Division Cluster, Senior Capstone, and a writing course. These courses are supported by interdisciplinary faculty across the university. BA students also take additional credits in fine and performing arts.</p>	<p>life science course. Course suggestions include, but are not limited to: BI 101 – General Biology I, BI 102 – General Biology II, BI 103 – General Biology III, BI 201 – Fundamentals of Biology: Cells, Genes, & Heredity, BI 202 – Fundamentals of Biology: Ecology, Conservation & Health, BI 203 – Fundamentals of Biology: Evolution & Diversity of Life, BI 207 – Biology for Allied Health, BI 234 – Elementary Microbiology, BI 301 – Human Anatomy & Physiology I, BI 302 – Human Anatomy & Physiology II, and BI 303 – Human Anatomy & Physiology III.</p> <p>Many BS Public Health Studies students will have their biological and life sciences requirement met as a part of the general Bachelor of Science requirements. This change will primarily affect BA Public Health Studies students. A formal change to an existing program proposal will be submitted to and voted on by the School's Academic Policy & Curriculum Committee (APCC) in November 2022 before moving on to Portland State University's Undergraduate Curriculum Committee (UCC) and Faculty</p>	<p>confirming this curricular change.</p>

		The concern relates to the lack of consistent coverage of biological and life sciences. The self-study indicates that this domain is addressed, in part, by PHE 363 (Communicable and Chronic Diseases) and PHE 450 (Epidemiology), with additional coverage from the university's requirements for science classes. The public health coursework listed in the self-study addresses health and disease in epidemiologic and related applications but does not provide a foundation in biological and life sciences. There are no specific parameters on the university requirements for science coursework outside the major to ensure that either BS or BA students complete coursework in biological and life sciences.	Senate. The <i>changes to an existing program form</i> that will be submitted to APCC, UCC, and Faculty Senate is located in appendix D.	
--	--	--	--	--

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		The self-study presents 12 required courses to cover the public health domains, including the six (non-internship) classes completed by students in all public health concentrations and six other classes that are completed by students in some, but not all, concentrations, as indicated in parentheses below.	The review team raised a concern that project implementation (planning, assessment, and evaluation) was not sufficiently covered for BS/BA Public Health Studies students in the Clinical Health Science and School Health Educator concentrations. To address this concern, the School of Public Health is reactivating a one-term, 4-credit program planning and evaluation course (PHE 471 – Program Planning & Evaluation) that was a precursor to the two-	The Council reviewed the school's response to the site visit team's report, including attachments. The proposed changes, once adopted, appear positioned to address the identified concern. The Council looks forward to reviewing reporting confirming this curricular change.
If curriculum intends to prepare students for a specific credential (e.g., CHES), curriculum addresses the areas of instruction required for credential eligibility	NA	<ul style="list-style-type: none"> • PHE 250 Our Community, Our Health • PHE 350 Health and Health Systems • PHE 363 Communicable and Chronic Diseases • PHE 450 Epidemiology • PHE 452 Gender, Race, Class, and Health • STAT 243 Introduction to Probability and Stats • PHE 478 Program Planning (HA, CHP, HSA) 		Additionally, documentation provided with the school's response suggests that the program has an additional bachelor's degree concentration that is not reflected in

		<ul style="list-style-type: none"> • PHE 479 Program Evaluation (HA, CHP, HSA) • PHE 369 Health Law, Policy, and Ethics (HA, CHP) • PHE 444 Global Health (CHP) • PHE 443 Environmental Health (CHP) • PHE 472 Marketing Public Health (CHP) <p>The courses listed above appropriately cover all the domains; however, not all students complete all of the listed courses, resulting in the concern listed below.</p> <p>The concern relates to the domains related to project implementation (planning, assessment, and evaluation) for students in the CHS and SHE concentrations; while PHE 250 introduces the concepts, PHE 478 (Program Planning) and PHE 479 (Program Evaluation) cover this domain. Students in CHS and SHE are not required to take these classes.</p>	<p>sequence PHE 478 – Program Planning and PHE 479 – Program Evaluation. (See appendix L for the updated PHE 471 syllabus.) A one-term, 4-credit course is the best solution for students in the Clinical Health Science and School Health Educator concentrations due to the existing workload in these two concentrations. The revised PHE 471 course will address the required CEPH foundational domains in a manner best suited for students intending to practice as a clinician or health teacher. A formal change to an existing program proposal will be submitted to and voted on by the School’s Academic Policy & Curriculum Committee (APCC) in November 2022 before moving on to Portland State University’s Undergraduate Curriculum Committee (UCC) and Faculty Senate. The changes to an existing program form that will be submitted to APCC, UCC, and Faculty Senate is located in appendix D.</p>	<p>the accreditation report or CEPH records. The school must submit a substantive change notice to add the indigenous health concentration.</p>
--	--	--	--	---

D10 Worksheet

Public Health Domains	Yes/CNV
1. History & philosophy of public health as well as its core values, concepts & functions across the globe & in society	Yes
2. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice	Yes
3. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations	Yes
4. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course	Yes
5. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities	Yes
6. Fundamental concepts & features of project implementation, including planning, assessment & evaluation	No
7. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries	Yes
8. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government	Yes
9. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology	Yes

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		The school assesses all competencies at least once through core public courses, with additional, reinforcing opportunities available to students in the HA, HSA, and CHP concentrations.	Click here to enter text.	
1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences		Oral communication is assessed through a presentation in PHE 452 using a storytelling format to address perceptions and experiences of health opportunity and inequity. Written communication is assessed through homework assignments in PHE 350 and in PHE 452, in which students produce a policy paper.		
2. ability to locate, use, evaluate & synthesize public health information		Communication with diverse audiences is assessed via case study assignments and discussion prompts in PHE		

		<p>250. Students in PHE 250 also develop a brief research paper and accompanying infographic flyer intended for community audiences. Students in PHE 452 write a brief analysis of songs related to course themes. This assignment is also used to assess communication through a variety of media, along with a photo essay assignment in PHE 250.</p> <p>All undergraduate students learn to locate information in PHE 250 through papers on health topics, career exploration, and social determinants. Students taking PHE 444 and PHE 478, which are not required for all concentrations, receive additional opportunities to demonstrate this competency through a journalism assignment and an APA formatting exercise.</p> <p>Essay exams on data repositories in PHE 350 and discussion posts in PHE 363 assess students' ability to use information. The ability to evaluate information is assessed in the second exam in PHE 450. Additional instruction/assessment of evaluating information is available to students who enroll in PHE 444 and PHE 479 Program Evaluation.</p> <p>All students demonstrate the ability to synthesize public health information in PHE 363 through multiple discussion posts where students first share information from peer reviewed literature, then respond to their peers' posts with additional information. Additional synthesis assessment occurs for students who take PHE 444 and PHE 479.</p>		
--	--	---	--	--

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

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

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students complete cumulative & experiential activities		All undergraduate students complete PHE 404: Cooperative Education/Internship. The internship is a minimum of four credits and 120 hours of applied learning experiences. Students receive support from the internship coordinators (full-time faculty members) to seek and apply for an internship experience in a “real world” environment. These experiences can include observation in clinical settings, in alignment with many students’ career goals. Students establish a learning contract that includes at least three learning objectives and is signed by the internship supervisor. At the end of the internship, students complete a reflection paper on the experiences gained and competencies addressed. Faculty who met with site visitors spoke of their work to ensure that	Click here to enter text.	
Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies				

		<p>students locate and complete experiences that align with their interests and future career goals.</p> <p>Undergraduate students also take a capstone course, which involves enrolling in a service-learning cohort that includes a community partner and a faculty instructor. Capstone courses are administered at the university level and include a range of course numbers. The faculty assigned to each capstone course are not necessarily associated with the school; however, all of the capstone partnerships and themes address social determinants of health. This is a unique institutional model that overlaps with the school's internship requirements and fortifies students' community engagement and opportunities to synthesize knowledge.</p> <p>As a result of the pandemic, student internship opportunities were reduced, and some students achieved their internship hours through participating in online training programs. While these courses were helpful to augment students' career interests and opportunities (i.e., completing an online contact tracing training), they were limited in allowing students to apply, synthesize, and integrate public health knowledge, beyond didactic learning of a web-based curriculum.</p> <p>Among nine student examples submitted, the majority were training courses, reflecting the years of pandemic experience. One sample involved a project with a local organization helping create a slow food youth network, and another involved a university health promotion project to promote Walktober.</p>		
--	--	--	--	--

		<p>The commentary relates to the opportunity to implement more consistent assurance that students apply, synthesize, and integrate public health knowledge as part of an experiential process. While it appears that students likely get substantive experiential opportunities through the combination of capstone and internships, the documentation of how the public health specific knowledge is synthesized and applied could be strengthened.</p> <p>During the site visit, a community partner who hosts undergraduate students praised their skills and contributions. As with the commentary in Criterion D5, this preceptor mentioned a desire to increase communication between the school's faculty and staff and community preceptors.</p>		
--	--	--	--	--

D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		<p>Cross-cutting concepts are addressed in several of the core courses, particularly PHE 250, 350, and 452. In all three classes, students are introduced to the breadth of public health and the ways in which health inequity is observed in multiple systems. The integration of policy analysis allows students to make linkages between data on health inequities and policy decisions that influence these data. PHE 350 also has specific units that focus on professionalism and organizational dynamics, as well as systems concepts from network theory, information theory, and game theory. The required internship provides</p>	Click here to enter text.	

		opportunities for networking and reinforces a number of other cross-cutting areas. Reviewers' findings are presented in the D13 worksheet.		
--	--	---	--	--

