

REVIEW FOR ACCREDITATION
OF THE
MPH PROGRAM
AT
AT STILL UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

October 19-20, 2020

SITE VISIT TEAM:

David Gregorio, PhD, MS – Chair

Patrick Maloney, MPAH, CHO, RS

SITE VISIT COORDINATOR:

Zeinab Bazzi, MPH

CRITERIA:

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

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INTRODUCTION

A.T. Still University of Health Sciences (ATSU), a private, non-profit university, is the founding institution of osteopathic medicine, established in 1892 by Andrew Taylor Still. ATSU comprises two campuses (Kirksville, Missouri and Mesa, Arizona) with four schools and two colleges. The four schools include dentistry and oral health (Arizona), health sciences (Arizona), dentistry and oral health (Missouri), and osteopathic medicine (Missouri), and the two colleges include graduate health studies (Missouri) and osteopathic medicine (Missouri).

The university offers a total of 12 doctoral degrees, 11 master’s degrees, 16 certificate programs, and two post-professional doctoral degrees. The student body includes 3,857 students. The university employs 760 faculty members and 1,162 staff members. ATSU is regionally accredited by the Higher Learning Commission and the university also responds to specialized accreditors in areas such as athletic training, audiology, occupational therapy, physician assistant, physical therapy, and neuroscience, among others.

The university’s public health program admitted its first cohort in 1999 and graduated its first two students in 2003. The MPH program is housed in the College of Graduate Health Studies, in the Department of Public Health. The program offers two MPH concentrations, both fully-distance based; the generalist concentration currently enrolls 157 students and the dental concentration enrolls 94 students.

The program’s initial accreditation review in 2014 resulted in an accreditation term of five years. The program has completed interim reporting, based on annual report submissions, in 2017, 2018, and 2019. The Council accepted all interim reports. Due to COVID-19-related restrictions on travel and gatherings, this site visit was conducted via distance technology, with all attendees participating via the Zoom platform with video. The distance-based visit will be followed by an on-campus visit when it is safe to do so, within one year of the accreditation decision resulting from this visit.

Instructional Matrix - Degrees and Concentrations						
Master's Degrees				Campus based	Executive	Distance based
Generalist		MPH				MPH
Dental		MPH				MPH
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)			Academic	Professional		
2nd Degree Area	Public Health Concentration					
Doctor of Osteopathic Medicine	Generalist			MPH		MPH
Doctor of Medicine in Dentistry	Dental			MPH		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, implementation		The program is led by a department chair who reports directly to the college's dean. Organizationally, the program operates comparably to the other five programs under the leadership of the dean.	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 program maintains a committee structure (curriculum, accreditation, research, faculty affairs) guided by program faculty with input from other stakeholder groups including alumni, students, and staff. The program's descriptions in the self-study of committee responsibilities indicate that faculty have ample input regarding the program's degree requirements, curriculum, student assessment, faculty recruitment and promotion, research, and service. Influence by the program on admissions decisions, by contrast, is somewhat limited as admissions decisions are centralized within the College of Graduate Health Studies.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The MPH Curriculum Committee is responsible for developing, writing, reviewing, and editing degree requirements regarding the program's curriculum. The program director serves as the committee chair, and members include all full-time faculty, and one representative each representing adjunct faculty, community stakeholders, students, and alumni. The committee meets monthly to review the curriculum to ensure currency and alignment of learning objectives and competencies. Before implementation, all proposed		

		<p>course revisions must be approved by a majority of MPH Curriculum Committee members through a vote. Faculty, during the site visit, affirmed their involvement in defining the program's curriculum.</p> <p>The Accreditation Committee is responsible for ensuring that the curriculum aligns with CEPH requirements. Like the MPH Curriculum Committee, the program director serves as the committee chair, and members include all full-time faculty, and an adjunct, community, student, and alumni representative.</p> <p>The Research Committee advises the dean on aspects of the program's research activities and includes all full-time faculty and some adjunct faculty members. The department chair works with each individual faculty member to determine how much time the faculty member plans to spend on research and service in the coming academic year. The Research Committee identifies new projects/collaborations for student involvement. The Research Committee has also undertaken a reexamination of the curriculum to consider how methods may be further embedded within the curriculum.</p> <p>The Faculty Hiring Committee oversees the hiring of adjunct and full-time faculty. This committee consists of the department chair, one full-time faculty member from the MPH general concentration, one full-time faculty member from the MPH dental concentration, and the practicum coordinator. For a full-time faculty hire, all full-time faculty are invited to participate in the interview process after the committee identifies candidates meeting the necessary criteria and qualifications.</p>		
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		<p>The College of Graduate Health Studies establishes admissions requirements and reviews applications to the program. The college's Admissions Office consults with program leaders in cases of uncertainty. As part of the application process, candidates are required to complete an essay regarding their interest and background relevant to public health. Public health faculty review the essay for evidence of critical thinking and good writing. Decisions by the College of Graduate Health Studies are final.</p> <p>The self-study notes that some public health faculty participate in institutional committees such as the Benefits Committee and the Student Scholarship Committee.</p> <p>In addition to the committee meetings mentioned above, faculty meet twice a month for department meetings. The program provided several transcriptions of meeting minutes that show evidence of faculty interaction. Although some adjunct faculty have been present at public health faculty meetings, the program noted that engaging adjunct faculty is difficult due to their varying geographic locations and other responsibilities.</p> <p>During the site visit, the program faculty expressed their support and confidence in the program chair and dean, who they say actively encourage their input in program decision making.</p>		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students have formal methods to participate in policy making & decision making		Student representatives sit on the MPH Curriculum Committee and the CEPH Accreditation Committee. Over the last three years, two student representatives have served on each committee and have voting rights on the committees. However, the program shared that student participation on these committees is "neither consistent, nor abundant."	Student engagement in decision-making committees has been increasing over time. The program has been more diligently identifying students early in their MPH program who are interested in providing feedback. The PH program chair works with the academic advisor to identify interested students. A welcome letter sent to students when they are accepted into the MPH program encourages them to contact their advisor if they are interested in participating in decision-making committees. Students are also invited to join the MPH Facebook Student and Alumni group. This group has been identified as an additional opportunity to reach interested students. As such, opportunities to	The Council appreciates the program's response regarding student engagement in decision making.
Students engaged as members on decision-making bodies, where appropriate		The commentary relates to limited student engagement in decision-making activities. The self-study acknowledges that "enticing [students] to spend additional time outside of classwork has not been as effective as hoped" and that engaging students with program faculty and other stakeholders is a challenge.		

			participate in decision making-bodies will be posted on the Facebook group page.	
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The program articulates a vision "to be a leader in educating and empowering a diverse student population to promote health and reduce disparities in underrepresented communities locally and globally." The program's vision is consistent with the ATSU Board of	In response to this feedback, a fifth goal was added and approved by the CEPH and MPH Curriculum committees. The goal is as follows: To prepare graduates that have confidence in their knowledge of,	The Council reviewed the team's report and program's response and concludes that there is no information that warrants a finding of met with commentary. Therefore, the Council acted to change the
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		Trustees' 15-year vision, which focuses on being "the preeminent university for health professions." The program defines a three-part mission: "to prepare a diverse population of public health professionals for careers in public health; to inspire a commitment to lifelong learning; and to strengthen and diversify the public health workforce by providing opportunities to non-traditional students through innovative distance learning." Site visitors found that these guiding statements appropriately reflect the respective missions of ATSU and the College of Graduate Health Studies.	and ability to apply, the public health competencies attained through the MPH curriculum.	team's finding of met with commentary to a finding of met.
Guiding statements reflect aspirations & respond to needs of intended service area(s)			Attainment of this goal will be measurable from data collected with the graduate and alumni surveys as per the response to section B4.	
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		<p>The program has identified four goals:</p> <ul style="list-style-type: none"> • Recruit and retain diverse and qualified students • Enhance student education through best practices of online education • Sustain qualified faculty and staff • Create opportunities for public health research and service <p>The program has adopted six values: leadership, integrity, scholarship, diversity, interprofessional education, and innovation. These values underscore how and why public health education occurs at ATSU.</p> <p>Reviewers noted that a goal statement that explicitly identifies the intended outcome of an ATSU MPH degree would be valuable in directing future program growth and development. Such a program goal would be important, for example, in guiding selection of evaluation metrics to determine the effectiveness of the curriculum. Moreover, such a goal would provide important insight for</p>		

