**Council on Education for Public Health**
**Adopted on March 8, 2021**

# REVIEW FOR ACCREDITATION

# OF THE

# SCHOOL OF PUBLIC HEALTH AND INFORMATION SCIENCES

# AT THE

# UNIVERSITY OF LOUISVILLE

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
September 16-18, 2020

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

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## INTRODUCTION

The University of Louisville was established in 1798 and is a state-supported research university. In 1846, the Kentucky legislature created the University of Louisville proper by combining the Louisville Medical Institute, Louisville College, and the newly created law school. The university joined the state system of higher education in 1970. The University of Louisville has 12 schools and colleges, including: College of Arts and Sciences, College of Business, School of Dentistry, College of Education and Human Development, Graduate School, Kent School of Social Work, Brandeis School of Law, School of Medicine, School of Music, School of Nursing, School of Public Health and Information Sciences, and Speed School of Engineering. These 12 schools and colleges offer 70 bachelor's degrees, 79 master's degrees, 36 doctoral degrees, and three professional degrees. As of fall 2019, the university enrolled 22,684 students and employed 2,650 full- and part-time faculty and 4,513 full- and part-time staff. The University of Louisville is accredited by the Southern Association of Colleges and Schools Commission on Colleges. The university is also accredited by many specialized accreditors including the Council on Academic Accreditation in Audiology and Speech-Language Pathology, the Commission on Accreditation in Clinical Chemistry, and the Commission on Dental Accreditation of the American Dental Association.

The university established the School of Public Health and Information Sciences in 2002. The school's leaders prioritized development of professional public health degree programs to complement the existing research-oriented master's and doctoral degrees. The school comprises five departments and four centers, including the Statistical Consulting Center, the Center for Creative Placehealing, the Center for Health Organization Transformation, and the Youth Violence Prevention Research Center. As of fall 2019, the school enrolled 45 students across its MPH concentrations, 63 students in academic public health master's degrees, 91 students in the PhD concentrations, 24 students in the MS in health administration (a non-public health degree), 103 BA students, and 120 BS students.

The school received initial accreditation in 2007 and was reaccredited in 2013. In 2013, the school received an accreditation term of seven years with interim reporting related to competencies, student assessment, bachelor's degrees in public health, academic degrees, and doctoral degrees. The Council accepted the school's 2014 interim report as evidence of compliance with criteria related to competencies, student assessment, and bachelor's degrees in public health. The Council accepted the school's 2015 interim report as evidence of compliance with criteria related to academic and doctoral degrees.

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.

| Degrees and Concentrations | | | | Categorized as public health | Campus based | Distance based |
|---|---|---|---|---|---|---|
| **Bachelor's Degrees** | | | | | | |
| Public Health | | BA, BS | | X | BA, BS | |
| **Master's Degrees** | | **Academic** | **Professional** | | | |
| Biostatistics | | MS | MPH | X | MS, MPH | MS |
| Biostatistics, Emphasis in Bioinformatics | | MS | | X | MS | |
| Epidemiology | | MS | MPH | X | MS, MPH | |
| Global Public Health, Emphasis in Maternal &Child Health | | | MPH | X | MPH | |
| Health Policy | | | MPH | X | MPH | |
| Health Promotion & Behavior | | | MPH | X | MPH | |
| Clinical Investigation Sciences | | MSc | | X | MSc | |
| Health Administration | | MS | | | MS | MS |
| Health Data Analytics | | MS | | X | MS | MS |
| **Doctoral Degrees** | | **Academic** | **Professional** | | | |
| Biostatistics | | PhD | | X | PhD | |
| Public Health Sciences: Environmental Health | | PhD | | X | PhD | |
| Public Health Sciences: Epidemiology | | PhD | | X | PhD | |
| Public Health Sciences: Health Management and Policy | | PhD | | X | PhD | |
| Public Health Sciences: Health Promotion and Behavioral Sciences | | PhD | | X | PhD | |
| **Joint Degrees^ (Dual, Combined, Concurrent, Accelerated Degrees)** | | **Academic** | **Professional** | | | |
| **2nd Degree Area** | **Public Health Concentration** | | | | | |
| Accelerated BA/MPH | BA in Public Health; MPH concentrations in epidemiology, global public health emphasis in maternal & child health, health policy, and health promotion & behavior | | BA-MPH | X | BA, MPH | |
| PhD in Applied and Industrial Mathematics | MS in Biostatistics | MS | | X | MS | |

## 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 school's organization and administrative processes appear to be sufficient and functional. The four standing committees are the Executive Committee; the Promotion, Appointment, and Tenure Committee; the Faculty Council; and the Student Academic Grievance Committee. Other major committee functions are described in the realm of ad hoc committees including the Academic Affairs Committee; the Curriculum Committee; the Diversity Committee; the Research Committee; the Planning and Effectiveness Committee; and the MPH Advisory Committee.<br><br>Committee make up, eligibility for membership, and term are different for each committee. For example, the Faculty Council is composed of two faculty members from each department, and their department elects them for a two-year term.<br><br>As another example, the Student Academic Grievance Committee is composed of three elected full-time faculty and four elected students. Two students attend grievance meetings while the other two remain alternates. To be eligible to join the Student Academic Grievance Committee, faculty must have been with the school for a minimum of three years and students must be in good standing. Each department nominates a faculty member who is elected by the faculty at large, and the Student | Click here to enter text. | |
| Faculty have opportunities for input in all of the following:<br>• degree requirements<br>• curriculum design<br>• student assessment policies & processes<br>• admissions policies & decisions<br>• faculty recruitment & promotion<br>• research & service activities | | | | |
| Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program | | | | |

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| | | Government Association elects the students, each member serving a two-year term.<br><br>The Academic Affairs Committee makes decisions regarding degree requirements and student assessment, and the Curriculum Committee makes decisions regarding curriculum design. Admissions policies and recommendations are made at the concentration level. Research is in the realm of the Research Committee; and while service is not explicitly part of any formal committee, faculty described having input into decisions about service activities at the individual and department levels. Faculty recruitment and promotion fall under the Promotion, Appointment, and Tenure Committee.<br><br>Faculty also participate in a variety of committees and governance roles at the university level including the Delphi Center Blackboard Advisory Committee, Faculty Grievance Committee, Faculty Senate, Graduate Council, and Graduate Student Grievance Committee.<br><br>Full- and part-time faculty have opportunities to interact at monthly departmental faculty meetings, the MPH Advisory Committee, the bi-annual all-hands meeting, and regularly held research forums. Site visitors validated interactions through a review of meeting minutes. | | |

## A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

## A3. STUDENT ENGAGEMENT

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Students have formal methods to participate in policy making & decision making | | Students have multiple avenues to participate in school governance and to provide feedback. Students can join the Student Government Association and the Kentucky Public Health Association (KPHA), which are mechanisms for student involvement. Both organizations have elected, one-year terms, and they work collaboratively to support student programming opportunities throughout the academic year. The presidents of both organizations are invited to attend the school's Community Advisory Board and are asked to provide an update about student activities and priorities. While students typically serve one year, they may serve up to two years upon department recommendation.<br><br>The school has also established a Student Engagement Committee, which provides non-voting student members to the Executive Committee, Curriculum Committee, and Diversity Committee. These committees include both graduate and undergraduate students. Students are required to attend at least two of their assigned committee meetings per semester for a total of four over the course of the academic year.<br><br>In addition, students participate on the Academic Grievance Committee and on ad hoc search committees. Students have a twice-yearly lunch with the dean at which the dean provides an update on the school and solicits feedback. During the site visit, students described both | Click here to enter text. | |
| Students engaged as members on decision-making bodies, where appropriate | | | | |

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| | | formal and informal involvement in decision making, including an example of the undergraduate curriculum undergoing substantial change in response to student input. Students expressed satisfaction with their involvement and told reviewers that they felt their feedback was valued. | | |

## A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Operates at highest level of organizational status & independence | | The school is an autonomous unit at the university. The dean reports directly to the provost, in parallel with all other deans at the university.<br><br>The dean also has a historical reporting relationship to the executive vice president for health affairs who reports to the president; however, this part of the organizational structure was in transition at the time of the site visit. The dean of the School of Medicine was temporarily acting in this position, focusing on clinical operations, but given that the SPHIS does not engage in clinical activity, this relationship with the School of Medicine is limited. The university president and provost, as well as the SPHIS dean, described a direct relationship between the dean and the provost in all realms, including financial, faculty hiring and promotion, and academic affairs. | Click here to enter text. | |

## A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Offers professional public health master's degree in at least three distinct concentrations | | The school offers the MPH in five distinct concentrations and PhD degrees in biostatistics and in public health sciences. The PhD in public health sciences includes four distinct specializations (environmental health; epidemiology; health management and policy; and health promotion and behavioral sciences). The instructional matrix in the introduction of this report presents the school's entire list of degrees and concentrations.<br><br>These degree offerings exceed the expectations of this criterion. | Click here to enter text. | |
| Offers public health doctoral degree programs in at least two distinct concentrations | | | | |

## B1. GUIDING STATEMENTS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met with Commentary | | | |
| Defines a vision, mission statement, goals, statement of values | | The mission of the school is *"we are a metropolitan school that pursues excellence and inclusiveness through bold, strategic, and collaborative approaches to research, education, community engagement, policy, and practice. We strive to protect and improve population health in* | Click here to enter text. | |
| Taken as a whole, guiding statements address instruction, scholarship, service | | | | |

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| Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success | | *Louisville, the Commonwealth of Kentucky, the United States, and with our global partners."*<br><br>The school's vision is to *"be a leader in advancing health equity and social justice to improve public health and health care systems to ensure optimal health for all."*<br><br>During the site visit, the dean confirmed that the university and the school are committed to focusing on equity and social justice with a push to become "the premier anti-racist metropolitan research university." In response to this charge, the school is more strategically incorporating diversity in its evaluation plans. The university president confirmed the campus' anti-racism agenda, and she noted that the school is actively engaged in the university's three strategic foci: empower the community in social justice, improving health, and future work. Both the president and the provost agreed that the school is the most collaborative with the university and other schools and colleges, largely due to the efforts of the dean.<br><br>The school has seven value statements. Three of the statements (cultural humility, equity and inclusion, and respect) relate to the mission's and vision's emphasis on leading in the areas of health equity and social justice.<br><br>The school used an iterative approach to refine the guiding statements. Administrators provided the previous version of the mission and vision to important constituents (faculty, staff, students, and community members) 2019 and 2020 and asked how the statements should change to better reflect the school's new direction. During the site visit, faculty and staff confirmed that the mission, vision, and values were reviewed several times by faculty, staff, | | |
| Guiding statements reflect aspirations & respond to needs of intended service area(s) | | | | |
| Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes | | | | |

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| | | students, and the community. School leaders explained that the community, in particular, pushed hard on the language used in the mission and vision to ensure that they accurately represent what the school is and should strive to be. Members of the Community Advisory Board confirmed that they reviewed and commented on the guiding statements.<br><br>The school lists three goals related to instruction, two related to student success, and one each related to community engagement and research. Faculty informed the site visitors that the student success goal statements demonstrate academic success and student well-being through use of and satisfaction with support services (e.g., advising). Faculty also indicated that the goals demonstrate student success through increasing the diversity of the students, faculty, and staff, which they said is an important step in their social justice efforts. Additionally, faculty noted that student success goals align with their value statements.<br><br>The mission and vision indicate clear aspirations for the school's direction, and the values support those aims. The goals, however, are written as strategies and are very specific. Site visitors determined that the goals do not fully capture the school's aspirations to be bold and to have collaborative approaches to education, research, and service. During the site visit, faculty explained that when they were creating the guiding statements, they were straddling the old and new university strategic plan, so they wrote the goals to address both to some degree. During the site visit, faculty acknowledged that the goals could benefit from additional work to better capture all aspects of the mission and vision. | | |

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| | | The commentary relates to the absence of some aspects of the school's mission and vision in its goal statements. Site visitors learned that the goals are the product of balancing two university-level strategic plans, which put constraints on the ability of the school to align all of its guiding statements. Faculty and administrators told site visitors that they plan to continue refining and adding goal statements to the overall evaluation plan.<br><br>Site visitors found the mission, vision, and values sufficiently specific for guiding the activities of the school. These statements clearly define how the school plans to improve the health of the community in a socially just manner. | | |