D13 Worksheet

Cross-cutting Concepts & Experiences	Yes/CNV
1. Advocacy for protection & promotion of the public's health at all levels of society	Yes
2. Community dynamics	Yes
3. Critical thinking & creativity	Yes
4. Cultural contexts in which public health professionals work	Yes
5. Ethical decision making as related to self & society	Yes
6. Independent work & a personal work ethic	Yes
7. Networking	Yes
8. Organizational dynamics	Yes
9. Professionalism	Yes
10. Research methods	Yes
11. Systems thinking	Yes
12. Teamwork & leadership	Yes

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		Students must complete between 56 and 62 quarter credit hours for each of the MPH degrees. Each program defines the number of required credit hours for its degree. All MPH programs in the school adhere to the OHSU policy for credit hour definitions. This policy defines one credit	Click here to enter text.	

		hour as “not less than 50 minutes of classroom or direct faculty instruction and a minimum of two hours out of class student work each week of the academic term.”		
--	--	--	--	--

D15. DRPH PROGRAM LENGTH

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

D16. BACHELOR’S DEGREE PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Required credit hours commensurate with other similar degrees in institution		Undergraduate public health students are required to complete 180 credits for graduation, with a minimum of 62 upper division courses. Among the first 75 credits, at least 45 must be taken at PSU. These degree requirements are comparable to the BS/BA programs in Community Development (College of Urban and Public Affairs) and Social Work (School of Social Work).	Click here to enter text.	
Clear, public policies on coursework taken elsewhere, including at community colleges		<p>The undergraduate program has articulated agreements with four community colleges: Portland Community College, Mt Hood Community College, Chemeketa Community College, and American Samoa Community College.</p> <p>Courses from accredited colleges and universities are evaluated as to whether they are equivalent or parallel.</p>		

		<p>The maximum number of credits that can be transferred from an accredited two-year school is 124.</p> <p>Courses from non-accredited colleges and universities are evaluated by the Office of the Registrar using the American Association of College Registrars and Admissions Officers "Transfer Credit Practices."</p> <p>For major-specific transfer courses, program faculty evaluate courses individually based on a syllabus that includes course content, objectives, and assessment of learning objectives.</p>		
--	--	--	--	--

D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		Students in the MS in biostatistics are required to complete PHE 513, a three-credit course that covers all 12 foundational learning objectives, as validated by site visitors' review of the self-study and syllabus. Each learning objective is mapped to a specific assignment which assesses the objective. The D17 worksheet presents reviewers' findings.	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Ensures curriculum is grounded in appropriate competencies				

Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework		topics such as machine learning, Bayesian methods, and computational biology. Most of the program focuses on scientific and analytic approaches for population health, far exceeding this criterion's three- credit hour threshold.		
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course		The curriculum is guided by a set of competencies that focuses on statistical analysis techniques, translating research goals into procedures for data analysis, and communicating statistical research results.		
Students produce an appropriately rigorous discovery-based paper or project at or near end of program		Students complete a final written comprehensive exam, lasting approximately nine hours total across three parts. The exam tests for depth of understanding, covering a range of issues from classical to Bayesian approaches, and tests the student's facility with programming in the R language. The self-study document presents this requirement as the program's culminating experience, which does not align with the criterion's requirement for a rigorous discovery-based paper or project.		
Students have opportunities to engage in research at level appropriate to program's objectives		<p>During the site visit, however, reviewers received additional detail and reviewed samples of the extensive data analysis and research project undertaken as part of BSTA 530: Biostatistics Lab. This course is taken at the end of the program and involves analysis of real-world data sets to produce a structured abstract and research presentation, typically as part of manuscript preparation by an existing biomedical research team. Site visitors reviewed sample abstracts and presentations and determined that this requirement is sufficient to address this criterion's requirements for a rigorous discovery-based paper or project.</p>		

		In addition to the BSTA 530 project, students have ample opportunity for engagement with faculty research projects, and students regularly participate actively in research publications and conference presentations.		
--	--	--	--	--

D17 Worksheet

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

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers three academic public health doctoral degree programs: <ul style="list-style-type: none"> • PhD in Community Health 	The review team identified two concerns associated with this standard.	The Council reviewed the school's response to the site visit team's report, including attachments. The documented changes to PhD

Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		<ul style="list-style-type: none"> • PhD in Epidemiology • PhD in Health Systems and Policy 		handbooks address the first concern identified by the site visit team.
Ensures curriculum is grounded in appropriate competencies		The school identifies a combination of four or more courses for each degree to address the 12 foundational learning objectives for students who do not enter with a CEPH-accredited degree. Some courses are completed by students in two of the three concentrations, but the approach is generally different for each. The self-study lists nine courses that, together, are intended to ensure coverage of the 12 learning objectives. Shortly before the site visit, the school provided a revised template, mapping some objectives to different courses than the self-study document. Reviewers also engaged in on-site discussion with faculty from the doctoral programs to elucidate this aspect of the criterion. The D18 worksheet presents reviewers' analysis of learning objective assessment, indicating two gaps in consistent assessment, affecting two of the three doctoral degrees.	First, the review team could not verify coverage of foundational learning objectives 2 (Identify the core functions of public health & the 10 essential services) for PhD Community Health students and 8 (Explain biological and genetic factors that affect a populations health) for PhD Health Systems & Policy students. To address coverage of foundational learning objective 2, the PhD Community Health handbook will be revised to say: "Students admitted with a graduate degree other than a CEPH-accredited Masters in Public Health will be required to take EPI - 612 Epidemiology I, PHE 511 - Foundations of Public Health, HSMP 674 - Health Systems Organization , and BSTA 515 - Introduction to Biostatistics as electives. The addition of HSMP 674 as a requirement for students without an MPH will ensure CEPH foundational learning objective 2 is taught and evaluated for the PhD Community Health students."	Regarding the team's second concern, the proposed changes to the epidemiology PhD requirements, once adopted, appear positioned to address the identified concern. The Council looks forward to reviewing reporting confirming this curricular change.
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework				
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately advanced research project at or near end of program				
Students have opportunities to engage in research at appropriate level		The first concern relates to reviewers' inability to verify coverage of all foundational learning objectives for all degrees. Learning objective 2 is assessed in HSMP 674: Health Systems Organization, a course not required for community health students. Learning objective 8 is covered in PHE 612: Advanced Principles of Health Behavior, a course that is not required for health systems and policy students. During the visit, faculty acknowledged these gaps and noted this as an area of improvement moving forward, both to address the specific classes and to ensure more consistency in curricular compliance and fidelity.		
Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study			To address coverage of foundational learning objective 8, the PhD Health Systems & Policy handbook will be revised to say: "All students are required to satisfy core public health	

		<p>All three programs define a set of five to seven competencies that they intend to ground their curricula. The competencies define appropriately advanced scopes of knowledge and skills for each degree, and the self-study presents information on how the programs intend to ground the curriculum in these competencies. Some required courses are cross-listed with master’s-level courses with additional work or more advanced assignments for the doctoral students. However, most of the coursework for the PhD programs consists of advanced coursework tailored to their level of study.</p> <p>After review of all documentation and on-site discussion, reviewers concluded that the community health and health systems and policy concentrations ensure grounding in their defined competencies.</p> <p>The second concern relates to gaps in the curriculum for the epidemiology concentration that interfere with consistently ensuring a competency-based curriculum. In epidemiology, one of the seven competencies (competency 6) includes an expectation that students can communicate epidemiologic research in appropriate contexts. Faculty agreed that this skill was important to the preparation that they intend for graduates to receive. There are ample opportunities for students to practice presenting and communicating results to a variety of scholarly audiences, and the program director noted that the proposal oral defense and seminar preparation ensure that students are comfortable communicating research results to scholars in various disciplines outside their own focus areas.</p>	<p>curricular requirements. Transcripts for all students are reviewed at admission to determine if core requirements have been completed in previous study. A student who does not have an MPH from a CEPH-accredited program or school, or equivalent courses, will usually be required to take the doctoral level core courses in Epidemiology, Biostatistics, Advanced Principles of Health Behavior, and Foundations of Public Health early in their program of study; these are not included in the HS&P curriculum credits.”</p> <p>Second, the review team identified gaps in the PhD Epidemiology program that ensured students can communicate epidemiologic research in appropriate contexts. The Epidemiology PhD program leadership plans to submit a program change in fall 2022 to require the next cohort of students to take either CPH 622 – Communicating Public Health Data or a doctoral version of PHE 541 – Media Advocacy. These courses represent the most direct solution and the decision of which course will best address this gap in the PhD Epidemiology curriculum will be</p>	
--	--	---	--	--

		<p>Based on the self-study and on-site discussion, however, faculty could not identify any specific opportunity in the required curriculum for students to learn about and practice the skill of translating research findings for non-scholarly audiences, such as policy makers, community groups, etc. This skill is particularly salient because reviewers heard from several employers and stakeholders that communicating with these audiences is a key skill that may be missing in some graduates, particularly from the epidemiology program. They stressed epidemiology graduates' outstanding methodological and analytical abilities but cited communication and translation as areas in which doctoral graduates could be better prepared.</p> <p>All three programs have clear methods for ensuring student preparation in scientific and analytic methods in a population health framework, with different approaches across the three programs. During the site visit, faculty explained the process for reviewing new students admitted to a PhD program, evaluating their previous training to ensure that faculty are setting students up for success. Some students enter the degree program without an MPH but may have a MS or other technical training, which may influence which analytic courses are required.</p> <p>Each of the PhD programs follows the same set of dissertation policies and practices, including the appointment of a dissertation committee, development of an original dissertation proposal, oral examination of the proposal by members of the dissertation committee, advancement to doctoral candidacy after passing the proposal defense, completing the dissertation research, and defense of the final dissertation research along with a final dissertation written report.</p>	<p>discussed with the course instructors and decided upon prior to the program change submission. The program change will be submitted to the School's Academic Policy & Curriculum Committee (APCC). Because graduate-level program changes are reviewed approved by both OHSU and PSU, the program change will be submitted to OHSU and PSU's Faculty Senate following approval from APCC. Pending approval, this change will take effect in fall 2023.</p>	
--	--	---	---	--