		prospective students as to what the program is preparing graduates to be.		
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B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		Students may take up to five years to complete the MPH degree. The program reports the following graduation rates:	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		<ul style="list-style-type: none"> • 2014-15: 77% • 2015-16: 64% • 2016-17: 64% <p>Students in the 2015-16 cohort and all more recent cohorts still have attrition rates that are low enough to potentially meet the minimum threshold of 70%. Although the official maximum time to graduation for MPH students is five years, the program (and college) allows students to continue in the degree program for longer than five years. For example, nine students from the 2015-16 cohort are still enrolled and progressing through the program.</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		<p>The program collects post-graduation outcomes data through an alumni survey. For the 2016-17 cohort, 84% of students with known outcomes (n=13) were employed or continuing education; 91% of students with known outcomes (n=12) were employed or continuing education in 2017-18, and 87% of students with known outcomes (n=24) were employed or continuing education in 2018-19.</p>	<p>As noted in the self-study, the PH program has modified the method of delivery, added incentives, and changed the survey reminder notification process. The response rate has increased significantly due to these modifications. We will continue to monitor this progress and adapt as necessary. In addition, we will inform our students about the survey and its role in our accreditation half-way through their program, and again at the time of their graduate exit survey. These announcements will let the students know to expect the survey and that completion of the survey will not only help us improve our program, but will also aid our accreditation process.</p>	<p>The Council appreciates the program's response regarding plans to improve data collection.</p>
Chooses methods explicitly designed to minimize number of students with unknown outcomes		<p>Of the 2016-17 cohort, 76% of graduates (54 individuals) had an unknown outcome; 83% of the 2017-18 graduates (69 individuals) had unknown outcomes; and 56% of the 2018-19 graduates (31 individuals) had unknown outcomes.</p> <p>The concern relates to the high rates of alumni with unknown post-graduation outcomes. The program does not know the post-graduation outcomes of most of its graduates.</p> <p>The program collects information through a survey and has struggled with low survey response rates. The program has implemented changes to increase survey responses and to track students more effectively. For example, in 2020, the program moved the alumni survey to the same platform as the graduate survey so that alumni would be more familiar with the format; public health alumni now receive the survey separately from alumni from other</p>		
Achieves rates of at least 80% employment or enrollment in further education for each public health degree				

		<p>programs; and the program follows up with the graduates who do not respond to the survey. In addition to receiving a two-week reminder if they have not yet completed the survey, the program follows up with students individually via phone at 12 months post-graduation. The program has also begun to offer a drawing for two Amazon gift cards as an incentive to encourage graduates to be responsive. Since these changes were implemented in summer 2020, the program has begun to see higher rates of known outcomes.</p> <p>Additionally, to improve the response rates, the program is making modifications to the method of delivering the survey. The alumni survey of the 2017-2018 graduates originated with the return email address of CGHS's data analyst, a person that the students would not be familiar with. The alumni survey of the 2018-2019 graduates, which will launch in fall 2020, will appear to originate from the public health department chair.</p>		
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B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The program historically collected data regarding alumni perceptions of the curriculum through the alumni survey sent out every summer. The survey asked alumni whether the overall curriculum prepared them for their career but did not ask about competency attainment specifically. At the time of the site visit, the program was in the process of developing a new alumni survey, and the first	Changes have been made to address this concern. Both the graduate exit survey and alumni survey have been amended and now include questions directly related to degree of competency attainment (graduate exit survey) and degree of	The Council appreciates the program's response regarding improvements to alumni data collection practices.
Documents & regularly examines its methodology & outcomes to ensure useful data				

Data address alumni perceptions of success in achieving competencies		administration will be to 2018-19 graduates at the end of fall 2020. The new survey will ask alumni to rate how well prepared they feel regarding larger skill sets such as critical thinking, interprofessional collaboration, and cultural proficiency with examples of individual skills within each larger skill set.	competency application in the workplace (alumni survey). Surveys now include questions asking the graduates and alumni to rank their degree of competency attainment and ability to apply public health competencies in the workplace. The survey and responses will be collected based on a five-point Likert Scale (1-5). Competencies will be categorized based on CEPH competency areas. Data will be thoroughly analyzed upon collection.	
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements		<p>In the previous iteration of the survey, which did not ask competency specific questions, 92% of respondents from 2013-14 to 2017-18 answered that the program prepared them for their professional career, and about 48% of alumni received advancements, bonuses, or promotions as a direct result of obtaining their MPH.</p> <p>The concern relates to the absence of data addressing alumni perceptions of success in achieving the competencies and applying competencies in the workplace.</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's evaluation plan includes three measures for the goal related to students, four measures for the goal related to instruction, four measures for the goal related to faculty and staff, and six measures for the goal related to research and service.	Based on feedback and measurability, the mission has been revised and approved by the CEPH and Curriculum Committees. The updated mission is: ATSU's MPH Program is committed to educating	Council appreciates the responses from the program and the university president regarding its revised mission statement. Since the revised mission statement does not include the aspects that gave rise to the team's concerns about

<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>For example, in support of its goal to recruit and retain diverse and qualified students, the program monitors the number of students recruited from under-represented minorities. The program also tracks data regarding student retention and graduation rates.</p> <p>In support of its goal to enhance education through best practices of online education, the program monitors the number of Quality Matters (QM)-certified courses and data pertaining thereto. The information communicated to the program director is used in periodic faculty reviews and by the Curriculum Committee to evaluate program courses and their content.</p> <p>In support of its goal to sustain qualified faculty and staff, the program tracks the number doctorally-trained full-time and adjunct faculty, as well as faculty participation in professional development activities. The program also monitors the number of community projects program faculty participate in each year, which is monitored by the department chair who is responsible for collecting the data.</p> <p>The self-study identifies several student-focused procedures for program evaluation (e.g., self-evaluation at the start of the program, midterm evaluation of course instructors, end-of-course evaluations) that indirectly align with program evaluation practices.</p> <p>The concern relates to the opportunity to clarify the ways in which the program intends to track its progress against certain aspects of the mission, namely 'preparing, inspiring or providing opportunities for public health careers.' During the site visit, program leaders and faculty</p>	<p>culturally diverse public health professionals who demonstrate strong ethical standards, are dedicated to social justice, advocate for the under-represented, and advance social equity to improve the health of the communities they serve.</p> <p>Evaluation of this mission will include competency attainment, as well as assessments and student and course surveys. Further in depth evaluation will include the number of students that participate in service activities and our annual "MPH Day of Service" (post COVID), graduate and alumni surveys, focus groups, and Delta Omega Honor Society service activities.</p>	<p>measurability, the response addresses the area of noncompliance identified in the team's report. The Council acted to change the team's finding of partially met to a finding of met with commentary.</p> <p>The commentary relates to the need for the program to ensure that its evaluation measures fully capture all aspects of the revised mission statement. The program's response to the team's report indicates that the program will track the revised mission through "assessments and student and course surveys." The Council infers that this statement refers only to the revised aspects of the program's mission and expects that the program will also continue tracking measures in place at the time of the site visit, such as faculty participation in professional development activities, faculty participation in community projects, etc.</p>
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		acknowledged the need for more explicit measures to assess this aspect of the mission and noted that the program is currently redesigning their evaluation plan and assessment processes through a review process.		
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B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		The self-study describes a recurring process for updating the curriculum, in which all courses are reviewed every three years by the MPH Curriculum Committee. During the site visit, reviewers learned that the program's online learning model has shifted over time toward more experiential learning opportunities for the adult learners who enroll in the program. Such changes to the curriculum emphasize presentations and mock tabletop exercises.	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.)		Assessment of curriculum effectiveness relies heavily on students' end-of-course survey responses and course grading. The MPH Curriculum Committee reviews the data and provides suggestions for improvement to the instructional designer and subject matter expert; after the course is revised, the committee re-assesses the syllabus to ensure that all areas of concern were addressed. For example, the program redeveloped the BIOS 7000 course, which has been revised three times over the previous five years to address to student concerns. The concerns were related to the textbook that was assigned and the		

		<p>structure of assessments. The textbook has been replaced, and the course addresses SPSS with new assignments.</p> <p>Another example of a change based on evaluation data relates to student retention. The program's problematic graduation rates led it to adopt a more assertive advising style, as described by program faculty. Students now receive routine wellness checks to maintain better connection with the program, which allows faculty to closely monitor students, specifically those more at-risk of withdrawing.</p>		
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C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		Site visitors determined that the program's financial resources are currently adequate to fulfill its stated mission and goals and to sustain its degree offerings.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		<p>The program follows the university's operating procedures for requesting, securing, and using fiscal resources. The budget development process spans a six-month timeframe and requires input from all schools, departments, deans, and vice presidents. Budget managers begin by submitting budget requests for new positions, new programs, and initiatives, and prioritization is given to accreditation, mission and vision, and strategic initiative fulfillment.</p> <p>The department is responsible for generating enough revenue to be self-supporting and to cover its portion of</p>		