## B2. GRADUATION RATES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met with Commentary | | | |
| Collects, analyzes & accurately presents graduation rate data for each public health degree offered | | The school reports graduation rates that generally meet or exceed this criterion's thresholds. The most recent group of MPH students to reach the six-year maximum time to graduation reported a 92% graduation rate. More recent cohorts have also already surpassed this criterion's 70% threshold or still have enough students actively enrolled in the degree to make it possible to exceed the threshold.<br><br>The MS, MSc, and PhD programs also report data that meet or surpass this criterion's expectations. The most recent data reflect a 75% graduation rate in the MS and MSc programs and an 86% graduation rate for the PhD | Click here to enter text. | |
| Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees | | | | |

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| | | program. Data provided in the self-study indicate that currently enrolled PhD students appear to be progressing through their programs of study, based on the numbers of students completing coursework and advancing to candidacy.<br><br>For bachelor's students, the most recent cohort to reach the maximum time to graduation had a 100% graduation rate. Subsequent cohorts have experienced attrition that may interfere with the school's ability to demonstrate graduation rates above 70%, but this is an artifact of the school's process for tracking and calculating rates. Students apply directly to the major; therefore, the self-study presents rates based entering freshmen who are then tracked for six years. The school notes that much of the reported attrition is due to students changing majors. Transfer students are calculated separately but make up over 30% of the undergraduate population; the most recent cohort of transfer students to reach the maximum time to graduation had an 80% graduation rate.<br><br>The commentary relates to the school's system of tracking and reporting bachelor's degree graduation rates, which results in high rates of attrition. This criterion permits the school to track baccalaureate graduation rates in a manner that accommodates the typical flux in majors that occurs in students' initial years of baccalaureate enrollment. The school would benefit from implementing a different tracking method that would reduce attrition rates and more accurately convey rates of completion among students who intend to earn a degree in public health. | | |

## B3. POST-GRADUATION OUTCOMES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered | | The school reports post-graduation outcomes that exceed this criterion's threshold, with few reported unknown outcomes. Most graduates report employment, though significant populations of bachelor's, MPH, and MS/MSc students report enrollment in further education.<br><br>For the three most recent groups of graduates to have reached the one-year post-graduation mark, the school has data on known outcomes for 87-100% of graduates. Because the groups of graduates are small, even the higher unknown rates reflect relatively small numbers of students (e.g., outcomes are not known for four of 30 2019 MPH graduates, for an unknown rate of 13%). For two of the three most recent groups of baccalaureate graduates, more than 40% are enrolled in additional education, with the remaining students employed and few to no students still seeking employment or admission to a further degree program. Similarly, approximately 20-30% of MPH graduates pursue additional education, with nearly all remaining graduates employed.<br><br>The school uses multiple strategies to collect information, beginning with an electronic survey with several follow ups. The school supplements this information with data gathered through faculty and staff members' direct knowledge and via connection on social media. | Click here to enter text. | |
| Chooses methods explicitly designed to minimize number of students with unknown outcomes | | | | |
| Achieves rates of at least 80% employment or enrollment in further education for each public health degree | | | | |

## B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met with Commentary | | | |
| Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions | | The school has implemented methods to collect information about competency attainment and about perceptions of how applicable the school's training is to employment after graduation.<br><br>The school tracks competency attainment through surveys of students who are slated for graduation in each term. During the last academic year (2018-19), the school updated its surveys to reflect current competency sets (bachelor's and MPH) and knowledge domains (bachelor's). Response rates were lower than desired (29%, 14 of 49 for bachelors; 27%, 15 of 56 for MPH). Although school leaders acknowledged that these response rates may make the data not as representative or as meaningful as desired, initial data did indicate actionable trends and perceptions.<br><br>In terms of perceptions of competency attainment, initial data indicate trends among both bachelor's and MPH students. Undergraduate students rated concepts in the Overview of Public Health domain as universally well covered, and concepts in the domains Overview of the Health System and Health Policy, Law, Ethics, and Economics as less well covered. In terms of competencies, bachelor's students rated themselves most prepared in information literacy, analysis, and use domains and less prepared in the domain related to communicating through a variety of media. MPH students rated themselves as very | Click here to enter text. | |
| Documents & regularly examines its methodology & outcomes to ensure useful data | | | | |
| Data address alumni perceptions of success in achieving competencies | | | | |
| Data address alumni perceptions of usefulness of defined competencies in post-graduation placements | | | | |

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| | | well prepared in data collection and analysis (quantitative scored slightly higher than qualitative methods), but only approximately 30-40% of respondents rated themselves as well prepared in budget and resource management, negotiation and mediation, and leadership and management.<br><br>For data on perceptions of how useful the knowledge and skills prove to be after graduation, the school has collected qualitative data through interviews. Faculty and staff conducted approximately 50 semi-structured interviews with alumni over the last three years via both email and phone/in-person administration, and the school engaged a research firm to collect in-depth feedback from PhD graduates in 2017.<br><br>Data indicate overall satisfaction, and, across all degree levels, alumni mentioned specific aspects of their education and training that are particularly useful in their employment. Several MPH graduates noted that they appreciated the degree program's emphasis on practical application of skills and knowledge. Graduates also mentioned the value of learning data analysis skills and of receiving a well-rounded preparation in public health topics.<br><br>Some PhD graduates commented on a perceived shortage of research opportunities with faculty. All PhD graduates had successfully obtained employment, and alumni commented positively on their preparation in analytical skills, but they also suggested that a greater depth of faculty research would create stronger opportunities for mentorship, and some noted that they would have benefited from additional development in statistical | | |

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| | | analysis and teaching. The self-study notes that doctoral graduates from epidemiology and biostatistics were more satisfied than doctoral graduates in other disciplines.<br><br>The school also includes MS and MSc students in its data collection efforts, but the self-study acknowledges that graduates of these degrees are underrepresented, with minimal data available. When asked during the site visit, school faculty and administrators explained that they have worked with the Office of Institutional Research and Planning to add questions to surveys to better reach these students, but the survey has not yet been administered. The school had not yet followed up to collect qualitative data at the time of the site visit.<br><br>The commentary relates to the limited data for alumni from the MS in health data analytics and MSc in clinical investigation science programs. Multiple data collection methods may increase response rates and ensure useful data to make programmatic improvements.<br><br>The school plans to continue to refine its methods by taking a more systematic approach to sampling and/or collecting alumni data. Faculty and staff also plan to use the existing data to strengthen the weaker areas of the curriculum as identified by bachelor's and MPH student survey data. | | |

## B5. DEFINING EVALUATION PRACTICES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | 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 school presents two to four evaluation measures, associated data sources, and the responsible person or committee for each of the seven goals outlined in the evaluation plan. For example, for the goal related to attracting and matriculating a diverse student population, the Dean's Office, the Planning and Effectiveness Committee, and the academic programs and departments review enrollment data provided by the Office of Institutional Research and Planning each fall.<br><br>Site visitors found that the chosen indicators align with the goals outlined in the evaluation plan and are appropriate to track progress on the seven goals.<br><br>The chosen indicators track self-reported frequency of advising, satisfaction with advising and the Living Learning Community, and diversity of the student, faculty, and staff population, all of which can indirectly measure student success. The school also tracks graduation rates, which is a more direct measure of student success.<br><br>The Planning and Effectiveness Committee is responsible for evaluation, planning, and report generation for goals related to community engagement, student success, and instruction. It also serves as the central oversight committee to assure that data are collected and acted upon. The school relies heavily on university-level survey data and support. In the self-study, the school describes | Click here to enter text. | |
| Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review | | | | |

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| | | these units, the data they provide, and other support services. The units include, for example, the Office of Institutional Research and Planning, which provides survey reports related to graduation rates and student perceptions, community engagement reports, and student learning outcomes tracking. During the site visit, the faculty explained that the Office of Institutional Research and Planning also supports the school by allowing them to add modules to existing surveys that are more relevant to the school.<br><br>The evidence in the self-study and ERF demonstrates, in general, that the school is collecting and using the data to implement the evaluation plan.<br><br>The commentary relates to the low response rates on several surveys. For example, average response rates on academic advising and career advising surveys over the past three years are 34% and 36% for undergraduate and graduate surveys, respectively. The response rates for the most recent years are 45% and 52%, suggesting that the activities undertaken to improve response rates are having an impact. The school gains informal feedback to help supplement survey data. The school would benefit from continuing those efforts and identifying other activities to improve response rates so that strong evidence can be used in decision making. | | |

## B6. USE OF EVALUATION DATA

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Engages in regular, substantive review of all evaluation findings, including strategic discussions. | | The school engages in regular and substantive review of evaluation findings, and school administrators, faculty, staff, students, and community stakeholders provided examples of how data are used to implement important changes. The Office of Institutional Research and Planning provides data to the Planning and Effectiveness Committee, which reviews the data and uses the information to implement any necessary changes. For example, using results from the university-wide diversity survey, the school committed to train faculty, staff, and students in implicit bias and to conduct culture and climate listening sessions. In addition, in response to leadership- and faculty-identified needs and interests, the school initiated a Faculty Learning Community comprised of school faculty and Delphi Center staff. The learning community's goal is to conduct peer reviews and provide a venue for peer teaching exchange.<br><br>As another example, the school faced challenges in implementing the undergraduate program and conducted a comprehensive review. The school used the findings to create new course content areas, revise the course sequencing, and allocate additional resources to the programs.<br><br>Although the evaluation plan indicates that departments are responsible for reviewing advising interactions and satisfaction, diversity, course evaluations, learning | 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.) | | | | |

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| | | outcomes, and manuscript submissions, it was not clear to reviewers based on the departmental meeting minutes provided that these topics are discussed and acted on within the departments. However, the site team was able to confirm that evaluation activities related to these topics are used in decision making through discussions with school administrators and faculty. | | |

## C1. FISCAL RESOURCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Partially Met | | | |
| Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings | | The school is funded through state appropriations, tuition, grants and contracts, indirect cost recovery, endowments, gifts, and subsidized clinical funds. The school used start-up funds generated mostly from historic hospital and clinical funds to establish itself, and the school has continued to use these funds as general revenue funds continue to decline. The Board of Trustees approves the proposed operating budget for each fiscal year for all university units.<br><br>All ranks and types of faculty receive an institutional base salary, one-third of which is considered a supplement based on satisfactory performance. Rarely have faculty not received the performance supplement. This base salary may be supplemented by additional pay for administrative appointments, endowed chairs, or teaching overload. A few appointments are contingent on external funding, and certain administrative appointments are negotiated at the time of hire. | As the CEPH site visit approached, Dean Blakely was able to engage in discussions with the Provost and CFO regarding the fiscal foundation from which the school operates. Those discussions continued through December 2020. As noted in the site visit summary, the school receives several major streams of revenues that must match annual expenditures. Approximately one-third is extramural research and service grants and contracts. The remaining two-thirds include state general revenue and tuition dollars, institutional support, and gifts and endowments.<br><br>The university instituted a new revenue distribution model that took effect FY21 (July 1, 2020 – June | The Council reviewed the self-study, team's report, and school's response. The Council appreciates the updated information and additional context related to the school and university's fiscal resources. The Council looks forward to reviewing data and information reflecting the school's progress based on its recent negotiations with university leaders. |
| Financial support appears sufficiently stable at time of site visit | | | | |

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| | | The dean told site visitors that the school is working to establish an expectation that faculty cover one-third of their salary through extramural funding, moving closer to that realization with increasing research support.<br><br>The school can request funds for additional faculty or staff through the provost or the chief financial officer depending on the nature of the need. For additional funds needed as one-time support, the dean must submit a request to central leadership which consists of the executive vice presidents, provost, and president.<br><br>Operational costs include facilities; administrative fees; insurance; travel; licenses and other supplies; and equipment. The school funds these operational costs through grants and contracts, when possible.<br><br>Student support includes scholarships, travel support, and graduate assistantships. State funds, endowments, and donations fund scholarships. The school uses grants and contracts as well as central general revenue to fund assistantships. The school supports student travel through extramural grants, a research infrastructure fund, and a central fund from the Dean's Office.<br><br>Faculty are eligible to receive $1,000 annually to travel to professional meetings. Additionally, faculty are permitted to spend one day per month on professional development.<br><br>The school receives 50% of tuition generated by online classes and had historically received revenue generated by school-specific fees. Currently, the only fee in this category is the technology fee, which offsets the cost of software and hardware needed to teach courses. The dean reported | 30, 2021). Now that tuition dollars will be distributed by formula linked directly to student numbers (the formulae differ a bit from undergraduate to graduate), the substantial growth in student numbers the school has achieved the last four years will be recognized and lead to increased revenues.<br><br>Continued discussions with central administration about the Dean's initial start-up package have reached an agreement that should allow the school to continue operations and realize some growth in resources, thereby allowing us to meet some critical human capital needs and balance our budget. The signed Memorandum of Understanding is available as Attachment C1.<br><br>At issue have been two concerns: (1) The fiscal environment that led to the 2018 losses, not due to any actions taken by the school, but were the result of contextual losses that impacted the entire university. This left the school with a 2018 debt of approximately $2.4M. (2) The annual budget from 2018 through 2021 reflects the continuing annual shortfall at the school that was covered for two of those three years | |