		During the site visit, both current students and alumni from the PhD programs confirmed positive experiences with research opportunities, including associated mentorship. One student noted that the research opportunities were the driving factor in choosing the school. Doctoral students reported a positive climate of mentorship including regularly weekly meetings with their advisors.		
--	--	---	--	--

D18 Worksheet

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

D19. ALL REMAINING DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers a BS/BA in Applied Health and Fitness. The school addresses the foundational public health learning objectives through two courses that are also required for public health bachelor's degree students: PHE 250: Our Community, Our Health and PHE 363: Communicable and Chronic Disease.	This criterion applies to BS/BA Applied Health & Fitness. In the draft report, the review team could not verify assessment of CEPH foundational public health learning objectives 11 (<i>Explain how globalization affects global burdens of disease</i>) and 12 (<i>Explain an ecological perspective on the connections among human health, animal health, and ecosystem health [e.g., OneHealth]</i>) in PHE 250. The PHE 250 syllabus has been revised to include readings and assessment opportunities to address these two learning objectives. See appendix M for the revised PHE 250 syllabus.	The Council reviewed the school's response, including the attached syllabus. Based on the available information, the Council could not verify that the school assesses all students on foundational learning objectives 11 and 12.
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		The concern relates to reviewers' inability to verify that the school adequately covers two of the 12 foundational learning objectives. Documents provided during the site visit demonstrated specific assessments for nearly all learning objectives, but as indicated in the D19 worksheet, reviewers could not verify assessment of learning objectives 11 and 12 based on the available documentation, and on-site discussion did not clarify specific assessment activities, though faculty felt confident that the courses cover the relevant content.		

D19 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes

6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	CNV
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health)	CNV

D20. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		<p>The school offers one degree that is distance-based: the MPH in public health practice. This is a fully online MPH program completed as a cohort over the course of two years. The online program follows the same degree requirements as the campus-based programs, including a version of the same concentration that is offered in a compressed one-year schedule with classes online and on campus.</p> <p>The degree program is designed for fully asynchronous delivery, though students who live within a reasonable commuting distance may opt to enroll in up to one-third of their courses on campus, with decisions on a course-by-course basis.</p> <p>The distance-based offering was designed to ensure maximum flexibility for learners interested in adding a public health lens to their work. The program is designed</p>	<p>Click here to enter text.</p>	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services				

Ongoing effort to evaluate academic effectiveness & make program improvements		to attract working professionals with careers such as doctors, nurses, social workers, educators, nonprofit personnel, hospital administrators, and others whose work involves advancing the public's health. The program also allows the school to reach learners who are in the military or living in rural Oregon and other parts of the Pacific Northwest without access to a CEPH-accredited school or program.		
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification		<p>The program is supported by a program director who provides leadership for all administrative aspects of the program; the director represents the program on the APCC and leads monthly meetings with faculty who teach in the program. The program director also supports students with problems and concerns and works with school leaders. For both the PE and the integrative project, the program has a designated coordinator to assist students in identifying appropriate organizations in their communities.</p> <p>Students in the program are assigned a faculty advisor. The faculty advisor regularly meets with students to monitor their progress and success in the program and offers regular synchronous office hours for those who are interested. The school's student affairs team offers the same student support services to online students that are available to the in-person students. Student affairs staff work in collaboration with program directors to keep "early alert" lists of students who may need additional outreach to maintain good academic standing. Staff support is available to students in the online program via email, phone, and videoconference.</p>		

		<p>The academic rigor and educational outcomes are monitored in the same manner as the in-person programs. PHP students complete the same MPH core as do in-person students, and all online sections of the core courses have been updated to be consistent with the in-person core courses. Assessment of learning outcomes is used to monitor competency attainment. The program is subjected to assessment policies and procedures for both OHSU and PSU. The program implements a mid-term evaluation at the three-week mark of the term. This evaluation has been implemented to ensure that course corrections can be made early in the term. The distance-based program uses the same rubrics as the in-person programs to evaluate the PE and integrative project.</p> <p>The program uses Canvas as its online learning management system and uses Duo, OHSU's single sign-on service, to verify that all students are securely authenticated, including two-factor verification, and access to courses is based on registration information provided by the Office of the Registrar. The learning management system is connected to an online proctoring system, which allows for verifying student identities and monitoring student activity during exams. Students must create a secure student login to access courses.</p> <p>The school has dedicated instructional design support, and faculty discussed their appreciation for instructional designers' attention to collaboration and to best practices in online teaching and learning. The program uses Quality Matters standards to ensure best practices in course design.</p>		
--	--	---	--	--

		Distance-based students who met with site visitors praised the program as flexible and engaging. They had particularly high praise for the program director and for faculty, noting that coursework was applied and interdisciplinary and fostered engagement and connection with careers.		
--	--	--	--	--

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The school's faculty members have appropriate knowledge and expertise to support students in all programs of study. Within the faculty, 39 of the 45 full-time faculty (87%) and 40 of the 46 other faculty (87%) are doctorally trained, and the remaining faculty are master's prepared in appropriate fields. The distribution of faculty with doctorates is appropriate to support students engaged in research. During the visit, faculty spoke about shifts in faculty resources in response to the growing enrollment in MPH courses and the need to shift undergraduate faculty to also teach graduate courses. In the self-study, only eight of the 45 faculty were listed as primarily affiliated with the BS/BA degrees.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)		A strength of the faculty complement is the range of formal training, which provides a well-rounded educational experience. The school employs faculty with degrees in psychology, epidemiology, health policy, health services, agriculture, neuroscience, medicine, exercise science, nutrition, and biostatistics, among other fields.		

		<p>During the site visit, the faculty shared their appreciation for their colleagues' range of disciplinary preparation and expertise, noting the rich environment for collaboration that it creates. Students spoke well of their faculty members' expertise in content and in research methodologies.</p> <p>As discussed in Criterion C2, the absolute number of faculty resources is the primary current challenge. University leaders expressed support for a sustained commitment to providing needed resources. Both OHSU and PSU leaders expressed their commitment, shared examples of recent faculty hires, and highlighted the state's 30/30/30 investment program, which aims to increase the health and public health workforce by 30% by 2030 with a 30% increase in the diversity of the workforce. The PSU provost also highlighted current budget discussions regarding reallocation of resources to high-performing units across the institution.</p>		
--	--	---	--	--

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The school uses a variety of approaches to integrate perspectives from public health practice. The school employs many faculty members with ongoing professional experience in settings outside of academia,	Click here to enter text.	

Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		as well as engaging individuals with long and varied practice backgrounds in non-faculty capacities.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		<p>The self-study includes a list of 24 community partners who have provided guest lectures in a variety of courses. The list includes practitioners from state and local health departments, non-profit organizations, and federal governmental agencies. Site visitors were informed of a practice-oriented environmental health course in which the class presentations are all by visiting practitioners.</p> <p>The former state health director is on the faculty and is involved in an organization that facilitates rural health care access. Student involvement with his work has led to employment. The school also employs primary faculty who have been a health system epidemiologist and a county health official, among others. Other faculty have experience working at the state level in practice areas such as gun violence prevention, opioid use disorders, and within the prison system. Site visitors heard several examples about how faculty incorporate their prior practice experiences into the curriculum, though the self-study notes that the school could improve its efforts to draw on both primary and non-primary faculty members' practice experience in the formal curriculum.</p>		

E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			

Systems in place to document that all faculty are current in areas of instructional responsibility		Faculty are generally evaluated annually on their instructional performance, with longer periods of review for tenured faculty, and this information is part of the portfolio that is reviewed for promotion and tenure.	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods		While faculty may teach across OHSU and PSU, they are reviewed using the promotion and tenure guidelines at the institution where they were hired; each institution has clear evaluation guidelines, and PSU faculty are also governed by a collective bargaining agreement.		
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction		OHSU-hired faculty are asked to prepare a self-assessment of their teaching, outline their teaching goals for the next year, and identify any resources needed. They are asked to prepare a portfolio that includes examples of their teaching as well as quantitative and qualitative course evaluation data.		
Supports professional development & advancement in instructional effectiveness for all faculty		<p>PSU-hired faculty are asked to present their course evaluations, as well as their response to the evaluations and their plans for the next year. For adjunct faculty affiliated with the undergraduate program, the assistant dean for undergraduate affairs, generally without the faculty member's input, evaluates the individual for rehiring. If an adjunct has been employed by PSU for three years or 20 credits, the assistant dean for undergraduate affairs offers a fuller process with professional evaluation and discussion of plans and goals.</p> <p>The school offers formal and informal support services for faculty to remain current in their instructional practices. For example, the school offers an annual faculty in-service event at the start of each academic year to address current instructional issues. In AY20-21, the faculty were trained on how to use new tools to build equity and</p>		

		<p>inclusion into their coursework. The in-service trainings aim to build new skills but also serve as a prompt for faculty to review their course content on a regular basis. There were five faculty, across nearly all of the school's disciplines, who revised their courses as a result of this training.</p> <p>In addition, the school collaborates with the OHSU Teaching and Learning Center and the PSU Office of Academic Innovation to support faculty instructional excellence for all faculty, including full-time and part-time faculty. Some examples of recent training opportunities include Quality Matters training and trainings on the following topics: collaborative learning in group projects, optimizing online students' learning experience, and lowering psychological barriers for students.</p> <p>The school has hired a faculty development specialist to support faculty with their course design and innovation. During the site visit, several faculty provided specific examples of using resources from the Office of Academic Innovation and praised the faculty development specialist, in particular, for her support.</p> <p>The dean has established professional development funding (\$1,500) for each PIF. During the visit, faculty shared examples of using the funding to purchase new materials for course development and enhancement, obtaining certification to become a Health and Wellness coach to support future program development, and covering publication costs for teaching-oriented scholarship.</p>		
--	--	---	--	--