		<p>required university support (overhead) expenses. Operating costs are funded primarily through tuition and fee revenue, which produce approximately 90% of budgeted revenue. The remaining 10% of operating revenue is from investment income, operating leases, auxiliary enterprises, and clinical services.</p> <p>Expenditures on faculty and staff salaries (with fringe benefits), miscellaneous operating expenses, memberships and dues, and travel were approximately \$1.1 million for the 2019 fiscal year. Tuition revenue during this period was \$2.9 million.</p> <p>Public health faculty salaries are paid from tuition revenue. If a faculty member receives a research grant that covers a portion of his/her salary, the salary savings are reinvested into the department through the annual budget process. For research grants, 25% of the indirect costs are allocated for general department expenditures such as purchasing equipment and supplies. The remaining 75% of the indirect cost is applied to meet the university's cost of maintaining and administering programs and facilities.</p> <p>The Office of Sponsored Programs offers an internal grant for faculty that is university funded, for travel to professional conferences or meetings.</p> <p>The department chair can request additional funding up to \$5,000 from the dean, and these funds are added to the next fiscal year when expenses are submitted by the dean to the university. For funds exceeding \$5,000, the department chair must send a request during the budget cycle (fall of each year). For example, a request for a new</p>		
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		<p>faculty member would be submitted during this process. The request is reviewed by the college dean, then by the senior vice president for academic affairs, and the final decision is made by the university president.</p> <p>The program does not directly fund student support; the university offers four partial scholarships, each offering an award to one student per school or college every academic year, and program students are eligible for these.</p> <p>Students can apply to an endowment fund that reimburses the cost of the CPH exam. The endowment also covers the lifetime dues for Delta Omega graduate inductees. Since the funding from the endowment is limited, the chapter plans to begin fundraising to cover dues through the chapter instead of the fund. Fundraising will also allow the chapter to sponsor a student to travel to the APHA conference.</p> <p>During the site visit, faculty and staff did not express any concerns related to fiscal resources. Faculty shared that even during the current pandemic, ATSU has fared very well budget-wise because the enrollment in online programs has increased. Faculty also noted that a new resource associate position has been incorporated into the program to seek out potential grants.</p>		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The program has sufficient faculty resources to support its two MPH concentrations. The generalist concentration	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		has three PIF and 18 non-PIF, and the dental public health concentration has three PIF and 10 non-PIF. No faculty member is double counted across the two concentrations.		
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable	N/A	The program considers PIF as full-time faculty dedicated solely to the program (all at 1.0 FTE) and non-PIF as adjunct faculty who teach one to two courses per block per academic year.		
Ratios for general advising & career counseling are appropriate for degree level & type		Advising ratios for academic and career advising and for the MPH ILE are the same, an average of 10 students with a minimum of five and maximum of 18. The program caps required and elective courses at 15 students to ensure that faculty can adequately meet student needs.		
Ratios for MPH ILE are appropriate for degree level & nature of assignment		The program collects quantitative and qualitative data regarding class size and faculty availability through end-of-course evaluations. The survey asks students to rate their satisfaction with the amount and quality of instructor interaction in their courses, interactions with fellow students in their courses, whether course discussions enhanced their learning, and whether instructors established an active presence within their courses. Data from 2018-19 show that 87% of respondents were satisfied with instructor interaction, 89% were satisfied with student interactions, and 92% were satisfied with instructors establishing an active presence in courses.		
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A			
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	N/A			
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)		In addition, students are asked to rate their agreement with instructors answering emails and requests for formative feedback in a timely fashion; 91% of respondents were satisfied.		
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)				

		<p>Students' open-ended responses focused on faculty, fellow classmates, and interactions. Positive feedback included that class was a "great learning experience with very supportive faculty" and that "discussions are very helpful when learning new information because each student has their own perspective that other students can learn from."</p> <p>During the site visit, students shared their satisfaction with the class sizes, noting that the smaller class sizes allow for more meaningful discussions, especially in discussion boards. Students also shared that faculty availability exceeded their expectations in comparison to their undergraduate experiences. Faculty who met with the site visit team noted that as the program expands, adding additional full-time faculty positions could expand the program's research capabilities.</p>		
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C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The program has adequate staff and other personnel to fulfill its stated mission and goals. The program has 12 administrative support staff who collectively contribute 4.9 FTE. The range of staff functions include student advisement, instructional design, information technology, and administrative duties, among others. Additionally, support staff from university student affairs (financial services, enrollment services, writing center and enrollment services) provide assistance, as needed, to the program.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable				

		At the time of the site visit, program faculty noted that staffing and personnel resources were adequate to support administrative and education functions.		
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C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The program has adequate physical resources to fulfill its mission and goals. The program is offered fully online, and faculty work remotely. The program's administrative offices are housed on ATSU's Missouri campus, which include office space for administrative support personnel, instructional designers, and the academic advisor. Students in the dental program are residential at both campuses and have access to university shared spaces. ASTU's commitment to online resources is further discussed in Criterion C5.	Click here to enter text.	
Physical resources appear sufficiently stable				

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		As an online program, adequate online resources, specifically library resources, are essential and a main priority for the program and the college. The self-study	Click here to enter text.	

Adequate IT resources, including tech assistance for students & faculty		describes a robust online library program, ATSMlib, which includes complete library and multimedia resources that include evidence-based resources and services needed to support student studies and faculty teaching and research. Faculty and students can access ATSMlib through a single search engine, OneSearch, that houses all the resources in the library system.		
Library & IT resources appear sufficiently stable		<p>The library's collection includes an abundance of resources specific to areas of public health including evidence-based interventions, measurement instrument resources, special population resources, and environmental science and toxicology, among others. Direct link research resources include PubMed, Ovid Technologies, EBSCO-CINAHL, Theme Electronic Book Library, and ProQuest dissertations and theses. An online librarian provides exclusive service to the online community.</p> <p>ATSMlib also provides a full range of mediated services, including training and assistance in subject searching; strong document delivery and interlibrary loan services; and one-on-one, small-group, classroom training in effective use of ATSMlib's resources and collections; as well as web-based research tutorials. A weekly research tip email keeps online students connected with library services and the online librarian. The library also provides library resources and support for ATSU alumni and preceptors via special websites providing access to select evidence-based resources and library services including free documents.</p> <p>During the site visit, faculty and staff praised ATSU's commitment to IT providing the necessary IT resources and noted that they have access to all the resources required</p>		

		to deliver quality distance education. Students also praised the 24/7 help desk for its commitment to helping them troubleshoot technological issues at any point in time.		
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D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>The program ensures that students are grounded in foundational public health knowledge primarily through PUBH 5000: Introduction to Public Health Concepts for generalist students and PUBH 5050: Introduction to Dental Public Health for dental public health students.</p> <p>Reviewers were able to validate coverage of all learning objectives through course syllabi, as shown in the D1 worksheet.</p>	Click here to enter text.	

D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The program addresses the 22 foundational competencies through core and concentration courses. The program has eight core courses that all students take in addition to six courses per concentration. All students also complete a public health practicum. The program maps the 22 foundational competencies to a mix of core courses and concentration courses for each of the two concentrations offered. The core courses address community health, environmental health, biostatistics, epidemiology, health policy and politics, and program development, among others. Students in the joint MPH programs complete all required courses.</p> <p>The concern relates to reviewers' inability to validate an appropriate assessment for competency 16. The assessment asks students to reflect on leadership style rather than applying leadership principles by developing their own strategies or approaches to a given scenario.</p>	<p>This issues has been resolved: Competency 16, in EPID6100-Epidemiology, Module 9. Leadership During Crisis Announcement.</p> <p>You are the lead epidemiologist for your state public health department. Based on what you have learned in this course, make a 5 minute video press release on Zoom (posting the link in the discussion board). The target audience is the constituents of a community of your choice – be sure to identify the community by name. In the press release, explain the vision of your epidemiology department, explain how your department empowers others, how your department fosters collaboration (name collaborative partners), and how your department helps guide the decision-making of our government agencies and decision makers. Be sure to include the principles of leadership, governance, and</p>	<p>The Council acknowledges the program's response concerning the updating of an assessment to address foundational competency 16. Based on the information provided, the Council was able to validate compliance with this criterion.</p> <p>Therefore, the Council acted to change the team's finding of partially met to a finding of met.</p>

			<p>management in your press release relative to your department. See Attachment A.</p> <p>Competency 16 is also present in multiple courses. Please let us know if further examples are requested.</p>	
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D2 Worksheet