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| | | that remunerated tuition has tripled in the last two years, and he said that he is having discussions with university leaders about changing the current budgeting process to more directly allocate tuition dollars back to the school. The dean further described the school's current and immediate future's resourcing picture as challenging, yet he said that he is hopeful that a new fiscal model will demonstrate the investment the school needs to support growth.<br><br>When asked about the school and university's fiscal challenges, the president said that they were in a "completely different place than two years ago." She stated that a plan is in place to manage the budget should state appropriations once again be reduced. The plan includes using funds previously held back across the university, which the university plans to disperse at the beginning of 2021. University leaders echoed the optimism voiced by the dean and school faculty.<br><br>At the time of the site visit, the dean told reviewers that the school intends to move to a model where tuition generated is correlated to budget allocation. Fiscal year 2020 is meant to be a pilot year to evaluate the impact of the model on unit budgets without increasing or decreasing their current allocation. The school expects to begin to phase in this process in fiscal year 2021. Once this new model has been fully implemented, the school intends to assess revenue generation by each degree program and discontinue those that are not financially viable. School leaders also said that they are looking to diversify funding such as through an endowment and increasing research opportunities. | by a deficit spend authority of $1.3M.<br><br>The Dean, in collaboration with the CFO and Provost, agreed to recognize the fiscal commitments that were made as part of the Dean's start-up package that should have included a base budget increase of approximately $1M, as ultimately this occurred at the same time the state, and consequently the university, experienced a substantial fiscal shortfall.<br><br>The university leadership and the Dean has agreed to equally share in the elimination of the $2.4M deficit from FY2018, with both the school and the university funding $1.2M over the current and next fiscal years. Additionally, the university has replaced the deficit spend authority with an increase in institutional support of approximately $786K, which when coupled with the adjustments to tuition distribution, leaves the school's annual state/institutional operating funds down $750,000.<br><br>While this will not provide any investment opportunity in the short term, it will allow us to complete the fiscal year in the black. Further, we | |

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| | | The Research Infrastructure Fund provides for 10% of recovered indirect costs of grants to be returned to principal investigators, 10% to be returned to department chairs of PIs, and 10% to be returned to recognized centers within the university. The dean also stated the school's research initiatives are "doing well," promising greater indirect cost resources available to the school.<br><br>The concern relates to the adequacy of financial resources as the state has reduced appropriations for education almost every year for the past 18 years; inflation adjusted spending has decreased 27%, a drop of $3,000 per student. In fiscal year 2018, the school operated at a deficit of about $2.4 million. In fiscal year 2019, expenses continued to exceed revenue although the deficit was reduced to $1.9 million. The school continues to see increasing enrollment, generating optimism for growth and sustainable financing, according to the dean. | anticipate a significant increase of tuition money to be generated during spring 21 semester. Those funds will be available to the school in FY22, allowing us to cover the residual $550K deficit before June 2022. Provided we maintain our enrollment numbers--spring 21 enrollment numbers were excellent and we anticipate further growth--we should be fully fiscally sound next year. We believe we will be able to make some strategic investments in the near future.<br><br>While the university continues to work toward attaining a level of equity across colleges through ongoing efforts by the Budget Model Workgroup, which is made up of several university deans and other university leaders, we believe that if we continue to invest in growing programs, there will be a return that will allow us to continue to positively operate. | |

## C2. FACULTY RESOURCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| School employs at least 21 PIF; or program employs at least 3 PIF | | The school has adequate faculty complements for each of the six concentrations offered based on the 36 primary | Click here to enter text. | |

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| 3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable | | instructional faculty (PIF) and nine non-PIF. Each concentration has at least three PIF, and the school double counts one PIF for the MPH in health policy and the PhD in health management and policy, which is appropriate.<br><br>As of fall 2019, faculty supported a student population of approximately 223 bachelor's students, 133 master's students, and 91 doctoral students. Data presented in the self-study indicate that advising loads in the school are considerably lower at the bachelor's degree level than the institutional average. Advising loads are also relatively low at the master's and doctoral levels. The average ratio for general and career advising at the bachelor's level is 112:1, with a maximum of 132. Bachelor's students are advised by professional academic advisors who must hold a master's degree. The average ratio for general and career advising is 4:1 at the master's level and 3:1 at the doctoral level. Master's and doctoral students are advised by faculty, and some degree programs also have professional advising staff.<br><br>Similar trends hold for advising ratios for MPH students in their integrative learning experiences. The average is 1:1 with a maximum of two students supervised. For master's degrees other than the MPH, the average mentoring and advising ratio for a master's thesis is 13:1 with a maximum of 29 students. The average ratio for PhD dissertation supervision is 2:1 with a maximum of five students. The advising ratio for bachelor's students' cumulative experiential activity is 63:1.<br><br>The school presents course evaluation data from academic year 2018-19 to document student perceptions of class size and its relationship to quality of learning, as well as | | |
| Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable | | | | |
| Ratios for general advising & career counseling are appropriate for degree level & type | | | | |
| Ratios for MPH ILE are appropriate for degree level & nature of assignment | | | | |
| Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable | | | | |
| Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable | | | | |
| Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities) | | | | |
| Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities) | | | | |

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| | | perceptions of faculty availability. The school compiled data from 28 undergraduate courses and 274 graduate courses. Most students (86% of undergraduate and 83% of graduate students) agreed or strongly agreed that class size was appropriate to support learning. Similar percentages at both degree levels agreed or strongly agreed that public health faculty were available to meet with students in person, by phone, or digitally (e.g., Google hangout, Skype, Facetime). When asked how available faculty were through electronic means (e.g., email, text, Blackboard), 94% of undergraduates and 89% of graduate students agreed or strongly agreed that public health faculty were available. Open-ended comments in the exit survey document mostly positive perceptions of class size and faculty availability. Some graduate students indicated that the small class sizes are enjoyable and conducive to meaningful discussions. By contrast other students reported that class sizes were too large. The school stated that the largest classes are the MPH core courses. The self-study also acknowledges that some master's courses are too small from an efficiency and sustainability perspective.<br><br>The self-study notes that the school has established several new programs that, based on projections, will generate additional resources under the school's revenue distribution model. The school plans to use this increase in revenue to hire additional faculty to accommodate significant growth and reduce the size of larger classes.<br><br>Students told site visitors that faculty are available. One student said that she almost always receives an email reply from faculty members within 24 hours. Students told reviewers that faculty are very supportive and show that they care about them as students and as people. Both | | |

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| | | students and faculty confirmed that the school takes a very student-centered approach. | | |

## C3. STAFF AND OTHER PERSONNEL RESOURCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met with Commentary | | | |
| Staff & other personnel are currently adequate to fulfill the stated mission & goals | | The school has 83 staff members who are not shared with other units at the university; these staff resources include 33 graduate assistants and five student assistants. The school also plans to hire an additional program director to support the Department of Health Management and Systems Science. The position was approved prior to the pandemic but has been put on hold until it ends. Staff in the Dean's Office is responsible for personnel administration, purchasing, fiscal activities, and information technology services.<br><br>Site visitors determined that staff are experienced and possess appropriate educational backgrounds to support the school's mission. During the site visit, students expressed that staff are very helpful and supportive.<br><br>In an annual assessment, 79% of staff self-reported that they agree or strongly agree that the department has the staff necessary to get the job done. Additionally, 68% reported they agreed or strongly agreed that the amount of work they are asked to do is reasonable. | Click here to enter text. | |
| Staff & other personnel resources appear sufficiently stable | | | | |

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| | | The commentary relates to the school's identification of additional staffing needs based on a survey to faculty and staff. The dean told site visitors that ideally the school will add six new staff positions to support the school's mission, programs, and centers and to address desired growth opportunities. Given that staff, faculty, and school leaders all recognize the need for additional staff resources, this will be a priority as additional funds become available. | | |

## 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 school's main location is in downtown Louisville on the Health Science Campus. This space includes one classroom and five conference rooms that also function as classrooms. The building provides offices for 45 faculty, a dean's suite, 20 graduate student carrels, and four laboratories. Students have a study area and lounge. Additionally, the school has space on the Belknap Campus, which includes advising offices, a conference room, two classrooms, and three faculty offices. The school also has access to teaching facilities available on the Health Science Center Campus, which it shares with the schools of dentistry, nursing, and medicine. These rooms, scheduled by request, include 22 standard classrooms, three lecture halls, two auditoriums, 36 problem-based learning rooms, two labs, and six conference rooms.<br><br>Undergraduate and graduate students overwhelmingly report that classroom space is adequate (96% and 91%, respectively). In addition, 85% of undergraduate and 73% | Click here to enter text. | |
| Physical resources appear sufficiently stable | | | | |

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| | | of graduate students agreed or strongly agreed that the shared spaces on the two campuses are sufficient.<br><br>During the site visit, school administrators, faculty, staff, and students said that the space available to the school is adequate at this time. | | |

## 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 | | Site visitors verified that the school's information and technology resources are sufficient based on information provided in the self-study and learned during the site visit. The school has successfully adapted to the increase in online instruction and required virtual meetings that became necessary due to the pandemic.<br><br>Students, faculty, and staff have access to the KornHauser Health Sciences Library, which is located less than two blocks from the school. The library has computers, workstations, and laptops and is open 24/7 except for Christmas and inclement weather. The library has over 233,000 print volumes of which over 7,000 relate to public health. The library also has over 3,100 public health-specific e-books and access to 478 public health peer-reviewed journals available online. The library also hosts several databases including PubMed, EBSCO, AccessMedicine, and the Cochrane Library. The library is a member of the Greater Midwest Regional Medical Library Program, which provides interlibrary loans for students. Library staff provide reference assistance and help | Click here to enter text. | |
| Adequate IT resources, including tech assistance for students & faculty | | | | |
| Library & IT resources appear sufficiently stable | | | | |

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| | | formulate online search strategies, validate citations, and locate materials.<br><br>The school's computer lab has 20 computers with software necessary for coursework such as ArcGis, R, SAS, and SPSS and printers. At students' request, the school added three workstations able to handle large data set analytics. The school requires students to purchase a laptop, which they can get at a discounted rate. University IT also sells a variety of required software at a discount. RSTudio is available via a server for students enrolled in biostatistics courses. Additionally, the library has computer workstations and laptops available for checkout.<br><br>The school replaces faculty and staff computers every three to five years. Computers are equipped with standard software including EndNote and Microsoft Office. Faculty can acquire specialty public health software (e.g., ArcGis, SAS) for free or at a discounted rate through University IT. Additionally, classrooms are equipped with computers and software necessary for instruction.<br><br>The school employs a full-time director of instructional technology who is available to faculty, staff, and students for any issues or questions related to technology within the school. The university also maintains a Helpdesk that is open from 6:00 a.m. to 10:00 p.m. most business days. Ninety percent of undergraduate and 75% of graduate students agree or strongly agree that available IT resources are sufficient to meet their needs. | | |