		<p>The self-study discusses several measures related to instructional effectiveness:</p> <ul style="list-style-type: none"> • Annual reviews of faculty instruction: the school has developed school-specific review guidelines over the last three years that can be applied to faculty hired and evaluated through both universities. • Participation in professional development related to instruction: the school requires all primary instructional faculty to attend the annual in-service, and non-primary faculty are encouraged to attend. The school has also fostered improvements in online teaching over the last three years, using both universities' instructional support and development resources. • Team-taught courses with an interprofessional perspective: the self-study provides two examples of courses that have been developed to be interprofessional courses, expanding the students' perspectives. The first engages students in a series of small group projects working with faculty from ESHH along with a faculty member from OHSU's School of Nursing and staff from OHSU's Oregon Rural Practice Research Network and Oregon Clinical and Translational Research Institute. The second example is led by an ESHH faculty member and engages a series of guest experts to address topics ranging from the ecological footprint of healthcare, heat waves and other extreme events, water quality and infectious disease, mental health, and climate justice. During the visit, both of the lead instructors for these courses praised the courses, and students were similarly complimentary. 		
--	--	--	--	--

		<ul style="list-style-type: none"> • Courses that integrate technology in innovative ways: the self-study highlights six courses as exemplars of the integration of technology to enhance teaching. One introduces students to the use of GIS mapping as a tool to better understand the distribution of public health issues. Another included the development of a public-facing website to offer information on COVID-19 and environmental health. Not only were these courses innovative uses of technology, but both reflect the school’s mission and connection to the community. • Implementation of grading rubrics: on an annual basis, the school works to review grading rubrics to ensure that there is value and clarity. In addition to didactic courses, rubrics have been created for the MPH PE and integrative experience, as well as the PhD proposal, defense, and final dissertation. 		
--	--	--	--	--

E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		The school has clearly stated scholarship goals and expectations for faculty in each university’s promotion and tenure guideline documents. The school defines research broadly, including an array of scholarly activities, including activities spanning basic science, translational research, systems-level projects, and pedagogical	Click here to enter text.	
Faculty are involved in research & scholarly activity, whether funded or unfunded				

Type & extent of faculty research aligns with mission & types of degrees offered		scholarship. During the site visit, faculty appeared to understand expectations and shared numerous examples of research, particularly highlighting community-engaged research that aligns with the school's mission.		
Faculty integrate their own experiences with scholarly activities into instructional activities		From an infrastructural perspective, the school has invested in an associate dean for research who will guide efforts to build a more robust research infrastructure.		
Students have opportunities for involvement in faculty research & scholarly activities		<p>During the site visit, faculty highlighted ongoing discussions of ways to provide more research opportunities for new faculty, noting that new biostatistics hires have expressed interest in greater balance between teaching and research.</p> <p>The school has also established multiple funding mechanisms to foster faculty research including Catalyst Funds (up to \$25,000) to support early investigators and Kickstarter Funds (\$500-\$5,000) to support pre-award efforts for high-quality grant or contract applications. Finally, there are Antiracism Faculty Fellowships to support scholarship that advances the school's anti-racism and social justice foci. The dean worked with the school's Philanthropic Advisory Board to raise \$500,000 to support the fellowship initiative. To date, five faculty have received funds to address equity and racism in their courses and research activities. During the site visit, faculty members discussed this initiative and highlighted the example of a project titled "Incorporating Data Equity into the Biostatistics Curriculum." There was general enthusiasm from the dean and faculty about this initiative as a sustainable way to advance the school's mission.</p> <p>The self-study provided examples of the integration of faculty research into teaching. Across the examples,</p>		

		<p>faculty shared data, methodological approaches, and intervention techniques with the students. These courses provide students with models for translating research into practice, such as the use of a conceptual framework to design a practical research question and the use of lab equipment and analytic techniques. Other examples are built from academic-practice partnerships in the community. During the site visit, faculty spoke enthusiastically about opportunities to share their love of research and community engagement in their classes, hoping to foster the same passion in their students. Students noted examples in which they appreciated the applied scholarly perspective in the classroom.</p> <p>The self-study also provided examples of research projects with faculty engaging students across the different degrees and programs of study. There were examples from epidemiology, community health, health systems and policy, and ESHH, including MPH and PhD students. Across all the experiences, students were involved in varying aspects of the research: data collection, analysis, and publication. The examples were all funded research positions. During the site visit, faculty also spoke about opportunities for honors students in the undergraduate program to be involved in research.</p> <p>In the self-study, the school discusses three metrics as measures of progress and success in research:</p> <ul style="list-style-type: none"> • Percent of primary instructional faculty participating in research activities—target of 80% • Number of articles published in peer-reviewed journals—target of two per primary instructional faculty member 		
--	--	--	--	--

		<ul style="list-style-type: none"> Number of citation references—target of five per primary instructional faculty member <p>The data show strong performance: in 2021, 86% of primary instructional faculty participated in research; there were 161 articles published in peer-reviewed journals; and there were 12,802 citation references. While these data show strong performance, the presentation of the latter two measures as total counts rather than per-faculty counts, as specified in the school’s self-defined targets, muddies the ability to evaluate progress against the stated target. A shift in data presentation (or in stated targets) would facilitate the school’s efforts to track progress.</p>		
--	--	--	--	--

E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		<p>The school expects faculty to engage in extramural service, which is broadly defined to include professional and scholarly service, community-engaged service, and public health practice. Extramural service is a primary criterion for promotion at both OHSU and PSU.</p> <p>Each institution outlines guidelines for extramural service expectations. At OHSU, the role of service depends on the faculty member’s emphasis area. For faculty in the public health practice area, service typically represents the most important criterion for promotion. At PSU, community engagement, tied directly to one’s special field of</p>	Click here to enter text.	
Faculty are actively engaged with the community through				

<p>communication, consultation, provision of technical assistance & other means</p>		<p>knowledge, is a significant factor in determining a faculty member's advancement.</p> <p>At OHSU, the annual faculty review process includes a review of service in the prior year and a plan for service in the upcoming year. At PSU, extramural service is assessed as part of administrative and milestone reviews, as well as post-tenure reviews. Service is one aspect of the criteria that determine faculty advancement at both institutions. While the processes differ slightly, candidates at both institutions describe their service activities as part of the dossier submitted as part of the application for promotion. The faculty promotion process at both institutions involves a review committee that determines the candidate's service obligations as satisfactory, substantial, or outstanding based upon the local, regional, or national-level reputation, leadership, impact, and participation.</p> <p>At the university level, full-time faculty receive compensation in support of service activities. The compensation ranges from approximately 10-20%, depending on the appointment type, although allocation of this support is not dictated by the school. In 2020, the school began developing an equity audit as a means for assessing and acknowledging faculty service and balancing all aspects of service.</p> <p>At the site visit, faculty members emphasized that service is a school expectation as well as within their own understanding of what it means to be a public health faculty member. Faculty acknowledged that the hiring institution, PSU or OHSU, may influence the type of service that might be emphasized. Community service is a</p>		
---	--	---	--	--


		<p>fundamental part of the PSU mission, and PSU-based faculty depend on community partnerships in all their efforts. An example from an OHSU-hired faculty member was provision of grant application support to community-based organizations.</p> <p>The self-study describes examples of faculty extramural service activities, and how faculty include students and integrate experiences into instruction. For example, one faculty member received an Antiracism Faculty Fellowship for her work on expanding equity and inclusion, which is derived from her lived experience, as well as community engagement. Her project incorporates students and resulted in a new Asian-American Pacific Islander course that is being developed at PSU. Another faculty member incorporates her work in gender minority access and quality of care in the blood disorders community into her course in Health & Social Inequalities.</p> <p>One faculty member who has provided trauma-informed community support following regional forest fires and several other traumatic community situations brings many practice experiences into her teaching. During the site visit, she learned that she would receive the school's annual teaching award. Another faculty member works with "Let's Get Healthy," which translates science education research into community action, including work in Thailand; this initiative has provided research and practice opportunities for students. An environmental health course, ESHH 519, has students participating in sampling and measuring water quality as part of the instructor's community practice efforts.</p>		
--	--	---	--	--

		<p>Students also have the opportunity to be involved in faculty service. For example, a faculty member's service on a national advisory board led to training opportunities for multiple students to serve in a leadership capacity on a working group within the Gerontological Society of America. Another faculty member is the lead evaluator for a community-based participatory research project. The project involves community partners from health clinics, farms, nonprofit organizations, and health systems and has provided at least six undergraduate and graduate students with opportunities to be involved.</p> <p>The dean sits on the Oregon Health Policy Board that is the Oregon Health Authority's governance body. This relationship has strengthened the long-standing partnership between the agency and the school. The relationship with OHA was heightened during pandemic response efforts when the agency and school partnered to provide contact tracing, outbreak investigation, and vaccination outreach. Students from all degree levels were involved, and some have gone on to be employed by the agency.</p> <p>Many other examples provided during the site visit emphasized the importance of faculty practice experience to the curriculum. Faculty members clearly expressed the value and importance of practice engagement through direct hands-on work and community relationships to ensuring curricular currency.</p> <p>The school selected four indicators to measure the level of faculty service and provided data to describe its approach and progress over the last three years. The indicators are as follows: 1) percent of PIF participating in</p>		
--	--	--	--	--