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

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The program's two concentrations each have five distinct concentration competencies that are appropriate for the degree. The concentrations' competencies are mapped to five concentration-specific courses.	This issue has been resolved: Competency 3, in MPHD3-SHMG6000: Global Health, Module 1. M1 Discussion.	The Council acknowledges the program's response concerning the updating of an assessment to address dental concentration competency 3. Based on the information provided, the Council was able to validate compliance with this criterion.
Assesses all students at least once on their ability to demonstrate each concentration competency		The concern relates to concentration competency three in the dental concentration, in which the assessment opportunity overlaps with that of foundational competency 22. The description of the specific assessment of this competency, "apply systems thinking tools to compare the U.S. oral healthcare system to the oral healthcare system in a country of your choice," is identical to the assessment of foundational competency 22. The program was not able to demonstrate that students achieve a higher level of performance through the concentration-specific assessment.	Select a single health condition or disease and take a stance on the following: Is health better in developing countries or developed countries? Evaluate and apply evidence to address individual and population health issues. In response to your peers, state why you agree or disagree with their post and provide evidence to support your stance. See Attachment B.	Therefore, the Council acted to change the team's finding of partially met to a finding of met.
If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES)	N/A		Competency MPHD-3 is also present in multiple courses. Please let us	

			know if additional examples are requested.	
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D4 Worksheet

MPH Generalist Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze significance of public health journal articles.	Yes	Yes
2. Use theory, principles, and perspectives to analyze ethical dimensions of public health problems.	Yes	Yes
3. Apply health behavior models to address public health problems.	Yes	Yes
4. Demonstrate approaches to assess, prevent, and control environmental and/or occupational health hazards.	Yes	Yes
5. Evaluate organizational structures, culture, and political factors to initiate and sustain organizational change.	Yes	Yes

MPH Dental Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Integrate social determinants of health into dental public health practice.	Yes	Yes
2. Demonstrate ethical decision-making in the practice of dental public health.	Yes	Yes
3. Apply and evaluate evidence to address oral health issues for individuals and populations.	Yes	Yes
4. Lead collaborations on oral and public health issues.	Yes	Yes
5. Evaluate systems of care that impact oral health.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		Students are required to complete a 180-hour planned, supervised, competency-based, and evaluated applied practice experience (APE). After identifying and receiving program approval of a site and preceptor, students work collaboratively with their site preceptors and the practicum coordinator (full-time faculty member) to complete the APE learning agreement. After the learning agreement is approved by the practicum coordinator, it is signed by the student and site preceptor and submitted online. This document requires a project description as well as a list of each product to be created (minimum of two), a list of primary tasks required in the creation of each product, and a list of competencies each product will demonstrate (minimum of five total, three of which must be foundational). In addition, students must keep a time sheet of all hours spent on the APE.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least 5 competencies, at least 3 of which are foundational		To assess the APE for each MPH student, the practicum coordinator, a second MPH faculty member, and the site preceptor evaluate products for successful demonstration of the competencies stated in the learning contract. If the quality of the products is insufficiently developed, the faculty and preceptor give the student feedback and guidance on how to improve them. Similarly, if a minimum of five competencies are not demonstrated, the student is required to improve or expand the products or generate additional products for the site. Once the products are acceptable, based on the judgment of the two faculty		

		<p>members, the student must upload them into Canvas, where they are formally approved.</p> <p>The program has developed templates for students to follow to ensure that they address all requirements. In addition, the forms set benchmarks that keep students on track for pre-, mid-, and post-review of APE projects. The program also provides video introductions to give students additional guidance on selecting and confirming APE projects.</p> <p>The self-study notes that as an online program, students have an expanded wealth of potential APE locations and sites. The self-study also acknowledges that some students feel stressed to identify sites on their own. The program continuously evaluates and refines its process and procedures, including continued development of specific and detailed instructional/informational guides.</p> <p>The current curriculum, including these APE requirements, went into effect in fall 2019. The program was able to provide three completed APE samples from students in the general concentration and two samples from students in the dental concentration. Reviewers were impressed with the quality of work products in the samples and noted the evident value to community sites.</p> <p>Some examples of practicum sites include the County of San Luis Obispo Health Agency, Victim Intervention Program/Rape Crisis Centre at Parkland Hospital, and the Kern County Public Health Department. The student samples of work products included a series of education PowerPoints for a public health agency's community courses, an infographic on identifying fall risks for an</p>		
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		<p>organization's website, informational handouts, a trivia quiz and fact sheet for victims of rape and sexual assault, and a recommendation report for a health center to improve quality of health care services.</p> <p>During the site visit team's discussions with faculty and students, reviewers were able to validate adequate and appropriate supervision and assessment of APE work products. Faculty, staff, and students noted that students have been successful in identifying public health related practicum sites that meet program needs.</p>		
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D6. DRPH APPLIED PRACTICE EXPERIENCE

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

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		<p>After completing the APE, students begin the ILE, which requires them to self-identify a minimum of three competencies (of which two must be foundational) and demonstrate the ability to appropriately integrate and synthesize the competencies in a final product. The ILE product is expected to be a high-quality written document aimed at external stakeholders. The document is intended to be a more thorough product that thoughtfully and meaningfully expands on the student's previous APE</p>	<p>Click here to enter text.</p>	
Project occurs at or near end of program of study				
Students produce a high-quality written product				

<p>Faculty reviews student project & validates demonstration & synthesis of specific competencies</p>		<p>experience and work. The practicum coordinator is responsible for overall coordination of the experience.</p> <p>After the student and the student's assigned faculty advisor agree on the type of final written document to be developed and the specific competencies to be demonstrated, students complete the ILE final document agreement form and submit it via Canvas; the faculty advisor and practicum coordinator must formally approve it. The final version of the ILE can take the form of a project report, research paper, program evaluation, grant application, policy brief/analysis, training manual, or curricular resource, among other options. The faculty advisor and a second MPH faculty member review the document. Reviewers use a rubric for grading to ensure standardization in assessment of the ILE products.</p> <p>The updated curriculum, including the ILE requirements, went into effect in fall 2019; therefore, no students had completed the ILE at the time of the site visit, but some students were in the process of completing their ILE. The site visit team was able to verify the ILE requirements through review of the ILE rubric and detailed ILE guidelines document.</p> <p>During the site visit, students' comments indicated their reliance on and appreciation of faculty support throughout the ILE project, stating "I don't think I could have attempted my ILE without the advice I received."</p>		
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

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

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

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

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

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		The MPH program consists of 15 courses: 14 three-credit courses and a six-credit APE. The MPH degree requires successfully completing 48 credits of coursework and related program requirements. ATSU's registrar defines one credit hour as equivalent to approximately 45 hours of student work.	Click here to enter text.	

D15. DRPH PROGRAM LENGTH

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

D16. BACHELOR'S DEGREE PROGRAM LENGTH

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

D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

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

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

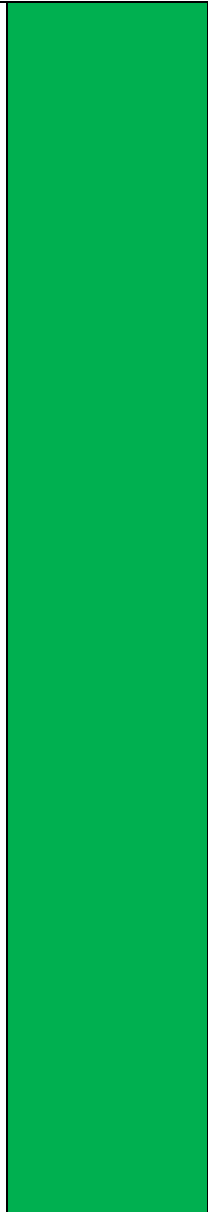
Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D19. ALL REMAINING DEGREES

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

D20. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		<p>The program is offered solely in an online format. Online instruction primarily occurs asynchronously, with some exceptions. In PUBH7500: Development of Community Based Programs, students are required to prepare a presentation for their peers that is followed by a question and answer session. In the biostatistics course, instructors often hold synchronous mentoring sessions for groups of students. All courses are delivered using the Canvas LMS.</p> <p>The online MPH program is well-suited to working professionals and non-traditional students. The program also allows students in ATSU's dental and osteopathic medicine programs to pursue public health degrees in an effort to develop perspectives that will be beneficial to these students' future patients and communities. The program supports regular and substantive interaction between and among students and faculty through video conferences and virtual gatherings as well as weekly discussion board posts and similar interactions.</p>	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services				
Ongoing effort to evaluate academic effectiveness & make program improvements				

<p>Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification</p>		<p>The program provides administrative support, IT, and student support through numerous mechanisms at the university level. The ITS helpdesk is the central point of contact for issues concerning technology; support staff work with students to resolve technology problems and answer questions. In-house technicians are available to assist during business hours, and an outsourced call center assists with issues during evenings, weekends, and holidays. The university portal allows students to access all online resources, such as career services, the university writing center, counseling services, enrollment services, ITS, student affairs, among others. Students reported general satisfaction with institutional supports (e.g., IT, library, counseling, etc.) related to their curriculum.</p> <p>Academic advisors serve as the main point of contact for students and are familiar with all university services (e.g., university writing center, financial aid, and the university ESL services) to direct students</p> <p>Academic rigor of the MPH degree is primarily addressed through a review process that each course goes through every three years, at which point the associate dean for academics and assessment summarizes grade distribution, student feedback, and overall Carnegie unit content for the MPH Curriculum Committee to review.</p> <p>The MPH program verifies student identity through various mechanisms throughout a student's engagement with the university. Each student is provided with a unique student login identification and password. This is the only mechanism by which students access student services and online courses. As students communicate with university admissions, registration, and payment departments,</p>		
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		personally identifiable information is used to verify student identity.		
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E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The program's curriculum is delivered by six full-time and 27 adjunct faculty. All full-time faculty hold terminal degrees in disciplines of dentistry and/or public health. Nearly all hold American Board of Dental Public Health (ABDPH) or Certified in Public Health (CPH) credentials. Program faculty have academic training and experience in health policy, health services, epidemiology, behavioral sciences, and clinical dental practice. Dental public health faculty are required to have a dental degree (DDS or DMD).	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (eg, bachelor's, master's) & nature of program (eg, research, practice)		Adjunct faculty who support the dental concentration are working in public health and possess a dental degree and/or a PhD. Many of these adjunct faculty also have an MPH, and four are board certified in dental public health. All but three of the adjunct faculty supporting the MPH general concentration have doctoral degrees; two of these supporting faculty members have MPH degrees, and one is in the dissertation stage of a doctorate in health education.		