## D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail) | | The MPH program ensures grounding in the foundational public health knowledge areas through five courses (biostatistics; environmental and occupational health; epidemiology; health behavior; and public health practice and administration). This common curriculum demonstrates grounding through a combination of homework assignments, case studies, and course projects.<br><br>Site visitors' review of the course syllabi and clarifications gained from site visit discussions confirmed didactic coverage of all foundational knowledge areas, as shown in the D1 worksheet. | 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 |
|---|---|---|---|---|
| | Partially Met | | | |
| Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail) | | The school addresses instruction and assessment of the foundational competencies for all MPH students through the five common courses listed in Criterion D1 and three public health practice experiences.<br><br>Examples of assessments include epidemiology homework assignments, an opioid epidemic case study, and a social marketing exercise. Site visitors reviewed self-study documentation and associated syllabi and verified didactic coverage and assessment of all but one foundational competency, as shown in the D2 worksheet.<br><br>The concern relates to the site visit team's inability to validate an appropriate assessment for foundational competency 21. Students are assessed on this competency in their applied practice experience, and the site visit team could not validate that all students have a structured interprofessional experience with at least one professional outside of the field of public health. The team reviewed student samples and did not see coverage of this competency in the documentation. When asked during the site visit, school administrators told reviewers that the MPH coordinator reviews the learning agreements but that currently the process does not absolutely guarantee that students will have an interprofessional experience. | The MPH program has revised the course sequence deliverables for the practice experience to specify public health professionals and non-public health professionals with whom students will be directly interacting over the course of their practicum experience. See the syllabus for PHPH-677 Public Health Practice Experience 1 (Attachment D2-1), the syllabus for PHPH-678 Public Health Practice Experience 2 (Attachment D2-2), and samples of student work (Attachment D2-3).<br><br>Deliverable requirements are included as appendices in the syllabi for PHPH-677 and PHPH-678 as follows:<br><br>**PHPH-677 Public Health Practice Experience 1: Appendix 5 -- Practice Experience Learning Agreement**<br><br>This appendix is completed as each student is initiating their practice experience. The deliverable now requires the signature of the Site Mentor and includes a table with | The Council reviewed the self-study, team's report, and school's response (including attachments). While the Council appreciates the school's efforts to update deliverables for the practice experience, it found that the available information provided evidence of interaction with individuals outside of public health but not necessarily teamwork. In addition, the Council did not see evidence of didactic preparation related to effective interprofessional teamwork in the documentation provided. |

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| | | | columns indicating Job Title of Professional, Name of Individual, Dates of Interaction, and Descriptions of Expected Inter-professional Interactions that the student anticipates during their practice experience.<br><br>If it is determined that no opportunities for inter-professional interactions will be available, then the faculty member will assist the student with identifying a different practicum site.<br><br>**PHPH-678 Public Health Practice Experience 2: Appendix 3 --** Practice Experience Interprofessional Interaction Reflection<br><br>This appendix is completed and submitted at the conclusion of PHPH-678 when all work at the practice site has been completed. It includes a second version of the table found in PHPH-677 Appendix 5, described above. The final column in this version of the table now requires descriptions of the inter-professional interactions experienced while at the practice site. The signatures of the faculty mentor and the practice site mentor are required at the bottom of the table. | |

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| | | | Samples of student-completed Appendices 3 from PHPH-678 are provided as Attachment D2-3. | |

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 | CNV |
| 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 |
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| | Not Applicable | | | |

## D4. MPH & DRPH CONCENTRATION COMPETENCIES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies | | The school defines at least five competencies for each MPH concentration. Site visitors found that the competency sets articulate an appropriate depth and level for the MPH degree and define skills that are distinct from the foundational competencies. Reviewers were able to verify didactic coverage for all and an appropriate assessment for almost all concentration competencies, as presented in the D4 worksheet.<br><br>Reviewers noted overlap between concentration competency 2 in the global health concentration and foundational competencies 4 and 15. Reviewers found that this competency statement, as written, may not capture the skill expected of students based on the assessments provided. The assessments require students to demonstrate skills more advanced than any foundational competencies; therefore, this statement could benefit from revision.<br><br>The concern relates to the site visit team's inability to validate an appropriate assessment for MPH in global | The MPH concentration in Global Public Health, emphasis in Maternal & Child Health, has revised the assessment of MPH-GPH competency 3 by replacing the course PHPB-614 Critical Thinking and Program Evaluation with the course PHPB-615 Advanced Program Evaluation. The syllabus for PHPB-615 has been included with this response (see Attachment D4-1) and assessment descriptions pertaining to this competency are highlighted in blue font in the revised Self-study table *Assessment Competencies for MPH Global Health Concentration* (see Attachment D4-2). | The Council reviewed the team's report and school's response and concludes that the school has addressed the team's concern. Therefore, the Council acted to change the team's finding of partially met to a finding of met. |
| Assesses all students at least once on their ability to demonstrate each concentration competency | | | | |
| If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES) | N/A | | | |

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| | | health concentration competency 3. The team could not validate that students are applying best practice principles to the evaluation assessment based on the documentation and discussions with faculty during the site visit. | The above revision required the addition of the course PHPB-615 to the required coursework for the concentration. Upon discussion, it was determined that the course PHEH-526 could be removed from the concentration due to redundancy of content already covered in the course PHEP-625 Child Health and Development. The syllabus for PHEP-625 is included as Attachment D4-3. MPH-GPH competency 5 (previously covered by PHEH-526) is now covered by PHEP-625 and the assessment has been indicated in the included revision to the competency table (see Attachment D4-2). | |

D4 Worksheet

| **MPH Biostatistics Concentration Competencies** | **Comp statement acceptable as written? Yes/No** | **Comp taught and assessed? Yes/CNV** |
|---|---|---|
| 1. Design, implement, & critique collection & storage methods for quantitative & qualitative data in public health contexts. | Yes | Yes |
| 2. Select & apply appropriate biostatistical methods & applications to support research & evaluations in the core areas of public health research & practice. | Yes | Yes |
| 3. Manage moderately complex data using statistical software & use software for data analysis & presentation. | Yes | Yes |
| 4. Analyze & interpret moderately complex discrete/count & qualitative data arising in public health-related environments. | Yes | Yes |
| 5. Critique observational study designs & analyze data collected as part of those studies commonly implemented in public health research with particular focus on case-control & cohort studies. | Yes | Yes |

| MPH Epidemiology Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|---|
| 1. Apply intermediate methods to analyze data from various epidemiologic study designs & interpret results. | Yes | Yes |
| 2. Apply methods of identifying, evaluating or controlling biases & effect modifiers in epidemiologic studies. | Yes | Yes |
| 3. Critically evaluate reports on emerging health problems using epidemiologic concepts & methods. | Yes | Yes |
| 4. Integrate information & data from the published literature on the biology & epidemiology of communicable & non-communicable diseases. | Yes | Yes |
| 5. Assess the burden of selected diseases in populations by using data from surveillance, screening &/or survey programs. | Yes | Yes |
| 6. Design a survey on a selected health topic for an at-risk population. | Yes | Yes |

| MPH Global Health Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|---|
| 1. Characterize health systems in different global settings & explain how they are applied to address community health needs. | Yes | Yes |
| 2. Evaluate data to describe the impact of global health issues for children, women & families. | Yes | Yes |
| 3. Apply best practice principles to the evaluation of global health programs in community settings. | Yes | Yes |
| 4. Evaluate factors that contribute to the emergence, re-emergence & persistence of infectious diseases & strategies for their control. | Yes | Yes |
| 5. Evaluate the impact of nutrition on the health of children, women, & families. | Yes | Yes |

| MPH Health Policy Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|---|
| 1. Describe & critically assess the political, legal, philosophical, economic, financial, &/or social framework of U.S. health policy. | Yes | Yes |
| 2. Explain the workings of policy mechanisms, such as insurance systems, quality monitoring, provider payment methods, definition of benefit packages, & methods of funding health services. | Yes | Yes |
| 3. Apply economic concepts & theories to the analysis of healthcare policy issues & to inform decision-making & policy development. | Yes | Yes |
| 4. Synthesize policy-relevant qualitative information relevant to key issues in US health policy, including a full range of evidence related to the legislative, regulatory, & judicial processes. | Yes | Yes |
| 5. Apply the core elements of a policy analysis to key issues in US health services & public health policy. | Yes | Yes |
| 6. Describe the history, structure, & financing of the United States healthcare system. | Yes | Yes |

| MPH Health Promotion Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|---|
| 1. Analyze community assessment data to identify strategic priorities & opportunities for addressing & improving health equity. | Yes | Yes |
| 2. Utilize theory & existing evidence to develop an intervention plan for addressing an identified community issue. | Yes | Yes |
| 3. Apply communication theory & strategies to show how information is framed to influence behavior for different audiences. | Yes | Yes |
| 4. Apply appropriate quantitative & qualitative methods for evaluating program implementation & effectiveness. | Yes | Yes |
| 5. Use persuasive techniques to define & defend key socio-political elements of proposed policies & practices that will close systemic gaps in populations within a given polity. | Yes | Yes |
| 6. Apply theories at multiple levels of the social ecological model to understanding & addressing critical public health issues. | Yes | Yes |

## D5. MPH APPLIED PRACTICE EXPERIENCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met with Commentary | | | |
| All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings | | At the time of the site visit, the school was actively transitioning students to a new applied practice experience (APE) that includes a three-course sequence that begins in the spring of the first year. In the first course, students are assigned a faculty mentor from their concentration, identify a practice site mentor, complete affiliation and practice site agreements, complete a practice site profile, develop a practice experience learning agreement, and identify goals, objectives, and deliverables for the practice experience. In consultation with their site mentor and faculty mentor, students identify a minimum of three foundational competencies and two concentration competencies to address during their applied practice experience.<br><br>The learning agreement specifies the activities the student will conduct, how the activities are tied to the | 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 | | | | |

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| | | competencies chosen, and the specific products the student will complete. The usefulness of the two work products is determined as part of discussions between the student and practice site mentor. Students are permitted to select their own foundational and concentration competencies with one exception: all students are required to include foundational competency 21, "Perform effectively on interprofessional teams." Examples of practice sites include the University of Louisville Hospital, Louisville Metro Department of Public Health, Urban Alliance, and Healthy Babies Louisville.<br><br>During the second course, students work at their practice site and journal about their work and learning. Students must describe how their activities at the site address their chosen competencies. Students must also submit a summary report of their practice experience journal at the end of their on-site experience including a description of how interprofessional activities were used to achieve the student's goals and objectives. Students must submit their journal to their faculty mentor on a bi-weekly basis while working at the practice site.<br><br>In the third and final course, students submit a written report and give an oral presentation describing their practice experience. In the report, students must describe the activities and deliverables as well as discuss how their chosen competencies were addressed at the practice site. The student must also attach products as appendices to the report. The student's faculty mentor and site mentor provide guidance in preparation of the report and presentation. Faculty mentors grade the report and presentation using a rubric that assesses whether the student demonstrated and applied the chosen | | |

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| | | competencies. Students also fill out an evaluation survey of their site and faculty mentor. The student, practice site mentor, and assigned faculty all assess competency attainment.<br><br>The commentary refers to inconsistency of work products due to the transitional implementation status of the school's new APE process. Of the work products site visitors were able to review, there were variations in quality of work products. However, students, faculty, and preceptors told site visitors that the sequence of courses and APE process are on the right track to ensure student competence in public health practice. | | |

## 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 | | The MPH ILE is relatively standardized for all MPH students. In each concentration the student completes a project appropriate to the concentration (e.g., data analysis report in the biostatistics concentration; choice of data analysis and report or policy memorandum for the health policy concentration; choice of data analysis and | Click here to enter text. | |
| Project occurs at or near end of program of study | | | | |

| | | | | |
|---|---|---|---|---|
| Students produce a high-quality written product | | report, training manual, or policy memorandum for the health promotion and behavioral sciences concentration).<br><br>Students consult with their advisor, identify at least three foundational and two concentration competencies on which to focus the ILE, and complete a form identifying their goals for the experience. The ILE is conducted in connection with the APE; students select their competencies and complete their proposal during the same course in which they complete their APE proposal.<br><br>All concentrations require a synthesis report in which students describe their goals, how they chose their competencies, and how they synthesized the chosen competencies. The faculty member then grades the synthesis report as well as the ILE product specific to the concentration.<br><br>Only one cohort of students had completed this experience in its updated format at the time of the site visit. However, both students and faculty described the ILE enthusiastically. Example products examined by the site visit team were of uniformly high quality and demonstrated synthesis of defined competencies. | | |
| Faculty reviews student project & validates demonstration & synthesis of specific competencies | | | | |

## 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 |
|---|---|---|---|---|
| | Met | | | |
| Students introduced to all domains:<br>1. Foundations of scientific knowledge, including biological & life sciences & concepts of health & disease<br>2. Foundations of social & behavioral sciences<br>3. Basic statistics<br>4. Humanities / fine arts | | The school ensures that all BA and BS students are introduced to each of the general curriculum domains. BA and BS students must take four credits of biology. Students also take PHEH 440: Biology for Population Health as part of the required public health curriculum.<br><br>Students in both degrees satisfy the social and behavioral science requirements with PHPB 300: Social and Behavioral Foundations of Public Health. Additional required classes that address this domain include PHPH 301: Global Public Health and PHPB 301: Health Equity.<br><br>As part of the public health curriculum, students take PHST 301: Quantitative Methods in Public Health, which is an introductory statistics course that focuses on public health issues, and PHEP 441: Epidemiological Concepts & Methods for Public Health, which also draws on statistics skills.<br><br>As part of the university's Cardinal Core, students take six credits in the humanities and arts from an approved list. | Click here to enter text. | |