		<p>extramural service activities; 2) percent of PIF promoted based on service; 3) public, private, or cross-sector partnerships for engagement and service; and 4) percent of PIF service on standing committees.</p> <p>Over the last three years, 100% of PIF have participated in extramural service activities, and all faculty pursuing promotion have incorporated service into their successful promotion applications. This includes faculty undergoing review at both institutions. The self-study outlines 23 partnerships that nine faculty are either currently participating in or have recently participated in.</p>		
--	--	--	--	--

F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		An External Advisory Committee (EAC) includes 15 representatives from public health organizations, health systems, and government. Five current members are alumni, and a significant number of EAC members currently employ or have employed school graduates. The EAC meets approximately quarterly to provide strategic guidance to the school. Members are invited by the dean and appointed for two years but may be reappointed.	Click here to enter text.	
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 	The school has identified an area for improvement as the need to ensure the EAC represents a full range of public health practitioners. The self-study identifies the need for a skills matrix to map EAC member expertise to student competencies, an effort that school leaders plan to undertake in the coming year.			
Defines methods designed to provide useful information & regularly examines methods				

<p>Regularly reviews findings from constituent feedback</p>		<p>EAC meeting minutes showed clear evidence of review and discussion of antiracism strategies, guiding statements (vision, mission, values), community engagement, the CEPH self-study, strategic planning, and graduates' preparation. Notes from a March 2022 EAC session on graduates' preparation highlighted graduates' diversity, including languages spoken, as a strength, praising students' analytical skills and ability to "jump in." They noted the following areas for possible improvement or development: technical skills (e.g., GIS, Smartsheet, Outlook); public health practice skills in grants, policy, budget, and management; local diplomacy; grant writing for non-NIH grants; and mass media messaging for the public.</p> <p>In addition to structured feedback from the EAC, it is clear that numerous faculty and administrators have developed close working relationships with community partners and have solicited their perspectives when redesigning programs or establishing new initiatives.</p> <p>Throughout the site visit, faculty highlighted many examples of the school's responsiveness to (non-student) community feedback:</p> <ul style="list-style-type: none"> • Town halls that reinforced the importance of antiracism initiatives • CBPR partnerships involving regular meetings and informal feedback on school initiatives, which are brought back to Faculty Council • A consultant team conducted interviews, focus groups and a survey with community partners to support the revision of the mission, vision, and values 		
---	--	--	--	--

		<ul style="list-style-type: none"> • The OHA provided feedback encouraging different ways to prepare students for working to address issues of health equity. • A community partner with expertise in antiracism and organizational decolonizing practices is providing assistance to faculty teams. • The school has developed systematic ways to compensate community partners for their participation in providing feedback and advisement. • Extensive community feedback was solicited throughout the region to inform the redevelopment of student practice experiences. 		
--	--	--	--	--

F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		Students are introduced to community service opportunities at orientation, and these exposures continue through the curriculum via community-engaged courses, the Day of Service, and other SLC activities.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		The pandemic brought both barriers (severed opportunities due to remote work), as well as new engagement initiatives with the OHA. A public health practice team allowed students to participate in multiple pandemic-related initiatives such as COVID-Net (medical chart and data abstraction) and the COVID Response and Recovery Unit (contact tracing, case investigation, vaccine navigation, hotline calls, data entry).		

		<p>The SLC organizes an annual Day of Service, which was reconfigured during the pandemic to become a month of service to allow for flexibility. Each year's activities are designed based on current community needs and have included projects with the Oregon Food Bank and Meals on Wheels. The SLC plans to partner with the Public Health Student Organization, a student-led professional organization dedicated to engaging students throughout Oregon, on most future service activities.</p> <p>A recent student survey showed a wide range of volunteer work that students have engaged in, including work with the Cascade AIDS Project, Operation Night Watch, the Oregon Health Plan, and Adelante Mujeres.</p> <p>During the site visit, students spoke about frequent emails they receive with opportunities to engage with community partners for service or professional development.</p>		
--	--	---	--	--

F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Periodically assesses, formally and/or informally, the professional development needs of individuals in priority community or communities		The school created a formal task force to examine the issue of workforce development and the needs of the local and regional communities. The task force reviewed CEPH requirements for professional development, existing professional development trainings and attendance at those offerings, and conducted interviews with 10 internal stakeholders and 16 external stakeholders. The task force identified two communities of interest to focus their		

		<p>efforts, including entry-level or community-based professionals without formal public health training and trained public health professionals in a leadership or supervisory role.</p> <p>The task force created a plan for future development of an infrastructure to better support professional development. The plan included a request for \$867,050 over a three-year time frame, drawn from support from both institutions. The proposal was accepted in November 2021. During the site visit, the faculty shared some of the qualitative information and key themes that came out of the interviews with stakeholders. Some of the topics that were raised were antiracism, cross-sector collaboration, leadership, policy development, data management, risk communication, and grant writing.</p> <p>The school also uses the Public Health Workforce Interest and Needs (PH WINS) survey data to evaluate workforce locally and across the region.</p> <p>During the site visit, the faculty shared several examples of opportunities for collaboration and additional training that could be developed including around social justice, antiracism, trauma, and post-COVID public health implications. During conversations with alumni, preceptors, and community partners, there were multiple examples of individuals contacting an administrator or faculty member at the school to provide ad hoc feedback for building collaborations and meeting workforce training needs.</p>		
--	--	--	--	--

F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		<p>The school relies on faculty committees to support the development and delivery of professional development opportunities for the workforce. Prior to 2021-22, the Community Engagement Committee was responsible for this area, and they created a website to advertise professional development opportunities. However, due to a recent review and revision of school bylaws, beginning in 2021-22, the new faculty committee responsible for this criterion is the Professional Workforce Development Committee.</p> <p>In the self-study, the school offers three different examples of workforce development trainings. First, Public Heath Portland Style is an established, quarterly professional development program which offers CEUs for local practitioners. In 2020-21, the program addressed topics including gun violence, assisted living facilities during the COVID pandemic, school closures during the COVID pandemic, and climate change; attendance at these monthly events ranged from low 200s to over 700 people. Over 300 individuals requested CEUs based on their attendance.</p> <p>The school also hosted a workshop on the future of transgender health, which was part of the Portland State of Mind series, with an attendance of 170, including 73 individuals external to the school and universities. Finally, the school hosted a series of free two-day</p>	Click here to enter text.	

		<p>workshops in Corvallis, Medford, and Portland in 2018. Total attendance across the workshops and venues was 267 people, and the training was developed based on one of the top regional needs from the PH WINS data.</p> <p>During the site visit, the faculty also shared information about an online training (COVID ECHO) that was offered two weeks after the initial lockdown for the pandemic where there were over 1,000 participants for the online session.</p> <p>The faculty noted that there are some challenges with offering professional development activities. The school opened some of its graduate courses up to alumni and community partners to allow participants to audit a course; this option was not well-received due to the long-term commitment. The faculty noted that short courses (one hour) were most popular as they fit with participants' schedules.</p> <p>One challenge that was noted by the faculty was how to determine what to offer and when. In the self-study, it was noted that while Public Health Portland style is a planned event, many other trainings have been ad hoc. While this is evidence of the commitment to responding to community needs, intentional review and planning of topics and formats will assist the school in maximizing utility and participation.</p>		
--	--	---	--	--

G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		According to the self-study document, priority populations include students and faculty from first-generation, African-American, Latina/o, and Indigenous groups, and "students from marginalized groups more generally."	Click here to enter text.	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals		Goals include building capacity in antiracism; enhancing student recruitment and retention, including wrap-around services for underrepresented students; and institutionalizing systems of support for antiracism.		
Learning environment prepares students with broad competencies regarding diversity & cultural competence		The associate dean for social justice provides leadership for the school's efforts. The school has established faculty and student scholarships and fellowships to support diversity in underrepresented and first-generation students. The school is exploring participating in the Western Regional Graduate Program, a means to offer in-state tuition rates to regional students. In the 2020-21 academic year, 13 bachelor's students, eight master's students, and one PhD students received funds from the Dean's Scholarship Fund, which is managed by the school's Diversity, Equity, and Inclusion Committee.		
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies		The school contracted with the Praxis Project in 2020-21 to reflect on systemic racism in academia as part of its initial efforts to build capacity in school leadership. The Praxis Project, a national nonprofit, collaborated with the school's Faculty Council to establish an Antiracism Working Group. Across five sessions, the group worked on a shared		
Perceptions of climate regarding diversity & cultural competence are positive				

		<p>understanding of how racism is institutionalized in academic structures and worked on building skills around normalizing discussions of racism and systemic oppression.</p> <p>In the current academic year, the school is partnering with PSU's Global Diversity and Inclusion Center to implement a pilot project called "Intercultural U" for training in multiple levels of social justice. The school is also currently partnering with OHSU's Office of Education Improvement and Innovation to focus on syllabi and difficult conversations in the classroom. The associate dean for social justice was engaged in building a Social Justice Advisory Council at the time of the site visit. The school has also made every MPH student responsible for addressing foundational competency 6, which deals with structural bias, social inequities, and racism, in the PE and integrative experiences.</p> <p>The school has data on several process measures relating to its current efforts, including data on activities, student scholarship awardees, faculty participation in trainings, etc., but the self-study does not present demographic data on the current faculty or student body in this portion of the self-study. As part of current strategic plan development, the associate dean for social justice, in collaboration with the director of assessment and evaluation, will be responsible for implementing a system to regularly collect and review data to help the school identify successes and challenges. The school intends to develop a thoughtful approach to data collection and review in this area.</p> <p>As part of its presentation of data on recruitment and admissions, the self-study presents demographic data across several measures for each degree level over the last</p>		
--	--	---	--	--