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 program faculty have a broad variety of experiences in public health practice and settings outside academia.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		Primary faculty have practice experience in areas including epidemiology and emergency preparedness and have worked in community health centers as clinicians, directors, and program planners. One faculty member also has leadership experience in health care ethics as an ethics advisor for the Donor Network of Arizona. Faculty members also include a former state dental director (Wisconsin); a former chief of the Bureau of Epidemiology and state epidemiologist (Delaware); and a dental officer in the US Army Dental Command who retired as a colonel and served as the chief of the dental branch of TRICARE, where he also served as a consultant to the US surgeon general, US Army surgeon general, and assistant secretary of defense for health affairs on issues pertinent to dental public health.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		The program's adjunct faculty also have diverse public health experience. Four adjunct faculty founded their own business or charity, including a public charity dedicated to improving outcomes of underrepresented elementary school children through elimination of food and medical insecurity; a consulting firm to elicit change, improve quality outcomes and deliverables, human resource assessment, development and training, grant writing, new program development, and curriculum revision; and a		

		<p>consulting firm in social media and promotion of health literacy and overall wellness, particularly in minority and disadvantaged populations. Other adjunct professional roles include the CEO of two rehab hospitals and the director of oral health at the Texas Health Institute.</p> <p>Faculty members have public health experience across five continents, particularly in the countries of Cambodia, Costa Rica, Finland, Germany, Greece, Honduras, India, Italy, Nigeria, Panama, South Korea, and Vietnam. They have also worked with a variety of underserved populations within the United States, including Asian, Black, Creole, Hispanic, Puerto Rican, physically and developmentally disabled, homeless, low-income, recent immigrants, Indigenous, and LGBTQ. For example, a faculty member currently works as a research associate for the Center of American Indian Community Health at the University of Kansas Medical Center.</p> <p>During the site visit, reviewers were able to validate that faculty establish practice links with state and local public health agencies. However, faculty noted that as a primarily online program, establishing these linkages is challenging.</p>		
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E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>The program's full-time faculty are required to complete and commit to an annual faculty development plan. Adjunct faculty are required to update professional records twice a year. ATSU provides access to a range of presentations on professional development in instructional effectiveness. New faculty must complete a faculty orientation course that provides them with an overview of the university and college missions and priorities. During the orientation, faculty are also provided with an overview of different pedagogies and theories on instructional effectiveness and student engagement, among other relevant topics.</p> <p>The program has several procedures to evaluate faculty instructional effectiveness. For example, the department chair reviews course instruction at least once, and often several times, during an academic block (equivalent to a quarter term). In addition to periodic checking, the department chair gets a report at the end of each week and at the end of each course. The report includes degree of participation in discussions, excerpts from those discussions, whether weekly discussions were posted in a timely fashion, whether grades for each module were posted in a timely fashion, and excerpts from student evaluations pertinent to the instructor's performance, including whether the instructor was courteous and gave useful feedback.</p>	<p>Click here to enter text.</p>	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				

		<p>The program also evaluates instructional effectiveness by conducting annual evaluations for full-time faculty and quarterly evaluations for adjunct faculty and by reviewing student evaluations. Questions in the student evaluation for each course include assessment of the amount and quality of instructor-learner interaction as well as whether the instructor was able to demonstrate above-average knowledge of the subject.</p> <p>The university uses Quality Matters (QM) for continuous improvement of online course design and delivery. The QM subscription allows the college to facilitate the Applying the QM Rubric (APPQMR) workshop, which all full-time and adjunct faculty are encouraged to complete. The subscription provides access to the fully annotated QM higher education rubric and delivers discounts on other professional development courses and workshops. In addition to the QM subscription, the college absorbs the cost for the APPQMR course for all full-time and adjunct faculty. Several of the program's leaders and faculty are certified. The ATSU Learning Center also offers workshops and seminars throughout the year.</p> <p>Full-time faculty receive \$2,500 per year for professional development-related activities (e.g., travel, registration, books, software). Additionally, the university offers all full-time and adjunct faculty a 50% discount on tuition for all courses in any ATSU program.</p> <p>Student and peer evaluations play a vital role in decisions about faculty advancement. In promotion to the rank of associate professor, the candidate must exhibit teaching effectiveness as evidenced through student and peer evaluations, and development of new educational</p>		
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		<p>programs or teaching materials. In promotion to the rank of professor, the candidate must exhibit ongoing innovation in teaching resulting in improved student outcomes.</p> <p>The program tracks three indicators related to faculty instructional quality. In the category of faculty currency, the program uses QM as a resource for external review. At the time of the site visit, three courses had achieved QM certification, and the department intends to have two to three courses certified each year going forward.</p> <p>In the category of faculty instructional technique, student satisfaction with instructional quality is assessed through the end-of-course evaluations. Evaluations ask several faculty assessment questions related to faculty knowledge of subject area, faculty feedback to students, added value, and course discussions. Data from the past three years show that the average satisfaction score for each area was 4.5 or higher out of a maximum of 5.</p> <p>In the category of program-level outcomes, the program began requiring grading rubrics for all courses in 2015. Students are introduced to rubrics in the orientation course and reminded of their purpose in the welcome videoconference held at the beginning of each term. The program encourages faculty to put feedback directly into the rubric to remind students to check for the rubric while completing any assignment.</p>		
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E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>The program identifies faculty research as essential to its mission. All full-time public health faculty are expected to contribute to research to some degree. Depending on each faculty member's interests, expertise, and overall departmental objectives, annual assignments include 10%-60% of time dedicated to research and scholarly activities. Starting in 2013, the department reduced faculty loads from three courses per term to two courses, to provide faculty more time to develop their research. Full-time faculty status is only granted to those who perform research and scholarly activities.</p> <p>The program's dedication to research is consistent with the broader university's expectations; thus, faculty have access to an abundance of resources. Some of these university resources include financial support for scholarly activities such as attending conferences and creating, publishing, and disseminating newsletters and other research-related publications, documents, and materials. The university also funds salaries of research faculty and staff and provides funding for initial research project development through competitive internal grants. In addition, the university manages several intramural funding programs for faculty and students such as the ATSU Strategic Research Fund, which provides seed money to support small studies to collect pilot data. The Department of Sponsored Programs also provides staff support to public health faculty and students through</p>	<p>Click here to enter text.</p>	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>funding, statistical support, and support in development and submission of manuscripts.</p> <p>The college's Research Webinars Initiative, sponsored by the Department of Public Health, has become a university-wide resource since 2014. These webinars help faculty keep abreast of developments in the field of public health, share knowledge gained from their ongoing research activities, and network with outside speakers.</p> <p>The self-study notes several examples of faculty-initiated research projects on subjects such as low-birth-weight deliveries, vaccine hesitancy, and geographical dimensions of oral health. The self-study also notes several examples of extramurally funded projects (case studies of community interventions, funded by CDC), training awards (oral health workforce training, funded by HRSA), and community-based projects (Connecting Kids and Health Information, a collaboration with YMCA).</p> <p>The program focuses on integrating faculty research with the public health curriculum, and there has been a consistent effort to incorporate principles of research design and execution within program courses. In 2013, the MPH Research Committee developed a rationale and set of guidelines to assist faculty members in integrating research into their courses. The underlying premise is that research must be integrated into the classroom to provide students with valuable tools for their careers in applied public health practice.</p> <p>Faculty encourage students to participate in their research and to pursue research of their own. One student turned her completed practicum into a research</p>		
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		<p>project with support from a faculty member. She studied the oral health needs of 76 female jail inmates in Phoenix, presented her findings at the APHA annual meeting, and won first prize among students at the National Oral Health Conference. Another example is a group of faculty members who are working on developing a proposal for a federal grant for their research on improving mind, body, and spiritual wellness through cultural connections. The group is currently looking to have an MPH student join their team to develop a diabetes intervention for the program.</p> <p>The program has identified four outcome measures to track its success related to faculty research and scholarly activities: 1) number of professional presentations by full-time faculty, 2) number of peer-reviewed publications submitted by faculty, 3) number of publications by faculty accepted, and 4) percentage of full-time faculty who are participating in research and scholarly activities. All targets for each outcome measure were met or exceeded for each of the last three years. For example, the program set a target of three professional presentations by faculty each year, and the outcomes for the past three years have been 21 (2016-17), 17 (2017-18), and five (2018-19).</p>		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		<p>The program has a strong commitment to faculty extramural service. This commitment is reflected in the program's guiding statements, faculty handbook, and annual professional development reviews for faculty, and is a core intutional value addressing leadership in community health and social responsibility.</p>	<p>Click here to enter text.</p>	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		<p>The college offers faculty members an annual stipend of \$2,500 for faculty development. These funds may be used for professional membership dues and travel to and from professional meetings and conferences. Faculty are encouraged to pursue leadership positions within their professional organizations. The university and college provide rewards for participation in meaningful activities for these organizations. These rewards include advances in faculty rank, awards for service, and time to participate in these activities.</p> <p>The program noted that since public health faculty are dispersed across the United States, faculty have a unique opportunity to develop service-related public health activities across the country and to participate in many different ongoing public health activities at multiple levels of public health. Faculty members serve on community boards, review journal articles, serve as members of community-based committees, and volunteer their time for community service to improve health.</p>		