## D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail) | | The public health curriculum for both the BS and BA degrees consists of 89 or 91 credits, depending on foreign language course credits. The required public health coursework addresses topics such as public health and the environment; US healthcare delivery systems; health equity; global public health; public health law and ethics; and epidemiological concepts and methods for public health.<br><br>The self-study demonstrates that the curriculum covers all nine foundational domains through the required public health courses.<br><br>Site visitors were able to validate that the courses cover each element of the nine domains at least once through syllabi review as reflected in the D10 worksheet. | Click here to enter text. | |
| If curriculum intends to prepare students for a specific credential (eg, CHES), curriculum addresses the areas of instruction required for credential eligibility | N/A | | | |

D10 Worksheet

| Public Health Domains | CNV |
|---|---|
| 1. History & philosophy of public health as well as its core values, concepts & functions across the globe & in society | Yes |
| 2. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice | Yes |
| 3. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations | Yes |
| 4. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course | Yes |
| 5. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities | Yes |
| 6. Fundamental concepts & features of project implementation, including planning, assessment & evaluation | Yes |
| 7. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries | Yes |
| 8. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government | Yes |
| 9. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology | Yes |

## D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Students demonstrate & are assessed on each competency & all its elements: | | The school uses a variety of creative assessment strategies to assure that students can communicate and demonstrate information literacy. The self-study lists between three to six examples of assessments that are used to assure that students can communicate orally and in writing, with diverse audiences, and through a variety of media and are able to locate, use, evaluate, and synthesize information. For example, in PHPB 305: Public Health | Click here to enter text. | |
| 1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences | | | | |

| | | | | |
|---|---|---|---|---|
| 2. ability to locate, use, evaluate & synthesize public health information | | Education Principles and Strategies, students create a storyboard to communicate a public health issue to a diverse audience. Students create and present a video story group project in PHEP 441: Epidemiologic Methods & Concepts for Public Health that tells the story of a modern day or historic epidemic. In addition, students locate data to develop a health policy position paper in PHPH 401: Public Health & Health Policy and demonstrate synthesis of information by creating a policy advocacy statement in PHPB 305: Public Health Education Principles & Strategies.<br><br>Site visitors validated that the communication and information literacy competencies are adequately assessed, as reflected in the D11 worksheet. During the visit, faculty said that they are working to make the assessments more robust and that they are developing a new public health communication course that includes theory and practice, which will become a required course in 2021-22. | | |

D11 Worksheet

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

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

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Students complete cumulative & experiential activities | | Students complete cumulative and experiential learning opportunities through the required Senior Capstone courses (PHPH 491 and 492; each three credits completed consecutively). In PHPH 491, students prepare for an internship by identifying a site, executing an affiliation agreement, developing learning objectives for the project, and writing a site profile. In PHPH 492, students complete 105 hours of internship work and develop a final poster, presentation, and paper that describe the work completed and any challenges faced.<br><br>The school provides an existing list of about 80 organizations with which there are active affiliation agreements. Students interested in an organization not on the list are free to explore (with their faculty mentor's support) the possibility of creating a new affiliation. The current list of sites includes public health agencies (local and state), community-based organizations that focus on health (e.g., American Lung Association) or social determinants (e.g., Urban League), health care organizations (e.g., Park Duvalle Community Health Center), and insurance companies (e.g., Humana).<br><br>During the site visit, faculty explained that students demonstrate integration and application of knowledge and skills during the capstone by conducting a site profile and creating a poster presentation and paper. During | Click here to enter text. | |
| Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies | | | | |

| | | | | |
|---|---|---|---|---|
| | | poster presentations, students must “think on their feet” by responding to questions from the poster reviewers. Site visitors were able to validate integration, synthesis, and application of knowledge from the poster presentation examples provided in the self-study.<br><br>Undergraduate students told site visitors that faculty are very helpful in taking them through the capstone process as well as identifying an agency with which to conduct the experience. | | |

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

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Program ensures opportunities available in all cross-cutting areas (see worksheet for detail) | | The school offers both curricular and co-curricular opportunities to expose the students to each of the 12 cross-cutting concepts. For each concept, the school describes one to six opportunities for exposure. Reviewers validated these opportunities by reviewing documentation and through discussions during the site visit, as reflected in the D13 worksheet.<br><br>With the exception of two concepts (community dynamics and ethical decision making as related to self and society), at least one course addresses all others. For example, in PHPB 301: Health Equity, students learn how to advocate for the public’s health (concept 1) and about cultural differences, marginalization, and their own cultural humility (concept 4). Students learn cultural dynamics (concept 2) through the Culturally Effective Care Symposium and Safe Zone Training. In addition to PHPH | Click here to enter text. | |

| | | | | |
|---|---|---|---|---|
| | | 420: Practice of Public Health, the annual Public Health Networking Night and University Career Center Annual Career Fairs offer students the opportunity to network with public health professionals (concept 7).<br><br>During the site visit, faculty validated that the program provides opportunities in all cross-cutting areas. For example, they described a video story assignment that requires both independent and interdependent work with other team members and a reflection paper, addressing independent work and personal work ethic (concept 6). Students are provided opportunities for leadership through both curricular and co-curricular activities, such as the student government associations (concept 12). Faculty provided examples of several course-related exposures, as well. | | |

D13 Worksheet

| **Cross-cutting Concepts & Experiences** | **Yes/CNV** |
|---|---|
| 1. advocacy for protection & promotion of the public's health at all levels of society | Yes |
| 2. community dynamics | Yes |
| 3. critical thinking & creativity | Yes |
| 4. cultural contexts in which public health professionals work | Yes |
| 5. ethical decision making as related to self & society | Yes |
| 6. independent work & a personal work ethic | Yes |
| 7. networking | Yes |
| 8. organizational dynamics | Yes |
| 9. professionalism | Yes |
| 10. research methods | Yes |
| 11. systems thinking | Yes |
| 12. teamwork & leadership | Yes |

## D14. MPH PROGRAM LENGTH

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| MPH requires at least 42 semester credits or equivalent | | Students must complete at least 42 semester credit hours for the MPH degree. This credit requirement is achieved through a combination of 21 common credit hours and between 21 and 27 concentration-specific course credit hours.<br><br>The school defines one credit hour of lecture, discussion, or seminar to be equivalent to 50 contact minutes per week during a semester. Additionally, each course syllabus must indicate an expectation of at least two and a half hours of activity outside of the classroom per week for each hour of credit. | 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 |
|---|---|---|---|---|
| | Met | | | |
| Required credit hours commensurate with other similar degrees in institution | | BA and BS students are required to complete a minimum of 120 credit hours made up of 31 credits from the Cardinal Core, 6-8 credits of foreign language, 49 credits from the program coursework, and 30-34 credits of supporting courses and electives to graduate. Comparable degrees in the university (e.g., anthropology, biology, psychology, and social work) require similar numbers of credit hours for graduation.<br><br>A university policy outlines the process of transferring credits completed outside of the university. The Kentucky Council on Postsecondary Education developed the policy to facilitate transfer between Kentucky colleges and universities. House Bill 160 requires the transfer of "block" general education courses so that students can transfer within the state with limited obstruction to degree completion.<br><br>The university's Admissions Office is empowered to make decisions on the transferability of courses at the 200 level or below based on student learning outcomes. The university has developed course articulation lists across colleges that are easily accessible to applicants. Courses at the 300-level and above are reviewed for articulation by the academic program based on the syllabus provided by the student. | Click here to enter text. | |
| Clear, public policies on coursework taken elsewhere, including at community colleges | | | | |

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|---|---|---|---|---|
| | | The university collaborates with the Kentucky Community and Technical College System to develop degree pathways to encourage students to begin their degree at the community college and transfer to a four-year institution in Kentucky as a junior. | | |

## D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail) | | The school offers five academic public health master's degrees, as shown in the instructional matrix.<br><br>MS and MSc students in the four concentrations other than epidemiology take PHPH 523: Public Health in the US, which teaches and assesses the foundational public health learning objectives. MS in epidemiology students take PHEP 623: Theoretical Foundations of Epidemiology. If an MS/MSc student has a prior degree and/or completed coursework from a CEPH-accredited school or program, this course requirement could be waived with the approval of the associate dean for academic affairs. The site visit team validated didactic coverage and appropriate assessments for all 12 learning objectives as detailed in the D17-1 worksheet.<br><br>Site visitors determined that all competencies are written at an appropriate level, and syllabi clearly depict how didactic preparation is achieved. The clinical investigation sciences concentration had an assessment that the team | Response to Concern 1:<br><br>Upon review, the program revised MSc in Clinical Investigation Sciences (CIS) competency 2 to better reflect the skills that are described in the associated assessments. Changes to the competency follow:<br><br>**Original MSc-CIS 2 Competency:** "Design a clinical trial using appropriate biostatistical methods"<br><br>**New MSc-CIS 2 Competency:** "Calculate the minimum sample size for a clinical trial using appropriate biostatistical methods"<br><br>The revised self-study table *Assessment Competencies for* | The Council reviewed the team's report and school's response and concludes that the school has addressed the team's concerns. Therefore, the Council acted to change the team's finding of partially met to a finding of met. |
| Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course | | | | |
| Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level | | | | |
| Assesses all students at least once on their ability to demonstrate each concentration competency | | | | |
| Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework | | | | |

| | | | | |
|---|---|---|---|---|
| Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course | | could not validate (CNV), as shown in the D17-2 worksheet and described below.<br><br>The first concern relates to the site visit team's inability to validate an appropriate assessment for competency 2 (design a clinical trial) in the MS in clinical investigation sciences. As stated in the self-study and confirmed at the site visit, students are assessed only on calculating sample sizes.<br><br>Each biostatistics concentration has a thesis and a non-thesis option. The non-thesis option is a project that is completed in the context of a course. The epidemiology degree requires a thesis. The health data analytics degree requires a capstone course that includes a discovery-based project. The clinical investigation science degree requires a professional paper cumulative project. Site visitors found the example projects provided to be of high quality. At the time of the site visit, final projects were not available for the bioinformatics and health data science concentrations given that these concentrations are new and no students had completed the project yet.<br><br>The second concern relates to the site visit team's inability to validate how the biostatistics and biostatistics, informatics curricula address scientific and analytic approaches to discovery and translation of public health knowledge in the context of a population health framework. While the self-study does not address this specifically for any concentration and states that the general coursework for each concentration includes this material, the site visit team was unable to validate coverage within these concentrations as the curriculum consists entirely of traditional biostatistics courses. | *Master of Science in Clinical Investigation Sciences* is included with this report (see Attachment D17-1). The new competency is highlighted in blue font.<br><br>Response to Concern 2:<br><br>Upon review, it was determined that clarification was needed as to which courses address criteria D17.4 for the Biostatistics and Bioinformatics concentration curricula. We revised the syllabi for several courses, which now illustrate how this requirement is addressed.<br><br>**Biostatistics & Bioinformatics concentrations**: PHST-680 Biostatistical Methods I (see Attachment D17-2) and PHST-681 Biostatistical Methods II (see Attachment D17-3).<br><br>In these courses, applications to specific population health issues have been specifically noted on the syllabi in the Course Schedule and Topics tables. Assessments also have been revised as appropriate to the requirement, which include PHST-680 Final Exam, PHST-680 Final Problem 2f, and PHST-681 Final Exam (see Attachments D17-4, D17-5, and D17-6). All changes to the | |
| Students produce an appropriately rigorous discovery-based paper or project at or near end of program | | | | |
| Students have opportunities to engage in research at level appropriate to program's objectives | | | | |

| | | | | |
|---|---|---|---|---|
| | | | syllabi and assessment are shown in blue font.<br>Further reinforcement of the requirement is provided by the following courses:<br>**Biostatistics concentration**: PHST-683 Survival Analysis (see Attachment D17-7).<br>**Bioinformatics concentration**: PHST-655 Basic Statistical Methods for Bioinformatics (see Attachment D17-8). | |