		<p>three years. The self-study notes, however, that data are drawn from PSU’s central admissions system for undergraduates and from SOPHAS for graduate students; data are from different sources and contain gaps and missing data. The available data indicate that the newly-admitted class of students had the following characteristics in 2021:</p> <p>Undergraduate students</p> <ul style="list-style-type: none"> • 34% first-generation • 65% non-white <p>Master’s students</p> <ul style="list-style-type: none"> • 26% first-generation • 34% non-white • 33% multilingual • 22% low income <p>Doctoral students</p> <ul style="list-style-type: none"> • 0% first-generation (down from 20% in the prior year) • 31% non-white • 38% multilingual • 15% low income <p>The school has collected qualitative data from students on the climate through the dean’s weekly coffee meetings with students. Student feedback on the climate was a direct impetus for the efforts described above, including the effort to fund and appoint the associate dean for social justice. Beginning in 2021, the alumni survey asked how committed graduates believed faculty were to promoting health using an equity lens and promoting cultural competence and humility. Although the response rate was low (26%), the vast majority of respondents (85%) believed</p>		
--	--	---	--	--

		that faculty are committed or very committed to promoting health using an equity lens; 84% felt that faculty are committed or very committed to promoting cultural competency and humility. Some limited qualitative data on faculty and staff perceptions of the climate are available from recent initiatives and activities that have related to discussing the school's initiatives in antiracism, but the school plans to implement more formal mechanisms to monitor faculty and staff perceptions in the coming year.		
--	--	--	--	--

H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Students have ready access to advisors from the time of enrollment		<p>Advising services for undergraduate students are centrally provided by staff at PSU. Students across the university are divided into pathways or clusters of disciplines, and school students are part of the <i>Health Science and the Earth</i> pathway. There are four staff advisors who each support approximately 500 undergraduate students; new staff advisors are oriented to the degree program by the assistant dean for undergraduate affairs and the associate dean for student affairs and community engagement. First-year students are required to meet with an advisor at least once per term in the first two terms of matriculation.</p> <p>The assistant dean for undergraduate affairs regularly provides individual advising and mentoring on request, troubleshoots unusual situations, and consults with staff advisors as needed. She noted that advising staff are readily available, and students are easily able to obtain</p>	<p>Click here to enter text.</p>	<p>The Council reviewed the self-study document and team's report. Based on the totality of the information, and to reflect the Council's assessment of the severity of its concern, the Council acted to change the team's finding of met to a finding of partially met.</p> <p>The concern relates to the need to document improved advising services for undergraduate students. Due to very low survey response rates, the information in the self-study was not sufficient to document student perceptions that their needs are being met; information throughout the report,</p>
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

		<p>appointments. Advising for the internship tends to be one of the largest challenges for undergraduate students, and staff advisors can provide very limited assistance in this area (e.g., questions about registration or credits); as discussed in Criterion C2, this is primarily a faculty responsibility.</p> <p>Advising services for graduate students are provided within the school. Master's and doctoral students receive academic advising from a faculty member in their program. The student and alumni success manager assigns new graduate students to a faculty advisor aligned with their areas of interest. However, students are welcome to change advisors, as needed. Faculty advisors are offered an in-service training opportunity to help prepare them for student advising, and there is a recently developed advising handbook to help prepare faculty for a range of student issues, such as the need for legal services, mental health services, food insecurity and much more.</p> <p>During the site visit, students spoke highly of several faculty members and the support that was provided. Students also stated that faculty were very busy and sometimes were not available to meet with students or took an extended time to respond. During the site visit, faculty and administrators also acknowledged that there is inconsistency across faculty advising and note that there is more work to be done.</p> <p>Undergraduate students are required to attend a university-wide orientation at PSU. Beginning in fall 2021, the school hosted a separate orientation for undergraduate students. The intent was to help build a</p>		<p>including in this criterion, and in Criteria B2, C2, and H2, suggests that undergraduate students' needs may not be consistently met. The large number of undergraduate students and PSU's advising model present challenges to ensuring the level of engagement with undergraduates expected of a CEPH-accredited unit.</p>
--	--	---	--	---

		<p>sense of community and belonging for new incoming students. As discussed during several meetings, many undergraduate students are first-generation and/or come from communities of lower socioeconomic status. The school-based orientation hopes to help create a welcoming culture and build personal connections with faculty and staff.</p> <p>At the graduate level, students are required to attend an OHSU new student orientation, as well as a School of Public Health orientation. While the OHSU orientation helps to orient students to student resources and the campus, the school orientation introduces students to the dean and to the school's culture, including the focus on social justice and antiracism. The orientation was offered in a remote format for the last two years due to COVID; it has been an in-person event in the past. Graduate students also meet with their program directors and are guided through an initial introduction to core competencies, learning outcomes, and culminating and experiential activities.</p> <p>The school collects data on student satisfaction with advising through an annual student survey. The response rate over the two most recent years was low, at 18% and 16%. The single question posed to students is "Overall, how satisfied are you with the academic advising you receive in the School of Public Health?" In 2020, 79% of undergraduates were satisfied or very satisfied, as were 68% of master's students and 87% of PhD students. In 2021, the figures were 82% for undergraduates, 70% for master's, and 88% for PhD. In addition to the quantitative data, students provided qualitative responses about their experiences. The comments in the survey were consistent</p>		
--	--	---	--	--

		<p>with what site visitors heard from students and recent alumni, praising faculty, noting concerns over access and availability in some cases, and suggesting more structure and access to improve their experience.</p> <p>The commentary relates to the need for greater consistency in advising quality and access. Both undergraduate students and graduate students expressed concerns over access to advising services but also acknowledged that there are other faculty and staff who can be helpful when advisors are not. Some graduate students discussed delays in getting responses from faculty advisors. Several students pointed out that they took the initiative to reach out for advising services, but some populations of students, such as first-generation students, may be less successful in advocating for themselves. Many faculty acknowledged students' concerns and spoke to future plans to pursue feedback from students and increase access and consistency in student advising.</p>		
--	--	--	--	--

H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		There are staff members at the PSU Career Center who are hired centrally and receive professional training around career preparation. The school has a designated career advisor with knowledge of the public health field and expertise in securing public sector employment.	Click here to enter text.	
Variety of resources & services are available to current students				

<p>Variety of resources & services are available to alumni</p>		<p>In the past year, the school began to pilot a new initiative called the <i>Career Mentorship Bridge to Pathways Academic Advising</i> to provide undergraduate students with more than transactional course advising. The intent of the program is to help undergraduate students to craft their career paths and understand how to select individual courses or a degree concentration to align with their overarching career interests. The school offered multiple workshops for students during the pilot year and plans to expand activities in the next year, including incorporating elements into required classes.</p> <p>The school recently hired the student and alumni success manager to provide career advising to all school students. In addition to the Career Bridge program for undergraduates, this individual has a coordinated schedule to deliver career advising to graduate students in cooperation with the PSU Career Center and major community partners and employers, such as OHA. The student and alumni success manager has also developed written materials, such as tip sheets, and disseminates job openings on the school's website.</p> <p>The self-study provides examples of career services for undergraduate and graduate students. For undergraduate students, there is a seminar series, the MPH Application Workshop that assists students with choosing the right program and assembling an application for graduate public health education, including assistance with writing personal statements, preparing a CV, and securing letters of recommendation. There were 22 students in attendance in 2019, 74 students in 2020, and 56 students in 2021.</p>		
--	--	---	--	--

		<p>For graduate students, there is a workshop entitled “What Can I Do with an MPH?” and attendance has increased over time from eight MPH students in winter 2019 to 51 in spring 2021. The school also hosted a workshop on the public health job search process that drew 15 students in spring 2018 and 32 students in spring 2021. The school plans to expand the offerings to have a more comprehensive set of services for students.</p> <p>The career services available to alumni are primarily limited to professional development workshops that are offered to all local and regional public health practitioners, though faculty also remain available for individual advice and consultation. During the site visit, alumni acknowledged that professional development workshops were available to them but very few actually attended. Faculty also acknowledged some challenges with alumni access to training workshops due to busy work schedules. They are planning to rethink their offerings and create more shorter development opportunities to make them more accessible to alumni, as well as community partners.</p> <p>While a majority of undergraduate students are satisfied with career services (55% very satisfied or satisfied in 2020 and 53% in 2021), the satisfaction is lower for master’s students (26% very satisfied or satisfied in 2020 and 24% in 2021) and PhD students (29% very satisfied or satisfied in 2020 and 35% in 2021).</p> <p>The same survey also asks students what they would want to change to improve their satisfaction. Students indicated that they wanted a dedicated career advisor or career development office, integration of career advising</p>		
--	--	---	--	--

		<p>in the curriculum, connections with alumni, more career workshops, and resources for non-academic jobs. School leaders have already taken action on some of these areas and continue to consider how to move forward with additional supports.</p> <p>The commentary relates to the need to improve the accessibility and consistency of career advising services. While there are structures in place, implementation and awareness is not consistent. During the site visit, graduate students expressed concerns over a lack of mentorship and guidance related to their careers. While doctoral students were pleased with the mentorship from a research faculty member, the MPH students were concerned that they did not receive adequate mentoring or career advice. During conversations with alumni, there was an interest in being more engaged with the school; providing mentorship for and connection with current students was one of the desired activities mentioned by alums.</p>		
--	--	--	--	--

H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		Complaint procedures are informed by federal law and institutional policies and protect the privacy of students, faculty, and staff. Due to the school's multi-partner arrangement, student complaint procedures depend on 1) the nature of the complaint, 2) the institution at which	Click here to enter text.	
Procedures are clearly articulated & communicated to students				

Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel		the student registers, and 3) the institution at which the complaint lodges. In general, students are instructed to contact the associate dean for student affairs and community engagement for questions relating to complaints. If the complaint is related to Title IX, affirmative action and equal opportunity (AAEO), or accommodations, students can directly contact the respective offices at OHSU or PSU.		
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented		<p>The school encourages informal methods to resolve conflicts before they reach the threshold of a formal complaint. These methods include discussing the conflict directly with the other party involved or with the program director and/or members of the dean’s team. Graduate students can utilize OHSU’s ombudsperson as an additional resource to identify best solutions to resolve the conflict.</p> <p>If these methods are re-traumatizing or not successful in reaching a resolution, the student is directed to submit a written summary of the complaint to the associate dean for student affairs and community engagement. She routes the complaint to the appropriate party (dean, associate dean for academic affairs, associate dean for social justice) before it gets routed to the appropriate OHSU or PSU office.</p> <p>While some students at the site visit indicated opportunities to improve orientation and information about grievance procedures, they all believed that the school was very receptive through informal processes, as well as to formal feedback mechanisms such as class evaluations. There are many opportunities to express concerns through the SLC or as individuals, and students</p>		

		<p>felt positive about the school's responsiveness. One student gave a recent example of a discrepancy that arose during graduation preparations. As soon as the issue was brought to the attention of the administration, the problem was rectified.</p> <p>The four formal student complaints over the past three years were as follow:</p> <ul style="list-style-type: none">• One student expressed concern that they had been discriminated against in grading by a faculty member based on immigration status. Per university policy, the student was referred to AAEO. Guidance was provided by the Title IX office to the school, and the matter was managed through coaching the faculty member.• One student reported being discriminated against by a faculty member based on gender-related factors. Per university policy, this was referred to the Title IX office. Guidance was provided by the Title IX office, and the matter was managed through coaching the faculty member.• Two students reported being discriminated against by a faculty member in grading and in the overall course experience due to their race/ethnicity. Per university policy, the students were referred to AAEO, but only one student chose to pursue this approach. The school received guidance and assistance from AAEO, and both situations were addressed internally by the school.• One student filed a complaint about intimidation by a faculty member, which raised a FERPA concern. The matter was referred to the OHSU Office of Integrity, which worked jointly with the		
--	--	---	--	--

		OHSU Human Resources office. Based on guidance from the Human Resources office, the faculty member received coaching, and the issue was resolved.		
--	--	---	--	--

H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		Undergraduate recruitment is managed by PSU’s admissions office. Recruitment efforts occur throughout the world, but applicants and matriculates tend to be from Oregon, Washington, and Northern California. Prior to the COVID-19 pandemic, the assistant dean for undergraduate affairs and school faculty regularly participated in recruitment events for prospective students, including college fairs at local high schools and community colleges, and this is expected to continue once in-person activities resume.	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		Graduate recruitment is managed by the school. An early innovation was having graduate recruitment and admissions handled by a single point of contact: the recruitment and admissions manager. This individual implements marketing and recruitment strategies and represents the school at recruitment events, including career and health fairs at regional colleges and universities), ASPPH’s “This Is Public Health” fairs, Oregon Public Health Association meetings, and American Public Health Association Annual Meeting. The school’s website is a useful recruitment tool for prospective students exploring graduate programs. Individual program pages		

		<p>include information about program plans and requirements, application instructions, and possible post-degree employment opportunities.</p> <p>At the site visit, faculty and staff noted that some of the innovative approaches instituted by the recruitment and admissions manager had been impeded, then slowed, by COVID restrictions. At the same time, the dean noted that the manager's service-oriented focus to recruitment and admissions was successful at improving student diversity, and applications and enrollments have steadily increased. The manager explained some of his strategies for recruitment targets, including outreach to public higher education institutions and institutions that specialized in serving under-served, particularly first-generation, students, particularly in Oregon.</p> <p>Undergraduate admissions are handled by PSU's admissions office. The admissions office completes a comprehensive review of each prospective student's academic and non-academic accomplishments. Undergraduate students are admitted by PSU and placed in the majors they select. School faculty are not involved in undergraduate admissions.</p> <p>Graduate admissions are managed by the school. Prospective students apply to graduate programs in the school using the School of Public Health Application Service (SOPHAS). Admissions standards and rubrics are approved by the APCC. Program directors bring the standards and rubrics back to their faculty for feedback in an iterative process before they are voted on by the APCC.</p>		
--	--	--	--	--

		<p>Application requirements common to master’s-level programs include a conferred undergraduate degree, 1,000-word statement of purpose, CV/resume, three letters of recommendation, official transcripts, and supplemental questions intended to evaluate the individual’s equity lens, lived experience, and positionality. Admissions criteria are identical for all MPH programs, regardless of program or delivery format (in-person or online).</p> <p>Application requirements common to doctoral-level programs include a conferred master’s degree, a college-level statistics or biostatistics course, 1,000-word statement of purpose, CV/resume, three letters of recommendation, writing sample, and official transcripts.</p> <p>The recruitment and admissions manager coordinates with program directors to facilitate the applicant review process. Consistent with the school’s social justice and equity goals, the admissions review process is increasingly holistic. Holistic reviews carefully consider academic and non-academic factors. Prospective students are notified by the respective program directors of the admissions decision.</p> <p>The school presents data on student diversity and average GPA for the last degree completed as evidence of the success of its recruitment and admissions practices. Diversity data are presented in Criterion G1 and indicate positive trends, with higher diversity among undergraduate than graduate students. In 2021, the average GPA from prior degrees was 3.4 for bachelor’s students, 3.5 for master’s students, and 3.8 for doctoral students.</p>		
--	--	--	--	--

H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		Catalogs and bulletins are publicly available for all prospective students to view. The self-study included working links to various sections of the school's website that outlines items such as the academic calendar, admissions policies, and grading policies. Site visitors reviewed and verified the accuracy of this information.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

Sunday, April 24, 2022

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

Monday, April 25, 2022

8:30 am **Site Visit Team Hotel Pickup**

8:45 am **Team Setup on Campus**

9:15 am **Guiding Statements and Evaluation**

Participants	Topics on which participants are prepared to answer team questions
David Bangsberg, Dean Rick Johnson, Associate Dean for Academic Affairs Sherril Gelmon, PhD Health Systems & Policy and Faculty Council, past chair	<i>Guiding statements – process of development and review?</i>
David Bangsberg, Dean Karen Camp, Associate Dean for Finance & Administration Rick Johnson, Associate Dean for Academic Affairs Marguerita Lightfoot, Associate Dean for Research Dawn Richardson, Associate Dean for Social Justice Liana Winett, Associate Dean for Student Affairs & Community Engagement Belinda Zeidler, Assistant Dean for Undergraduate Affairs Kevin A. McLemore, Director of Assessment & Evaluation	<i>Evaluation processes – how does school collect and use input/data?</i>
David Bangsberg, Dean Karen Camp, Associate Dean for Finance & Administration Rick Johnson, Associate Dean for Academic Affairs Marguerita Lightfoot, Associate Dean for Research Dawn Richardson, Associate Dean for Social Justice Liana Winett, Associate Dean for Student Affairs & Community Engagement Belinda Zeidler, Assistant Dean for Undergraduate Affairs	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i>
David Bangsberg, Dean Karen Camp, Associate Dean for Finance & Administration	<i>Budget – who develops and makes decisions?</i>

<i>Rick Johnson, Associate Dean for Academic Affairs</i> <i>Marguerita Lightfoot, Associate Dean for Research</i>	
Total participants: 9	

10:30 am **Break**

10:45 am **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
<i>Rick Johnson, Associate Dean for Academic Affairs</i> <i>Sarah Andrea, MPH Public Health Practice Program Director</i> <i>Robin Baker, MPH Health Management & Policy and MPH Public Health Practice PE/IP Coordinator</i> <i>Rochelle Fu, MPH Biostatistics Program Director</i> <i>Betty Izumi, MPH Health Promotion Program Director</i> <i>Lynn Marshall, MPH Epidemiology Program Director</i> <i>Tawnya Peterson, MPH Environmental Systems & Human Health Program Director and PE/IP Coordinator</i> <i>Jill Rissi, MPH Health Management & Policy Program Director</i>	<i>Foundational knowledge</i>
<i>Rick Johnson, Associate Dean for Academic Affairs</i> <i>Sarah Andrea, MPH Public Health Practice Program Director</i> <i>Robin Baker, MPH Health Management & Policy and MPH Public Health Practice PE/IP Coordinator</i> <i>Rochelle Fu, MPH Biostatistics Program Director</i> <i>Betty Izumi, MPH Health Promotion Program Director</i> <i>Lynn Marshall, MPH Epidemiology Program Director</i> <i>Tawnya Peterson, MPH Environmental Systems & Human Health Program Director and PE/IP Coordinator</i> <i>Jill Rissi, MPH Health Management & Policy Program Director</i> <i>Sherril Gelmon, PhD Health Systems & Policy and Faculty Council, past chair</i>	<i>Foundational competencies – didactic coverage and assessment</i>
<i>Rick Johnson, Associate Dean for Academic Affairs</i> <i>Sarah Andrea, MPH Public Health Practice Program Director</i> <i>Robin Baker, MPH Health Management & Policy and MPH Public Health Practice PE/IP Coordinator</i> <i>Rochelle Fu, MPH Biostatistics Program Director</i> <i>Betty Izumi, MPH Health Promotion Program Director</i> <i>Lynn Marshall, MPH Epidemiology Program Director</i> <i>Tawnya Peterson, MPH Environmental Systems & Human Health Program Director and PE/IP Coordinator</i> <i>Jill Rissi, MPH Health Management & Policy Program Director</i> <i>Elizabeth Waddell, Associate Professor and past MPH Public Health Practice Program Director</i>	<i>Concentration competencies – development, didactic coverage, and assessment</i>
Total participants: 10	