		<p>The program outlines numerous examples of community and professional activity by faculty and staff in the self-study. For example, in 2013, the dean of the college met with and formed a partnership among the university's public health faculty and 16 local county health departments composing the Northeast Missouri County Healthcare Group, also known as Troop B. After the Troop B partnership was formed, this gave students the opportunity to focus their health communications campaign projects on the 16 counties involved in the partnership. This also led to the redesign of the environmental health course to focus on these populations, and students designed campaigns to be used by each of the counties. The redesigned course began in Fall 2020 and in 2021, and the course will be reassessed based on how accessible the materials are for use in Troop B. Faculty have also participated in service to organizations such as the Susan G. Komen Breast Cancer Foundation, Day for Special Smiles, Smiles Beyond Bars, Coconino Humane Association, and Flagstaff Family Food Center.</p> <p>All faculty members belong to professional organizations appropriate for their specialties, including the American Public Health Association (APHA), Society for Public Health Education (SOPHE), National Rural Health Association, Center for Public Health Systems and Services Research, American Association of Public Health Dentistry (AAPHD), Association of Military Surgeons of the United States, Society for Epidemiologic Research, and the American College of Epidemiology, among others. Many have served in leadership roles in these organizations and have received awards for their service and leadership.</p>		
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		<p>Faculty members bring these experiences into the classroom as they design the curriculum and individual courses. Faculty members observe asynchronous student discussion forums daily and participate frequently to help stimulate and focus discussions. Through these online conversations, faculty share their experiences to provide context for the discussion topic. For instance, one faculty member uses his experience as a member of the ASTDD to connect students with the organization, and two dental public health residents developed white papers for the ASTDD for their practicum projects in 2018-19; both papers were published on the ASTDD website. Another faculty member is stationed at Travis Air Force Base and discusses the coronavirus quarantine order on base and perceptions of military families living in on-base housing during the quarantine with students; she has also helped students learn to track the coronavirus outbreak as it occurs in real time.</p> <p>The program has chosen three indicators that provide meaningful information related to service, including percent of full-time faculty participating in extramural service, number of community-based projects, and public/private or cross-sector partnerships for engagement and service. Although faculty are not required to participate in service, they recognize that it is required for promotion; thus, 100% of faculty have participated in extramural service each year over the last three years.</p> <p>Reviewers noted the program's strong commitment to service. During the site visit, faculty expressed that the \$2,500 annual funding has been adequate for professional and related activities, though the current COVID</p>		
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		pandemic has limited opportunities for attending many professional conferences and related events.		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program solicits feedback from community members through the Curriculum and CEPH Committees. The Curriculum Committee has three community members and an alumnus, and the CEPH Committee has two community members and an alumnus. These members provide the program with feedback and have voting rights. Based on a review of meeting minutes, site visitors confirmed that community partners and the alumni representative have provided feedback about the vision, mission, values, goals, evaluation measures, and the self-study during CEPH Committee meetings.	In response to this feedback, the PH program has established a public health advisory committee consisting of managerial public health professionals, academics, alumni in positions to hire, manager and employers of ATSU CGHS MPH alumni, and other individuals involved in employing public health graduates and professionals. This advisory committee will meet annually and is chaired by public health senior faculty, Dr. Jaana Gold, and vice-chaired by MPH department chair Dr. Mary-Katherine McNatt. The advisory committee provides feedback to the program on, but not limited to, curriculum, course objectives, competency delivery and attainment, program outcomes, graduate outcomes, program delivery, evaluation methods, etc.	The Council appreciates the program's response regarding the development of a public health advisory committee and plans to collect employer information from MPH graduates.
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 				
Defines methods designed to provide useful information & regularly examines methods		The self-study indicates that the program assesses changing practice and research needs through faculty attendance at yearly development activities such as conferences. The self-study also notes that the program collects data related to graduates' ability to perform competencies in an employment setting through preceptor evaluations after students complete the APE and through students' evaluations of their experiences.		
Regularly reviews findings from constituent feedback		The first concern relates to the program not collecting community feedback regarding changing practice and research needs. The program relies on faculty attendance to external conferences and meetings to gather		

		<p>information on trends in public health practice. The program's external stakeholders have only been invited to provide feedback on the program's guiding statements and self-study process.</p> <p>The second concern relates to the program's reliance on APE preceptors to assess graduates' ability to perform competencies in a post-graduation setting. The program does not collect feedback related to student outcomes from employers or other relevant constituents, as required by this criterion.</p>	<p>MPH graduates, upon graduation, and in their alumni survey, will be asked to identify employers who may be willing to participate in this advisory committee. Additionally, alumni may email their employers name and contact information at any time as a potential participant.</p>	
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		<p>The program introduces students to community and professional service opportunities through the curriculum and through announcements in the student corner of the LMS and the MPH Student and Alumni Association Facebook page. The department also initiated a chapter of Delta Omega, which consists of alumni and recent graduates who have demonstrated a history of service to the community. The chapter is in the process of putting together its mission, vision, goals, and bylaws. Once goals are finalized, the chapter will begin strategizing how to be more productive. While primary goals have yet to be voted on, goals are likely to consist of service activities centered on raising money for Corbin's Legacy Back to School Day, and raising enough money to start mentoring</p>	<p>Click here to enter text.</p>	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field				

		<p>and sponsoring students to participate in Delta Omega's poster session at the annual APHA meeting.</p> <p>Examples of community service opportunities available to public health students include advocating to Congress about health policy and volunteering at Muslim Community Support Services, the Special Olympics, and Give Kids a Smile. Reviewers validated that community service opportunities expose students to the importance of learning and contributing to professional advancement of the field.</p> <p>During the site visit, students shared that opportunities are available, but students need to be proactive to be involved in such service activities. Students also shared that the program faculty encourage them to seek out opportunities in their local communities.</p>		
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F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines a professional community or communities of interest & the rationale for this choice		The program's professional communities of interest are 1) dentists providing clinical or other dental services to underserved populations and 2) members of professional organizations that the program's faculty have developed connections with. The rationale for the first community of interest is that the program offers a dental public health concentration; dental public health faculty have strong ties to professional organizations; the department has partnerships with ATSU-Arizona School of Dentistry and Oral Health and ATSU-Missouri School of Dentistry & Oral	Since the PH program is not physically located in any one community, the program will continue to rely on formal and informal relationships and partnerships established by the faculty to continue to fulfill this criterion. However, we will, when appropriate, endeavor to collect data by formally surveying some of	
Periodically assesses the professional development needs of individuals in priority community or communities				