D17-1 Worksheet

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

D17-2 Worksheet

| **MS Biostatistics Concentration Competencies** | **Comp statement acceptable as written? Yes/No** | **Comp taught and assessed? Yes/CNV** |
|---|---|---|
| 1. Evaluate the biostatistics content of scientific and biomedical literature. | Yes | Yes |
| 2. Analyze moderately complex research data using statistical methods involving common linear statistical models. | Yes | Yes |
| 3. Manage data using spreadsheet and database software. | Yes | Yes |
| 4. Demonstrate use of standard statistical and graphics computer packages such as SAS, R, Microsoft Excel, and SPSS. | Yes | Yes |
| 5. Evaluate statistical methods presented in the literature. | Yes | Yes |
| 6. Investigate theoretical underpinnings and apply principles and theorems of biostatistics. | Yes | Yes |
| 7. Design research studies using appropriate statistical methods. | Yes | Yes |

| **MS Biostatistics, Bioinformatics Concentration Competencies** | **Comp statement acceptable as written? Yes/No** | **Comp taught and assessed? Yes/CNV** |
|---|---|---|
| 1. Evaluate the biostatistics content of scientific and biomedical literature. | Yes | Yes |
| 2. Analyze moderately complex research data using statistical methods involving common linear statistical model. | Yes | Yes |
| 3. Manage data using spreadsheet and database software. | Yes | Yes |
| 4. Use statistical software such as SAS & R for data mining and data visualization. | Yes | Yes |
| 5. Evaluate statistical methods presented in the literature. | Yes | Yes |
| 6. Investigate theoretical underpinnings and apply principles and theorems of biostatistics. | Yes | Yes |
| 7. Understand the theoretical foundations of algorithms used for analyzing genomic data and implement the algorithms using bioinformatics software. | Yes | Yes |

| MS Epidemiology Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|---|
| 1. Explain the evolving paradigms of epidemiologic theory and study design and their impact on public health and medical sciences. | Yes | Yes |
| 2. Synthesize scientific literature on an epidemiologic problem. | Yes | Yes |
| 3. Formulate epidemiologic research questions and testable hypotheses. | Yes | Yes |
| 4. Apply epidemiologic study designs for specific research hypotheses, including methods for data collection & management. | Yes | Yes |
| 5. Apply advanced quantitative methods to analyze an epidemiologic problem using software for data management and analysis. | Yes | Yes |
| 6. Communicate in written and oral presentations epidemiologic concepts and findings. | Yes | Yes |

| MS Health Data Analytics Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|---|
| 1. Understand biological mechanisms in relation to disease processes. | Yes | Yes |
| 2. Analyze and interpret Very Large Databases to create actionable public health knowledge. | Yes | Yes |
| 3. Apply rules and regulations of federal database security protocols. | Yes | Yes |

| MS Clinical Investigation Sciences Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|---|
| 1. Critically evaluate the published health science literature on a defined clinical research problem. | Yes | Yes |
| 2. Calculate the minimum sample size for a clinical trial using appropriate biostatistical methods. | Yes | Yes |
| 3. Demonstrate understanding of key ethical concepts related to human research and the application of these standards to current and future research. | Yes | Yes |
| 4. Communicate pertinent clinical research-related concepts and findings in oral and written form. | Yes | Yes |

## D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail) | | All PhD students take either PHPH 523 or PHPH 623, both of which teach and assess the 12 foundational learning objectives. The site visit team validated didactic coverage and assessment for all 12 learning objectives as detailed in the D18-1 worksheet.<br><br>Site visitors determined that all competencies for all concentrations are at an appropriate level with didactic preparation and almost all had appropriate assessments. Two of the concentrations had an assessment that the | Response to Concern 1, PhD in Biostatistics:<br><br>Upon review, it was determined that the assessment description for PhD in Biostatistics competency 5 in the competency table was not well correlated with the language in the Dept. of Bioinformatics and Biostatistics Student Handbook. The assessment language outlining the Pre-Dissertation Essay requirement | The Council reviewed the team's report and school's response and concludes that the school has addressed the team's concerns. Therefore, the Council acted to change the team's finding of partially met to a finding of met. |
| Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course | | | | |
| Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level | | | | |

| | | | | |
|---|---|---|---|---|
| Assesses all students at least once on their ability to demonstrate each concentration competency | | team could not validate (CNV), as shown in the D18-2 worksheet and described below.<br><br>The first concern relates to the site visit team's inability to validate didactic preparation for biostatistics concentration competency 5. The team confirmed during the site visit that the competency is not taught in a didactic course setting; rather, it is addressed in dissertation mentoring.<br><br>The second concern relates to the site visit team's inability to validate an appropriate assessment for health policy and management concentration competency 5. Reviewers could not validate that the dissertation assesses practical knowledge of issues in research management.<br><br>All programs have sufficient doctoral-level coursework with each concentration requiring between four and nine courses specifically for PhD students. PhD and MS students share some coursework; however, PhD students either take additional coursework or the courses are designed for doctoral students and advanced MS students can also take the courses. For example, in epidemiology, MS and PhD students take the same set of methods courses, but PhD students take an additional 15 credits of content-specific electives. In the environmental concentration, in addition to four seminars, two courses shared with MS students were designed for doctoral students, and PhD students also complete lab rotations and dissertation research.<br><br>All programs require students to write and defend a dissertation, and the site visit team validated that all examples provided are very high quality. The school assesses dissertations with comprehensive rubrics that ask | better correlates with the competency. See p. 42, second paragraph, in the department's Student Handbook (see Attachment D18-1).<br><br>Response to Concern 2, PhD in Health Management and Policy:<br><br>Upon review, it was determined that the required course PHMS-752 Seminar II in Public Health Management best addresses the didactic coverage of this competency and that assessment takes place in the student deliverables for the course.<br><br>Revisions to PHMS-752 course syllabus (see Attachment D18-2) and the self-study table A*ssessment Competencies for PhD in Public Health Sciences Specialization in Health Management and Policy* (see Attachment D18-3) are included with this response and are noted in blue font.<br><br>Response to Concern 3:<br><br>Upon review, it was determined that the required course PHST-703 Biostatistical Consulting Practicum best addresses the didactic coverage | |
| Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework | | | | |
| Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course | | | | |
| Students produce an appropriately advanced research project at or near end of program | | | | |
| Students have opportunities to engage in research at appropriate level | | | | |
| Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study | | | | |

| | | | | |
|---|---|---|---|---|
| | | raters to score presentation quality and the quality of several aspects of the dissertation.<br><br>The third concern relates to the site visit team's inability to validate that the biostatistics concentration with and without the bioinformatics emphasis addresses scientific and analytic approaches to discovery and translation of public health knowledge in the context of a population health framework. This expectation should be addressed in a manner at least equivalent to a three-credit course. As discussed in Criterion D17, the self-study does not specifically address where this material is covered for any concentration, but states that the general coursework for each concentration includes this material. The site visit team was unable validate coverage within these concentrations as the curriculum consists entirely of biostatistics courses. | of this requirement and that assessment takes place in the PhD Dissertation *Data Application* requirement.<br><br>Revisions to PHST-703 course syllabus (see Attachment D18-4) and the department's Student Handbook (see Attachment D18-1, p. 42, third paragraph) have been specifically noted in blue font. | |

D18-1 Worksheet

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

D18-2 Worksheet

| **PhD in Biostatistics Concentration Competencies** | **Comp statement acceptable as written? Yes/No** | **Comp taught and assessed? Yes/CNV** |
|---|---|---|
| 1. Thoroughly understand the broad discipline of biostatistics, including its theoretical underpinnings, its history of development, current applications, and areas of active inquiry. | Yes | Yes |
| 2. Thoroughly review and critique statistical methods literature. | Yes | Yes |
| 3. Conduct statistical analyses and data management using standard statistical software such as SAS, R, and SPSS. | Yes | Yes |
| 4. Analyze research data using linear models and other appropriate statistical methods. | Yes | Yes |
| 5. Read, interpret, and review biomedical literature where biostatistical techniques are used. | Yes | Yes |
| 6. Advance the field of biostatistics through original and independent research. | Yes | Yes |

| PhD Environmental Health Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|---|
| 1. Critically evaluate published environmental health literature. | Yes | Yes |
| 2. Develop oral & written skills for communicating results of environmental health research. | Yes | Yes |
| 3. Develop grant writing skills. | Yes | Yes |
| 4. Design & conduct original environmental health research. | Yes | Yes |

| PhD Epidemiology Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|---|
| 1. Explain the evolving paradigms of epidemiologic theory and study design and their impact on public health and medical sciences. | Yes | Yes |
| 2. Synthesize scientific literature on an epidemiologic problem. | Yes | Yes |
| 3. Critically evaluate scientific literature to identify strengths & limitations, biases & gaps in knowledge. | Yes | Yes |
| 4. Formulate epidemiologic research questions and testable hypotheses. | Yes | Yes |
| 5. Apply epidemiologic study designs for specific research hypotheses including methods for data collection & management. | Yes | Yes |
| 6. Apply advanced quantitative methods to analyze an epidemiologic problem using software for data management and analysis. | Yes | Yes |
| 7. Communicate in written and oral presentations epidemiologic concepts and findings. | Yes | Yes |
| 8. Demonstrate mastery of a substantive area of epidemiology. | Yes | Yes |
| 9. Complete a hypothesis-based epidemiologic research study suitable for publication in a peer-reviewed journal. | Yes | Yes |

| PhD Health Management and Policy Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|---|
| 1. In depth knowledge of the history of public health, health management, & health services research. | Yes | Yes |
| 2. Mastery of experimental research study designs, including qualitative as well as quantitative, & the ability to identify optimal designs for specific hypotheses. | Yes | Yes |
| 3. Ability to critically evaluate published research related to health management & health services research. | Yes | Yes |
| 4. Expertise in one or more health services research specialties such as health policy, organization theory, long-term care policy, health economics, etc. | Yes | Yes |
| 5. Practical knowledge of issues in research management including:<br>a) Formation & leadership of multidisciplinary teams. b) Staffing, budgeting, tracking. c) Data quality control & data safety management. d) Funding mechanisms & grantsmanship. e) Research ethics & regulations. | Yes | Yes |
| 6. Professional quality peer-review, oral & poster presentation, report, grant, & manuscript writing. | Yes | Yes |

| PhD Health Promotion & Behavioral Sciences Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|---|
| 1. Demonstrate a social justice perspective in considering and being sensitive to issues that influence public health, health policy, and the delivery of health care. | Yes | Yes |
| 2. Appraise the role of structural, social, political, behavioral, and psychological determinants in producing and maintaining population health and health inequities. | Yes | Yes |
| 3. Apply and critically evaluate multi-level theoretical models of health and health behavior to understanding and intervening in societal, structural, community, and organizational influences on public health issues. | Yes | Yes |
| 4. Demonstrate expertise in selecting and applying rigorous and ethical research methods to conduct research in the student's cognate area. | Yes | Yes |
| 5. Implement pedagogical techniques, with a focus on critical pedagogy, in the process of teaching and learning. | Yes | Yes |
| 6. Communicate effectively and clearly both orally and in writing, and present public health issues and research findings in their area of expertise to a variety of audiences. | Yes | Yes |
| 7. Translate evidence into actionable information to develop and advocate for equitable policies and practices. | Yes | Yes |

## D19. ALL REMAINING DEGREES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail) | | Students in the MS in health administration are didactically prepared for and assessed on the 12 foundational knowledge learning objectives in PHPH 523: Public Health in the US.<br><br>The site visit team reviewed the syllabus and assignments for PHPH 523 and confirmed that an appropriate and specific assessment activity is defined for each foundational public health learning objective as detailed in the D19 worksheet. | Click here to enter text. | |
| Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course | | | | |

D19 Worksheet

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

## 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 | | The school offers an MS in biostatistics, an MS in health data analytics, and an MS in health administration in a fully distance-based format. The MS in health administration is also offered in an executive format, as shown in the instructional matrix.<br><br>The school works collaboratively with the Delphi Center for Teaching and Learning (Delphi Center), which provides support for the design, implementation, and evaluation of online courses through the use of Quality Matters best practices. The Delphi Center instructional design staff train faculty in online education. Each department determines whether its faculty are required to participate in the training.<br><br>Online students have access to the same resources—and the online offerings are evaluated in the same manner—as on-campus offerings.<br><br>The rationale for providing online education is twofold. First, the university is working toward becoming a premier metropolitan institution. Providing online degree programs gives the university a competitive advantage in both the nation and the world. Second, the school recognizes the demand for individuals (particularly working professionals) trained to work in data science, with big data, and in health administration. The school has | 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 | | | | |
| Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification | | | | |

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| | | the expertise to provide these resources to the community.<br><br>The Delphi Center provides administrative support for managing online learning (development of programs and enrollment management), instructional design and technology, and the Blackboard learning management system. The Delphi Center employs staff with a vast array of experience, including marketing, enrollment management, data reporting, federal and state compliance and administration, and planning for online programs. The center works with academic units from the onset of program conceptualization to implementation.<br><br>The MS in biostatistics and the MS in health data analytics are supported by faculty and staff coordinators who are responsible for admissions and communication.<br><br>All online students have online or telephone access to the university's administrative support services, including Registrar's Office information, financial information, IT, student services, and disability services. Online students receive regular communication from the Delphi Center about online training programs that may be supportive (e.g., online course demo, virtual writing center, etc.). During the site visit, the school indicated that it uses discussion boards to post information about jobs and other opportunities so that all students have access.<br><br>The school uses the same outcomes to evaluate its online and campus-based programs. Many online courses are Delphi Certified, which means the course adheres to the Quality Matters best practices. | | |

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| | | The self-study indicates and site visitors confirmed that the curricula for the online and in-person curricula provide the same level of rigor. Online courses proceed through the same review and approval process as in-person courses (i.e., academic affairs leaders ensure they follow school policies developed specifically for online education, and the Curriculum Committee reviews all new courses using the Quality Matters standards to assure that all course delivery formats are equivalent in rigor). After the course can demonstrate that all standards are met, it becomes Delphi Certified.<br><br>The school uses a combination of course and resource management technology and the student code of conduct to validate student identity. First, students receive a unique and secure identification and password when they are admitted. Faculty, staff, and students are required to change their passwords every 180 days and provide and answer three security questions to provide additional security. When entering, the Blackboard system authenticates the login information against a central repository. The university establishes courses in Blackboard each term, and the system verifies that student IDs match the students enrolled in the class.<br><br>Some courses require proctored exams. Students have the choice of setting this up with the university testing center, arranged proctoring by an appropriate proctor, or may request an online proctoring session. Faculty use Respondus Monitor to provide online proctoring. University policies guide proctoring for in-person and online proctoring, and online students are expected to adhere to these and other university policies, such as technology security and academic dishonesty. | | |

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| | | Finally, the Delphi Center has developed a policy related to verification of student identity that is currently being reviewed by the University Compliance Office. The site visit team learned that this policy will go into effect by the end of 2020. | | |

## E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience | | Faculty training and experience is sufficiently deep and well-aligned with the school's instructional offerings. Across all degrees and concentrations, faculty teach and mentor students in areas appropriate to their training.<br><br>Faculty hold a wide range of degrees including PhD, JD, DrPH, MD, MPH and MHS degrees and have training in a range of disciplines including epidemiology, environmental health, health policy, medicine, law, and youth development.<br><br>Students who met with site visitors did not indicate any dissatisfaction in this area. | 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) | | | | |

## E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice | | The school employs multiple faculty who have professional experience in public health practice. PIF have worked as a health policy analyst, director of the Center for Health Equity at the Louisville Metro Public Health Department, chief health strategist at the Louisville Metro Public Health Department, an occupational therapist, a healthcare executive, and an entrepreneur. Additionally, the school employs numerous adjunct faculty whose primary employment is external to the university in private industry, government, and non-profit health settings. The school also invites practitioners to give guest lectures in courses. Adjunct faculty work in organizations such as the Foundation for a Healthy Kentucky, the Kentucky Division of Water, Office of the Chief Medical Officer, Jefferson Country Public Schools, NIOSH, Baptist Health, Kentucky Department of Public Health, REI, and KentuckyOne.<br><br>One example of faculty integration of practice into the classroom is a faculty member who incorporates their evaluation experience into the advanced evaluation course in the health promotion and behavioral sciences concentration to give students real world examples of how organizations use evaluation. In another example, an epidemiology professor incorporates data sets from their practice experience into students' homework. Students learn how to clean and manipulate the data and then conduct analyses. Site visitors' discussions with faculty | Click here to enter text. | |
| Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels | | | | |
| Regularly involves practitioners in instruction through variety of methods & types of affiliation | | | | |

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| | | and community stakeholders verified the extent of faculty members' professional experience and competence in public health practice and how a wide variety of community practitioners are actively engaged in teaching.<br><br>The school recently revised its promotion appointment and tenure process to allow faculty to be promoted and/or tenured with public health practice as the primary area of review. The school encourages and recognizes public contracts, committee memberships, trainings provided, practice-based service, and other forms of civic engagement. | | |

## E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Systems in place to document that all faculty are current in areas of instructional responsibility | | The school uses several methods to ensure faculty maintain currency in their areas of instructional responsibility. The school conducts annual faculty reviews for PIF, evaluating faculty members' applicable work assignments in research, teaching, and service. The review includes an evaluation of annual goals and how faculty met the goals through proposed activities. The review also includes a review of faculty performance in teaching assignments related to currency and competency of instruction. Department chairs and the Curriculum Committee review course syllabi for currency, content, format, grading rubrics, and all other informational requirements. | Click here to enter text. | |
| 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 | | | | |

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| | | The Faculty Learning Community is a forum in which faculty improve their instructional skills and maintain currency with teaching theory, methods, and technology with support from the Delphi Center and the dean of the school. This community consists of peer- and expert-led workshops focused on pedagogy and educational theory. In 2019-20, topics included active learning strategies, diversity and inclusion in the classroom, giving and receiving feedback, and development of a peer teaching exchange. Two tenured faculty members from the school organize and plan workshops and activities.<br><br>Full- and part-time faculty are also invited to attend unit- and department-level seminars and special lecture series on discipline-specific research and practice experiences such as the Commonwealth of Kentucky Public Health Training Center presentations and EpiHour presentations. The school provides departmental funds to faculty to travel and participate in professional meetings, and both the school and university provide financial and professional support for faculty who successfully obtained Fulbright grants to improve their knowledge base and skills. The university also has a credentials policy in which faculty teaching graduate-level courses should have earned a doctoral/terminal degree in the teaching discipline or a related discipline. The university may also consider other qualifications such as work experience or research.<br><br>Faculty within the school have multiple resources for continuous improvement of their instructional roles. As mentioned above, full- and part-time faculty have access to resources through the Delphi Center, which includes support with technology, development of online courses, | | |

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| | | and course redesign. The center also hosts workshops such as an annual professional development program. This full-day event provides educators from across the university with evidence-based teaching strategies. The school directly partners with the center to provide school faculty with teaching-themed workshops that include best practices and emerging scholarship in teaching and learning and concrete teaching strategies for immediate implementation. A planning committee, which is composed of five to six school faculty and a center representative, meet regularly to organize sessions and select topics. Faculty also have access to a certificate program and to workshops through the Office of the Health Sciences Center Faculty Development.<br><br>The school assesses faculty instructional effectiveness through student and peer evaluations. Peer evaluations occur usually at mid-tenure review or the year prior to tenure/promotion. Student, peer, program director, and chair evaluations are part of faculty member's primary reviews as well as reviews for promotion, tenure, or reappointment. The school administers student surveys in every course, and the dean sends the results to the appropriate department chairs and program directors for review. Department chairs work with faculty members to address identified issues. The Planning and Effectiveness Committee also reviews the data and determines whether the faculty and administration are taking appropriate steps in response to the data. Faculty members, who may include department chairs, conduct each other's peer evaluations and provide an overall rating of a faculty member's teaching skills with a rationale for the rating. During the site visit, faculty described how that peer-evaluation process evolved into the Faculty Learning | | |

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| | | Community as well as into other collaborations between school faculty and the Delphi Center. Site visitors found that faculty enthusiasm for those activities is very strong, and it appears that participation is high even though it is not required. Part-time faculty are also included in these activities.<br><br>The school measures instructional effectiveness through three indicators: scholarship as an indicator of faculty currency, student satisfaction surveys, and courses that involve community-based practitioners. The school tracks faculty publications annually, and department chairs review the publications for quality and relevance to the faculty member's specialty. The chair also meets annually with faculty to assess teaching performance and fit of their assigned courses as well as scholarship activity during promotion and tenure reviews. For the second indicator, the school collects data from the Graduating Student Survey and Student Perception Survey from both undergraduate and graduate students. Although response rates have decreased from 2016-17 to 2018-19, the majority of students rated instructional faculty as average, above average, or excellent all three years. Faculty described new methods that they believe will increase response rates in future surveys. For the third indicator, the school has at least 15 courses that involve community-based practitioners who provide guest lectures, and site visitors were provided with many examples from students, faculty, and stakeholders of how that aspect of the curriculum has been strengthened over the past three years. All three groups named this as an important strength of the curriculum and the school. | | |

## E4. FACULTY SCHOLARSHIP

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Policies & practices in place to support faculty involvement in scholarly activities | | The school expects all faculty to demonstrate evidence of scholarship in their selected fields and to publish their findings in professional journals. Support for faculty scholarship occurs at both the school and university level. Support activities include grants opportunities, grant administration, grant writing workshops, and internal grant programs. University resources include the Office of Sponsored Programs Administration, the Sponsored Programs Information Network database, the university internal grants program, the Research Infrastructure Program, the Office of the Executive Vice President for Research and Innovation, a collaboration with the Federal Statistics Data Research Center in Kentucky, and the Advancement Through Healthy Empowerment, Networking, and Awareness grant.<br><br>Faculty can also access resources through the Health Sciences Center Research Office. Faculty receive information about new grants and relevant conferences and assistance with grant preparation including editing and proofreading, collecting letters of support and biosketches, coordinating input from investigators, and preparing the final submission. The school provides scholarship support through the Office of Research with staff who assist with some pre-award marketing and administrative work as well as assistance with post-award fiscal oversight and project management. In addition, the Department of Bioinformatics and Biostatistics | Click here to enter text. | |
| Faculty are involved in research & scholarly activity, whether funded or unfunded | | | | |
| Type & extent of faculty research aligns with mission & types of degrees offered | | | | |
| Faculty integrate their own experiences with scholarly activities into instructional activities | | | | |
| Students have opportunities for involvement in faculty research & scholarly activities | | | | |

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| | | established the Statistical Consulting Center, which provides consulting services including application of statistical methodology, data management, data analysis, and technical writing. The university also has a grant program for students, and the school has a travel fund to support student travel to regional or national meetings to present their research.<br><br>The school demonstrates both faculty and student involvement in scholarship and faculty integration of scholarship into the classroom.<br><br>One example of faculty scholarship integrated into the classroom is a faculty member who studies sexual health and social justice in the United States and Canada as well as HIV transmission and integrates these topics into PHPB 701: Theoretical Basis for Health Promotion and Behavioral Sciences to demonstrate underlying factors related to disparities in HIV infection and approaches to dealing with behavior modification. Another faculty member studies the impact of environmental toxin exposures and involves undergraduate and graduate students in her laboratory as well as integrates her research into undergraduate and graduate environmental courses.<br><br>An example of student involvement in faculty research is a faculty member with NIH/NICHHD funding studying behavioral and medical factors affecting probability of conception. Undergraduate and graduate students assist with questionnaire revision, subject recruitment, medical record extraction, participant follow up, and data analysis. Another example is of four doctoral students working with a faculty member and other Youth Violence Prevention | | |

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| | | Research Center researchers and partners to develop, implement, and evaluate various forms of social media to reach youth with messaging from a social norming campaign to connect them with local resources and services.<br><br>The school chose four indicators to measure scholarship. The first is to increase the number of funded projects for multidisciplinary research by 3% per year. The data presented in the self-study are complex but show success in several domains. In 2016-17, 37 projects were funded, with public health faculty as PIs on 11, totaling approximately $1 million. In 2017-18, 46 projects totaled $1.5 million. In 2018-19, 46 projects totaled $2 million.<br><br>The second goal is to increase total research expenditures by 3% per year. This measure increased by a total of 10% over the last two years.<br><br>The third measure is to increase the number of peer-reviewed publications by 10% per year. This number fell significantly from 2017 to 2018, but then increased again.<br><br>The final measure is the number of grant submissions per year. This indicator dropped significantly from 2016-17 to the following year, and subsequently has increased slightly. The fact that the number and value of awarded grants has not fallen suggests that the decrease in submissions may not be a problem. Faculty described a strong awareness of these metrics, and a general level of satisfaction with the school's progress. | | |