12:00 pm **Break & Lunch in Executive Session**

12:45 pm

Curriculum 2

Participants	Topics on which participants are prepared to answer team questions
<p><i>Rick Johnson, Associate Dean for Academic Affairs</i> <i>Sarah Andrea, MPH Public Health Practice Program Director</i> <i>Rochelle Fu, MPH Biostatistics Program Director</i> <i>Betty Izumi, MPH Health Promotion Program Director</i> <i>Lynn Marshall, MPH Epidemiology Program Director</i> <i>Tawnya Peterson, MPH Environmental Systems & Human Health Program Director and PE/IP Coordinator</i></p>	<p><i>MPH Concentration competencies – development, didactic coverage, and assessment</i></p>
<p><i>Liana Winett, Associate Dean of Student Affairs & Community Engagement</i> <i>Robin Baker, MPH Health Management & Policy and MPH Public Health Practice PE/IP Coordinator</i> <i>Tawnya Peterson, MPH Environmental Systems & Human Health Program Director and PE/IP Coordinator</i> <i>Brad Wipfli, MPH Health Promotion PE/IP Coordinator</i></p>	<p><i>Applied practice experiences</i></p>
<p><i>Liana Winett, Associate Dean of Student Affairs & Community Engagement</i> <i>Robin Baker, MPH Health Management & Policy and MPH Public Health Practice PE/IP Coordinator</i> <i>Byung Park, MPH Biostatistics PE/IP Coordinator</i> <i>Tawnya Peterson, MPH Environmental Systems & Human Health Program Director and PE/IP Coordinator</i> <i>Brad Wipfli, MPH Health Promotion PE/IP Coordinator</i></p>	<p><i>Integrative learning experiences</i></p>
<p><i>Sarah Andrea, MPH Public Health Practice Program Director</i> <i>Amy Forester, Faculty Development Specialist (OHSU)</i> <i>Elizabeth Waddell, Associate Professor and past MPH Public Health Practice Program Director</i></p>	<p><i>Distance education</i></p>
<p>Total participants: 13</p>	

2:00 pm

Break

2:15 pm

Transport to Hotel

3:00 pm **Students via Zoom**

Participants	Topics on which participants are prepared to answer team questions
<p><i>Anna Booman, PhD Epidemiology, Student Leadership Council co-chair</i> <i>Mallory Bustos, BS/BA Public Health Studies</i> <i>Brenna Crossley, MPH Environmental Systems & Human Health</i> <i>Liza Gerardo, MPH Public Health Practice</i> <i>Sydney Gilbert, MPH Health Promotion</i> <i>Rose Goren, MPH Epidemiology, Student Leadership Council co-chair</i> <i>Elijah Hart, MPH Public Health Practice</i> <i>Menolly Kaufman, PhD Epidemiology</i> <i>Laura Jacobson, PhD Health Systems & Policy</i> <i>Christina Jäderholm, PhD Community Health, Student Leadership Council past co-chair</i> <i>Chael Johnson, MPH Health Management & Policy</i> <i>Siana Liti, MPH Health Management & Policy</i> <i>Ruby Mitchell, MPH Environmental Systems & Human Health</i> <i>Margaret Munroe, MPH Biostatistics</i> <i>Tyne Riddick, MPH Public Health Practice</i> <i>Libby White, MS Biostatistics</i> <i>Anna Grape, BS/BA Public Health Studies</i> <i>Nora Jameson, MPH Public Health Practice</i></p>	<p><i>Student engagement in school operations</i> <i>Curriculum (competencies, APE, ILE, etc.)</i> <i>Resources (physical, faculty/staff, IT)</i> <i>Involvement in scholarship and service</i> <i>Academic and career advising</i> <i>Diversity and cultural competence</i> <i>Complaint procedures</i></p>
Total participants: 18	

4:00 pm **Site Visit Team Executive Session 2**

5:00 pm **Adjourn**

Tuesday, April 26, 2022

8:45 am **Team Setup on Campus**

9:30 am **Curriculum 3**

Participants	Topics on which participants are prepared to answer team questions
Rick Johnson , Associate Dean for Academic Affairs Marguerita Lightfoot , Associate Dean for Research Cara Eckhardt , PhD Community Health Program Director Rochelle Fu, MS Biostatistics Program Director Sherril Gelmon , PhD Health Systems & Policy Program Director Lynn Marshall , PhD Epidemiology Program Director Dawn Richardson, Associate Dean for Social Justice	Academic public health degrees (MS & PhD)
Belinda Zeidler , Assistant Dean for Undergraduate Affairs Nicole Browning , Senior Instructor II Deborah Kaufman , Senior Instructor I	Public health bachelor's degrees
Belinda Zeidler , Assistant Dean for Undergraduate Affairs Jane Mercer , Senior Instructor II Christina Jäderholm , PhD Community Health Brad Wipfli , Assistant Professor	Non-public health degrees
Total participants: 13	

10:45 am **Break**

11:00 am **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
Lisa Marriott , Associate Professor Joe Needoba , Associate Professor	Currency in areas of instruction & pedagogical methods
Julia Goodman , Associate Professor Janne Boone-Heinonen , Assistant Professor	Scholarship and integration in instruction
Paula Carder , Professor	Extramural service and integration in instruction
Claire Wheeler , Assistant Professor (Ashley) Nicole Browning , Senior Instructor II	Integration of practice perspectives
Robin Baker , Assistant Professor	Professional development of community

<i>Melinda Davis, Assistant Professor</i> <i>Liana Winett, Associate Dean for Student Affairs & Community Engagement</i>	
Total participants: 11	

12:00 pm **Break & Lunch in Executive Session**

12:45 pm **Strategies & Operations**

Participants	Topics on which participants are prepared to answer team questions
<i>David Bangsberg, Dean</i> <i>Dawn Richardson, Associate Dean for Social Justice</i> <i>Brad Wipfli, Diversity, Equity, & Inclusion Committee chair</i>	<i>Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data?</i>
<i>Liana Winett, Associate Dean for Student Life & Community Engagement</i> <i>Belinda Zeidler, Assistant Dean for Undergraduate Affairs</i> <i>Josh Hodsdon, Admissions & Recruitment Manager</i>	<i>Recruiting and admissions, including who chose the measures and why did they choose them</i> <i>Undergraduate admission person,</i>
<i>Liana Winett, Associate Dean for Student Life & Community Engagement</i> <i>Belinda Zeidler, Assistant Dean for Undergraduate Affairs</i> <i>Laura Ehrlich, Student & Alumni Success Manager</i>	<i>Advising and career counseling, including who collects and reviews the data</i>
<i>Karen Camp, Associate Dean for Administration & Finance</i> <i>Beth Bull, Finance, Administration & Student Services</i> <i>Cara Cooper, HR & Administrative Coordinator</i>	<i>Staff operations</i>
<i>Rick Johnson, Associate Dean for Academic Affairs</i> <i>Dawn Richardson, Associate Dean for Social Justice</i> <i>Liana Winett, Associate Dean for Student Affairs & Community Engagement</i> <i>Belinda Zeidler, Assistant Dean for Undergraduate Affairs</i>	<i>Complaint procedures</i>
Total participants: 11	

1:45 pm **Break**

2:00 pm **Transport to Hotel**

3:00 pm **Stakeholder/ Alumni Feedback & Input via Zoom**

Participants	Topics on which participants are prepared to answer team questions
<i>Sarah Dys, Research Associate II, Vital Research (PhD Graduate)</i>	<i>Involvement in school evaluation & assessment</i>
<i>Frank Franklin, Deputy Commissioner of Health, City of Philadelphia (External Advisory Council)</i>	<i>Perceptions of current students & school graduates</i>
<i>Morgan Godvin, JSTOR Daily (BS/BA Graduate)</i>	<i>Perceptions of curricular effectiveness</i>

<p>Karen Hampton, All Payer, All Claims Program Manager, Oregon Health Authority. (Preceptor, Employer) Liana Haywood, Communications Manager OHSU Bob and Charlee Moore Institute for Nutrition & Wellness (Preceptor) Adam Hoverman, Family Physician, Multnomah County Health Department, (External Advisory Council, MPH Graduate) Jennifer Ku, Epidemiologist/Post-doctoral Research Fellow, Dept of Research & Evaluation, Kaiser Permanente (PhD Graduate) Montana Lewellen, Senior Account Manager & Lobbyist, Legislative Advocates Government Affairs (External Advisory Council, MPH Graduate) West Livaudais, Founder, Oregon Spinal Cord Injury Connection, (External Advisory Council, MPH Graduate) Alan Melnick, Director and Health Officer, Clark County Public Health Department (External Advisory Council) Kimberly Repp, Chief Epidemiologist, Washington County Public Health Division (MPH Graduate, Preceptor) Erin Takemoto, Pennsylvania Dept. of Health Maura White, Mother & Child Ed Center Amber Ziering, Oregon Pediatric Society</p>	Applied practice experiences
	Integration of practice perspectives
	School delivery of professional development opportunities
Total participants: 14	

4:00 pm **Break & Executive Session**

5:00 pm **Adjourn**

Wednesday, April 27, 2022

8:30 am **University Leaders via Zoom**

Participants	Topics on which participants are prepared to answer team questions
<p>Susan Jeffords, Provost & Vice President for Academic Affairs (PSU) David Robinson, Interim Provost & Executive Vice President (OHSU) Danny Jacobs, President (OHSU) Stephen Percy, President (PSU)</p>	School's position within larger institution
	Provision of school-level resources
	Institutional priorities
Total participants: 4	

9:00 am **Break & Check Out of Hotel**

10:00 am **Site Visit Team Executive Session 4**

11:30 am **Exit Briefing**