		<p>Health; and that this professional community allows faculty to connect to others in their field of interest and also participate in professional development opportunities. The rationale for the second community of interest is the program faculty's interest in connecting with practitioners in their communities and addressing professional development needs uniquely met through their specific skill sets.</p> <p>Individually, program faculty informally assess professional development needs through their interactions with professional organizations. One faculty member attends board meetings of the Donor Network of Arizona (DNAZ) to assess professional development needs related to the end-of-life care and decision making. Identified professional development needs related to policy development, resource allocation, community relations, and clinical ethical dilemmas. The same faculty member also met with the director of pediatric intensive care at the Community Medical Center in Missoula, Montana to discuss professional development needs. The faculty member determined that the hospital does not have active consulting services related to ethics.</p> <p>Another faculty member conducted a survey through the HRSA oral health workforce grant about Florida dental providers' attitudes, knowledge, and practices related to obesity; dental caries and sugar-sweetened beverages; and overall professional development needs in 2019. The results of this survey are intended to inform future trainings.</p> <p>The commentary relates to the limited data produced that allows the program to identify the professional</p>	<p>those relationships to determine needs and to request evaluation after professional development delivery. Specifically, the program will continue to partner with the Urban InterTribal Center of Texas and intends to formally survey them to determine their professional development needs on a quarterly basis. Similarly, the program has been asked by the university (A.T. Still) to continue its "Public Health Topics" seminar series that it started in May 2020. The university community will be surveyed to determine which public health topics they would like to be covered, and a post-presentation satisfaction survey will be collected at the end of each seminar. Documentation regarding the HRSA oral health workforce trainings will be more diligent and thorough.</p>	
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		development needs of the community on a periodic basis. Two program faculty members have leveraged their existing activities to assess professional development needs but assessing workforce needs is not firmly established as a program priority. Without data or a process to periodically assess the needs of the program's identified communities of interest, the program relies on individual requests to deliver training opportunities to the workforce.		
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F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		<p>Faculty members develop and carry out professional development activities based on the feedback mechanisms described in Criterion F3.</p> <p>One faculty member has given presentations on how to handle staff discomfort related to legal requirements around end-of-life decision making, including ethical issues of withholding to DNAZ staff. Approximately 40 people attended each presentation (2015, 2016, 2017, and 2020).</p> <p>Another faculty member is developing training materials for Florida dental providers and community partners on common risk factors for childhood obesity and dental caries and will disseminate the trainings and tools to the state. She has five in-person trainings planned between October 2020 and December 2021.</p>	Click here to enter text.	

		<p>Another faculty member develops and presents continuing education for dental educators and dental providers. For example, she was scheduled to present a workshop at ADEA2020 (American Dental Education Association) on oral health, which was moved to next year due to the pandemic. During that workshop, she also plans to assess how educators are assessing evidence-based dentistry competency in their schools. She also will present a continuing education seminar to dentists and hygienists in Michigan in 2020.</p> <p>The program faculty have also delivered several presentations to local communities related to the COVID-19 pandemic. All the presentations were also recorded to serve as a resource.</p> <ul style="list-style-type: none"> • Public health ethics and the COVID-19 pandemic, May 21, 2020 (79 live attendees). • Public health emergency preparedness and response: Voices from the frontlines, May 27, 2020 (79 live attendees). • Mental health: The silent epidemic of COVID-19, June 19, 2020 (37 live attendees). 		
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		The program aims to achieve representation of underrepresented groups of at least 40% among students and 30% among faculty. The program has identified the following groups as underserved: Hispanic, American Indian or Alaska Native, Asian, Black or African American,	Click here to enter text.	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				

Learning environment prepares students with broad competencies regarding diversity & cultural competence		and Native Hawaiian or Pacific Islander. The program also identifies females as a target for student recruitment. The program seeks to achieve 50% representation by individuals identifying as female among both students and faculty. The program has met or exceeded most of its targets (students: 55% underrepresented minority and 63% female; faculty: 27% underrepresented minority and 67% female). The university tracks student self-reported identities during the application process.		
Identifies strategies and actions that create and maintain a culturally competent environment		The program reports that the college is one of the more diverse colleges at ATSU. Data from the last three years show that the public health program has consistently had at least 67% female students and 30% underrepresented minorities. As comparison, the university has about 56% female students and 18% underrepresented minorities.		
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)		To ensure a culturally inclusive curriculum, the program's subject matter experts and instructional designers collaborate during the revision process for each course to ensure that current events and topics addressed in the curriculum consider viewpoints of a variety of populations and that assessments allow students to consider viewpoints of underserved populations. Site visitors learned from administrators, faculty, and students that the subject of diversity and inclusion is considered central to the program. Faculty provided several examples of how the subject is addressed (e.g., ethics, oral health disparities, IRB, global health cultures, language/signage). Although the program does not use guest lecturers in courses due to the format of instruction, speakers in the college's webinar series are often from underrepresented populations.		
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				

		<p>The university conducts a climate survey; however, data are not stratified by college or program. The program reports that there are no plans to administer its own climate survey due to its small size. However, the program requests feedback from all faculty at the beginning of each term during the faculty meeting. Feedback specific to diversity and inclusion is also requested from students twice per course and in their graduation survey.</p> <p>The program collected comments from faculty, staff, and students on diversity and inclusion by sending an email in February 2020. One faculty member said that “the diversity of our students (racially, culturally, demographically) allows a greater variety of values, experiences, and perspectives to be expressed in the course discussions.” A student shared that “students are encouraged to be their authentic selves in discussion boards and through coursework, which promotes diversity and creates an inclusive culture that advances performance and growth.”</p>		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		The program has established well-structured processes and procedures for academic advising that meets student needs. Students have access to ATSU-CGHS academic advisors from the time of enrollment to graduation. Academic advisors are actively engaged with students and are required to be knowledgeable of the academics for the public health and dental public health programs.	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				

<p>Qualified individuals monitor student progress & identify and support those who may experience difficulty</p>		<p>Academic advisors are selected through a screening process that the university administration has developed and maintained. Strong technical, written, verbal, and problem-solving skills are sought for these positions.</p>		
<p>Orientation, including written guidance, is provided to all entering students</p>		<p>Academic advising is a team effort involving faculty and support staff that involves monitoring students for proper advancement in the program. Students needing additional assistance due to grades or outside stresses are provided additional assistance as needed. Students indicated that this is a positive element of the program.</p> <p>Academic advisors are significantly involved in students' academic needs at a variety of levels including academic welfare, classroom participation, and academic progress. Students deemed 'at risk' are closely monitored to ensure academic success. Students who are struggling academically can work with academic advisors to adjust the course load.</p> <p>To remain in good standing, all MPH students must maintain a 3.0 GPA. If a student's GPA is below 3.0 at the end of the semester, the academic advisor notifies the department chair, who places the student on academic probation. The chair then sends a letter via certified mail to the student, explaining why the student is on academic probation and the necessary academic performance required to remove the probationary status. The academic advisor is responsible for contacting students placed on probation on the same day the letter is sent to ensure that the student understands the probation terms, to determine the reason(s) the student is struggling academically, and to encourage appropriate measures, including time management or use of university writing</p>		

		<p>center, to help a student raise his/her GPA to the 3.0 minimum.</p> <p>Students are enrolled in an orientation course located in Canvas. While orientation is not required to start courses, academic advisors encourage students to complete the orientation to increase their chances for success in the program. The orientation course is arranged into 10 modules, similar to the MPH courses; in each module, students practice using various LMS tools, including quiz, paper submission, discussion, journal, wiki, and blog. In one module, students learn about rubrics, where to check their grades, and how to find feedback, both within the rubric and within the assignment.</p> <p>The program's graduate exit surveys indicate a high level of satisfaction with academic advising. A 92% satisfied/very satisfied rating was found in the 2019-20 student survey; this is an 11% increase from previous years.</p> <p>Students who met with the site visit team expressed a high level of satisfaction with academic advisors.</p>		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		The college's career services are available to all public health students and alumni. The career services coordinator assists with the preparation and refinement of CVs, resumes, and cover letters. The college also provides free user memberships to CareerShift, a job aggregation and professional networking platform, to all students and alumni.	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni		<p>In 2018-19, the college rolled out an alumni mentorship program. This program matches graduates with current students by field of interest. Alumni mentors may share their on-the-job experiences with current students, assist in networking, and provide individual career advice and support. Alumni mentors are volunteers who are identified through the annually administered alumni survey. Students seeking career advice are also encouraged to speak with their professors.</p> <p>In 2017, an MPH graduate worked with the career services coordinator on three drafts of a resume and cover letter to pursue an instructor position in dental public health. One student worked with career services to improve her resume to apply for a job with a health insurance agency.</p> <p>The program reported that since students often are employed by the time of graduation many do not utilize career services. Of students who do use the services, 61% reported being very satisfied or satisfied with career</p>		

		<p>advising in 2016-17, 46% in 2017-18, and 54% in 2018-19. During the site visit, reviewers discussed the low ratings with faculty and program leaders; faculty and staff expressed that they are aware of these ratings and believe that they are related to the online nature of the program and that most of the public health students are already employed and not needing or seeking career assistance.</p> <p>Students who met with the site visit team did not express any concerns related to career advisement. Some students noted that career advisement has also been addressed by their academic advisors.</p>		
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H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		<p>The program follows well-defined student complaint policies and procedures that are published in the institution's student handbook. Administrators, faculty, academic advisors, and support staff all have established roles and responsibilities to address possible student complaints.</p> <p>The procedures are clear and outline a process of addressing complaints from a verbal interaction and written process escalation to formal review with department chairs to the dean and administration, if needed. Complaints that escalate have established timelines that the administration must follow to address student concerns. Academic advisors have an added role</p>	<p>Click here to enter text.</p>	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				

All complaints are processed & documented		<p>in this process; they act as advocates or intermediaries for students, if needed.</p> <p>To date, the program has not had any formal complaints submitted to the institution.</p>		
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H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		Recruitment activities for the MPH degree include a variety of avenues designed to attract potential students, including the program website, a video from the department chair, and a request for information form. Enrollment representatives attend professional conferences appropriate to the field, as well as graduate fairs, which display advertising banners and allow for personal one-on-one connections and distribution of pertinent information. Other avenues used include Google ads, LinkedIn, Facebook, Reddit, and other means of attracting prospective students through digital marketing.	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		<p>The program has clearly established guidelines for admissions that requires a minimum 2.5 GPA, transcripts, and an essay. The essay is an important indicator of the prospective student's writing skills, which are important for success in an online program. Students with a 2.3 to 2.4 GPA are given the option to take two courses as a non-degree seeking student. If these students demonstrate a minimum 3.0 GPA in each course, they can officially apply and be accepted into the program.</p>		

		<p>The program identifies GPA as a meaningful measure to demonstrate its success in enrolling a qualified student body. The program's target for percentage of students accepted who meet or exceed the minimum GPA is 95%; the program has exceeded the target for the last three years.</p> <p>During the site visit, program leaders, faculty, and staff expressed their commitment to recruiting students from the underserved populations; this was also evident to reviewers after review of promotional and recruitment materials found on the program's website. The program's efforts align with the university's strong commitment. ATSU has received the Health Professions Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine for three consecutive years in a row. Only 24 health professions schools received the HEED award.</p>		
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		Site visitors reviewed the program and university's publications of educational offerings and found them to be clear and to present the required information necessary for students.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements		All materials are available online for potential and current students to review and reference, including the academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements.		

Advertising, promotional & recruitment materials contain accurate information		Most of this information is also included in the student handbook provided to all MPH students.		
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AGENDA

**A.T. Still University
College of Graduate Health Studies (ATSU-CGHS)
Master of Public Health Program**

Sunday, October 18, 2020

5:00 pm EDT, 4:00 pm CDT, 3:00 pm MDT, 2:00 pm PDT
Site Visit Team Executive Session 1

Monday, October 19, 2020

9:45 am EDT, 8:45 am CDT, 7:45 am MDT, 6:45 am PDT
Site Visit Team Executive Session 2

10:15 am EDT / 9:15 am CDT / 8:15 am MDT / 7:15 am PDT Program Evaluation	
Participants	Topics on which participants are prepared to answer team questions
Donald Altman, DDS, DHSc, EdD, MPH, MBA, MA, dean & professor Mary-Katherine McNatt, DrPH, MPH, chair & associate professor Jim Farris, PT, PhD, associate dean, academics and assessment, & professor	<i>Guiding statements – process of development and review?</i>
	<i>Evaluation processes – how does program collect and use input/data?</i>
	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i>
	<i>Budget – who develops and makes decisions?</i>
Total participants: 3	

11:15 am EDT
Break

11:30 am EDT / 10:30 am CDT / 9:30 am MDT / 8:30 am PDT	
Curriculum 1	
Participants	Topics on which participants are prepared to answer team questions
Mary-Katherine McNatt, DrPH, MPH, chair & associate professor Jaana Gold, DDS, PhD, MPH, associate professor M. Lindsay Wright, DMD, MPH, assistant professor Jeffrey Chaffin, DDS, MPH, MBA, MHA, assistant professor Gregory Loeben, PhD, associate professor Marsha Presley, PhD, MPH, research associate & adjunct faculty Bernard Fellner, MPH, alumni & Curriculum Committee member Aesha Turner, MS, adjunct faculty & Curriculum Committee member Jamie Sparling, MPH student & Curriculum Committee member Daryl Traylor, MS, MPH, PhD(c), MPH, adjunct faculty & Curriculum Committee member Dougherty Tsalabutie, MS, director, National Center for American Indian Health Professions, Curriculum Committee Susan Thomas, MEd, CGHS instructional designer	<i>Foundational knowledge</i> <i>Foundational competencies – didactic coverage and assessment</i> <i>Concentration competencies – development, didactic coverage, and assessment</i>
Total participants: 12	

12:45 pm EDT
Break

1:30 pm EDT / 12:30 pm CDT / 11:30 am MDT / 10:30 am PDT	
Students	
Participants	Topics on which participants are prepared to answer team questions
Sarah Amini-Rad Michael Cramburg Jacob Flink Carrie Gaines Deborah Hudman Corey Lubering	<i>Student engagement in program operations</i> <i>Curriculum</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>

Jacqueline Troxell Bhavana Yeragunta Ammar Musawi Marina Speece-Ledesma Jesse Martens Claire Friess, dual-degree ATSU-MOSDOH Jenna Hang, dual-degree ATSU-ASDOH Paul Lukavsky Rukma Nepal	<i>Complaint procedures</i>
Total participants: 12	

2:30 pm EDT
Break

2:45 pm EDT / 1:45 pm CDT / 12:45 pm MDT / 11:45 am PDT Curriculum 2	
Participants	Topics on which participants are prepared to answer team questions
Gregory Loeben, PhD, associate professor & practicum coordinator	<i>Applied practice experiences</i>
Jaana Gold, DDS, PhD, MPH, associate professor	<i>Integrative learning experiences</i>
M. Lindsay Wright, DMD, MPH, assistant professor	<i>Academic public health degrees</i>
Jeffrey Chaffin, DDS, MPH, MBA, MHA, assistant professor	<i>Distance education</i>
Marsha Presley, PhD, MPH, research associate & adjunct faculty	
Bethany Clatt, BS, academic advisor	
Susan Thomas, MEd, CGHS instructional designer	
Total participants: 7	

3:45 pm EDT
Break

4:00 pm EDT / 3:00 pm CDT / 2:00 pm MDT / 1:00 pm PDT
Instructional Effectiveness

Participants	Topics on which participants are prepared to answer team questions
Jaana Gold, DDS, PhD, MPH, associate professor M. Lindsay Wright, DMD, MPH, assistant professor Jeffrey Chaffin, DDS, MPH, MBA, MHA, assistant professor Gregory Loeben, PhD, associate professor Marsha Presley, PhD, MPH, research associate & adjunct faculty Susan Thomas, MEd, CGHS instructional designers	<i>Currency in areas of instruction & pedagogical methods</i>
	<i>Scholarship and integration in instruction</i>
	<i>Extramural service and integration in instruction</i>
	<i>Integration of practice perspectives</i>
	<i>Professional development of community</i>
Total participants: 6	

5:00 pm EDT
Break

5:15 pm EDT / 4:15 pm CDT / 3:15 pm MDT / 2:15 pm PDT Stakeholder/ Alumni Feedback/Input	
Participants	Topics on which participants are prepared to answer team questions
Bernard Fellner, MPH Lauren Kinser, MPH Maureen Perry, DDS, MPA, MEd, associate dean of postdoctoral education, ATSU-ASDOH Rose Vasquez, Urban Inter-Tribal Center of Texas clinic manager Marni Rawiszzer, MPH, Arizona Alliance for Community Health program manager Gabriel Boscan, MPH, director of program service, National Rural Health Association Michael McCunniff, DDS, MS, National Disaster Medical System, Professor Emeritus (UMKC), adjunct	<i>Involvement in program evaluation & assessment</i>
	<i>Perceptions of current students & program graduates</i>
	<i>Perceptions of curricular effectiveness</i>
	<i>Applied practice experiences</i>
	<i>Integration of practice perspectives</i>
Total participants: 6	

6:15 pm EDT
Site Visit Team Executive Session 3

6:45 pm EDT

Adjourn

Tuesday, October 20, 2020

9:00 am EDT, 8:00 am CDT, 7:00 am MDT, 6:00 am PDT

Site Visit Team Executive Session 4

11:30 am EDT/ 10:30 am CDT/ 9:30 am MDT / 8:30 am PDT

University Leaders

Participants	Topics on which participants are prepared to answer team questions
Norman Gevitz, PhD, senior vice president, academic affairs Craig Phelps, DO, president, ATSU	<i>Program's position within larger institution</i>
	<i>Provision of program-level resources</i>
	<i>Institutional priorities</i>
Total participants: 2	

12:00 pm EDT/ 11:00 am CDT/ 10:00 am MDT/ 9:00 am PDT

Site Visit Team Executive Session 5

2:00 pm EDT / 1:00 pm CDT / 12:00 pm MDT / 11:00 am PDT

Exit Briefing