## E5. FACULTY EXTRAMURAL SERVICE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Defines expectations for faculty extramural service | | The school's promotion and tenure guidelines emphasize the importance of service to the community. The guidelines allow for service, public health practice, or community engagement to be the primary area of review when being considered for promotion or tenure. Excellence in service is required for promotion. Service may include committee membership, economic development and outreach partnerships, training, practice-based or research service, and public contracts.<br><br>The university sets a minimum guideline for service expectations of faculty individually through the employment contracting process based on new faculty experience, interests, and specific role at the school. For the past three years, official records indicate that between 54-61% of faculty participated in extramural service. Discussions with faculty and school administrators suggested that the percentage of faculty participating in service is actually higher. The school is implementing and encouraging the use of a new form to track and monitor service activities to improve documentation. The university tracks a narrower definition of service that does not capture all service that public health faculty participate in.<br><br>Full-time faculty have dedicated time for service activities, the amount of which is negotiated between the chair and individual faculty members. Additionally, the school | Click here to enter text. | |
| Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means | | | | |

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| | | provides all faculty and staff one day of community service leave per year. The Office of Community Engagement has established a signature partnership with the West Louisville area; over $7 million in faculty grants and contracts are targeted to West Louisville.<br><br>One faculty member served on the steering committee for the Louisville Metro Public Health & Wellness Community Needs Assessment. Students in her course attend community discussion groups and analyze qualitative discussion data.<br><br>Another faculty member hosts a podcast to discuss epidemiological research. Students join the podcast to apply course concepts and practice public health communication.<br><br>Another faculty member serves on the Jefferson County Public Schools Behavioral Alternative School Taskforce. She provided graduate students with the opportunity to facilitate focus groups with students attending these public schools, analyze the discussion, and make recommendations to inform School Board policy.<br><br>The school chose four indicators to measure service: number of faculty-student service collaborations; number of community-based projects; public/private or cross-sector partnerships for engagement and service; and percentage of full-time faculty participating in extramural service activities. For the first indicator, the number of collaborations increased overall from 29 in 2016 to 56 in 2018. For the second and third indicators, the number of community-based service projects and cross-sector partnerships also increased overall, from 19 in 2016 to | | |

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| | | 29 in 2018. The percentage of faculty participating in service stayed mostly the same with 54% in 2016 and 56% in 2018.<br><br>During the site visit, faculty, students, and community stakeholders affirmed the extensive involvement of and benefits from faculty service activities. Students reported being inspired by their involvement in service activities with faculty, further cementing their commitment to public health practice. | | |

## F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences | | The school uses its community partners and other external stakeholders to gain feedback on the curriculum, student outcomes, and overall planning processes.<br><br>The school engages with external stakeholders through the Community Advisory Board, the Commonwealth Institute of Kentucky Executive Committee, the Healthcare Leadership Program Advisory Board, the Youth Violence Prevention and Research Center Steering Committee, and the Center for Creative Placehealing.<br><br>The Community Advisory Board includes staff from healthcare systems, local initiatives, the Louisville metro government, the Metropolitan Housing Coalition, and other local universities. The Executive Committee | | The Council reviewed the self-study and team's report. All available information suggests that the school complies with this criterion's requirements. Therefore, the Council acted to change the team's finding of partially met to a finding of met. |
| Ensures that constituents provide regular feedback on all of these:<br>• student outcomes<br>• curriculum<br>• overall planning processes<br>• self-study process | | | | |
| Defines methods designed to provide useful information & regularly examines methods | | | | |

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| Regularly reviews findings from constituent feedback | | includes directors of the University of Louisville hospital and a local government representative. The Healthcare Leadership Program Advisory Board includes administrators from local hospitals and healthcare providers. The Steering Committee includes community members from the police department, Jefferson County public schools, and other universities. The external advisors are from the federal reserve bank, the Louisville metro government, and the Louisville Chamber of Commerce.<br><br>The Community Advisory Board includes 14 members who meet twice a year for approximately two hours. The board provides expert advice to the dean related to teaching, research, community engagement, and fiscal matters. Site visitors confirmed these discussions by reviewing meeting minutes. The school also invites board members to special events, such as the University of Louisville Day of Giving. A few of the members are actively engaged in various school interfaces with the community, non-profits, and the city. The board chair meets with the dean and others in the community several times a month.<br><br>As an example of how the school solicits feedback from stakeholders, the undergraduate program has made revisions due to requests from student leaders, key board leadership, and community leaders (e.g., Louisville Metro Public Health and Wellness leaders) stating the need for students to be exposed to multiple areas within public health agencies. From this feedback, the program has implemented a capstone rotation process to enable students to work in various key areas by rotating through departments such as clinical services, environmental | | |

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| | | health lab services, public health preparedness, leadership, and administration.<br><br>In another example, the school reduced the credit hours associated with the core courses from three to two, which allowed the school to expand the concentration-specific coursework that many faculty members found attractive. After trying out this new method, stakeholders, including employers, provided feedback that this method was unsuccessful. Based on this feedback school determined that it was best to return to the three-hour blocks for the core courses.<br><br>In addition to feedback from employers, the school meets with other schools and programs across the state to discuss employer feedback and needs. Attendees strategize what needs each school or program will focus on depending on geographic location within the state.<br><br>The Community Advisory Board has provided three rounds of review and input regarding the school's mission, vision, values, and goals. The information was first collected using a worksheet and members submitted feedback electronically. The Mission, Vision, Values Workgroup then drafted the school's new guiding statements. During the second review, a lively exchange of ideas regarding the length of the mission and vision statement took place. The school engaged in the third and final round of review in February 2020, and the guiding statements were finalized and published on the school's website in March 2020.<br><br>The school engages the Commonwealth Institute of Kentucky Executive Committee, Center for Health | | |

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| | | Organization Transformation, Center for Creative Placehealing, and the Community Advisory Board to discuss changing research and practice needs.<br><br>At every Community Advisory Board meeting, members receive information about current and proposed academic programs, research, and community-based initiatives. Faculty and staff attend the meetings to give updates on initiatives, which presents the opportunity for direct dialogue between board members, faculty, staff, and school leaders.<br><br>During the site visit, stakeholders on the advisory boards and executive committees confirmed that the school solicited their feedback on the guiding statements, self-study, curriculum, overall planning and direction, and student assessment. Preceptors who met with the team also confirmed that they were solicited for curricular feedback. They said that the school valued their feedback and that they saw changes based on the feedback they provided. Stakeholders told site visitors that the relationships they have with the school are invaluable, positive, and very collaborative and that they look forward to their continued work with the school. | | |

## F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Makes community & professional service opportunities available to all students | | Students have many opportunities to participate in service, community engagement, and professional development through the university's Career Center; the Office of Student Involvement; the Office of Community Engagement and Diversity; the LGBT Center; and the Office of Diversity and Inclusion. The Graduate School offers workshops related to professional development, life skills, academic development, and networking skills.<br><br>Students are made aware of opportunities through email announcements, public health social media, in-class announcements and presentations, announcements posted on Blackboard sites, and posters or flyers. Students are also made aware through the University of Louisville weekly newsletter that informs students of university-sponsored activities that students can participate in.<br><br>Students participate in professional development activities in many ways including through research and have presented their research at the Kentucky Public Health Association annual conference and the American Public Health Association annual conference as well as attending career center workshops, networking fairs, and resume- and interview-building presentations.<br><br>Students have also participated in community service through programs such as Healthy Hoops Kentucky and | Click here to enter text. | |
| Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field | | | | |

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| | | the Kentucky Cancer Program. Students assisted with asthma screenings and health education for kids with asthma and breathing problems and promotion of a health awareness campaign.<br><br>During the site visit, students expressed satisfaction with the availability of service opportunities and validated that they receive frequent communications about opportunities. | | |

## F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Defines a professional community or communities of interest & the rationale for this choice | | The school seeks to provide professional development opportunities to the public health workforce in the greater Louisville area. This community includes local hospitals and healthcare agencies, nonprofit research organizations, foundations that provide or advocate for healthcare quality and health equity in Louisville, and groups working in public health without public health training. The school also focuses on healthcare quality and healthy equity in the city of Louisville and the Commonwealth of Kentucky.<br><br>Faculty engage with these communities and organizations on a regular basis, and these entities represent the historically understood professional workforce in public health, state and local government agencies, local hospitals and healthcare agencies, nonprofit research organizations, and foundations that provide or advocate | Click here to enter text. | |
| Periodically assesses the professional development needs of individuals in priority community or communities | | | | |

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| | | for healthcare quality and health equity in the city and across the state.<br><br>The school assesses professional development needs in multiple ways while being attuned to the needs of all the organizations given that they are in different settings. The most comprehensive process is the needs assessment conducted with the Region IV Public Health Training Center. The school works with individuals at Emory University and others to determine needs for the region and the state. The school also has joint appointments with the local health department and regularly collects professional development needs feedback. Faculty members also have individual relationships with organizations and communicate about professional development needs regularly. While there is no uniform manner or frequency with which assessments are made, faculty attempt to discern and respond to priorities of the communities with which they work closely.<br><br>Both faculty and stakeholders told site visitors that this model works for them, and stakeholders expressed satisfaction with the relationship and the training that the school has provided. Major professional development needs that have been identified through this process are health insurance literacy, communication styles, program evaluation, structural racism, social inequities, approaches to violence prevention, and contact tracing. | | |

## F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Provides activities that address professional development needs & are based on assessment results described in Criterion F3 | | The school provides various activities that address professional development needs based on its partnerships. The needs are determined through discussions with constituent groups to align presentations with the partners' needs. The discussions determine the public health professional training, which is assessed through evaluations distributed at each presentation. Evaluations following presentations are used to design future offerings according to specific feedback gained. The school clearly demonstrated that it provides training needs based on professional development needs identified through its many data collection approaches. As an example of one its many data collection approaches, a faculty member developed materials and hosted a training for community health workers in response to the Region IV Public Health Training Center identifying health insurance literacy as a training need.<br><br>To address the future needs of communities of interest in Louisville, including community health workers, the school (in collaboration with the Public Health Training Center) developed a 10-page outreach plan for the state. The outreach plan will be used to determine the order and content of future training activities by the Public Health Training Center. Leaders from the training center and school faculty will continue to maintain contact with key personnel in the Kentucky Public Health Department to assure modifications continue to be made to meet the | Click here to enter text. | |

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| | | needs of an evolving workforce. The courses developed are evaluated by trainees, which will be used to assure materials are meeting trainee needs.<br><br>The school provided ample documentation, and reviewers validated that the school uses data, informal and formal, to develop and deliver trainings and presentations.<br><br>Examples of professional development assistance or trainings the school has provided and/or collaborated on include trainings related to youth violence prevention with Cities United, a national organization; trainings on social inequities with members of the board of directors for the Jewish Heritage Fund for Excellence; a presentation on epidemiology and COVID-19 to a cancer center; and multiple faculty members who provided assistance to a local health department in developing a community health assessment. | | |

## G1. DIVERSITY & CULTURAL COMPETENCE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met with Commentary | | | |
| Defines appropriate priority population(s) | | The school defines the following priority populations:<br>1) African American students, faculty, and staff<br>2) First-generation students<br>3) Women in faculty leadership positions<br>4) LGBTQ individuals<br><br>The school chose these populations because they align with the university and city demographics as well as with historically underrepresented populations. Members of the school's Diversity Committee, the dean, and members of the Dean's Office had a series of discussions and developed diversity goals, targets, and strategies to achieve the goals.<br><br>The school has appropriate goals and strategies based on the chosen priority populations with broad participation across the school's administration, faculty, and staff to achieve the goals.<br><br>The school's goals address achieving a greater proportion of underrepresented minority students and staff who are representative of the community; supporting first-generation students; seeking greater gender balance, particularly among school leaders and senior faculty; increasing visible representation of LGBTQ faculty; seeking faculty with international backgrounds; and increasing the proportion of African American faculty to be representative of the community. | Click here to enter text. | |
| Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals | | | | |
| Learning environment prepares students with broad competencies regarding diversity & cultural competence | | | | |
| Identifies strategies and actions that create and maintain a culturally competent environment | | | | |
| Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s) | | | | |
| Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s) | | | | |
| Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies | | | | |
| Perceptions of climate regarding diversity & cultural competence are positive | | | | |

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| | | Strategies to achieve the goals include strengthening student recruitment by identifying best practices, reviewing opportunities for high school students to be exposed to public health, providing guidance to prospective students, partnering with HBCUs to provide courses and recruit students, increasing the use of inclusive communication, establishing a degree collaboration between the university and Kentucky State University, developing the Louisville Urban League to expand opportunities for university employees at the bottom tier to advance their careers at the university, providing guidance to search committees to increase applicant pool diversity, carefully considering gender in all senior administrative appointments, supporting women at the associate professor rank, and hosting events and fundraisers for LGBTQ+ students and allies. Site visitors found the list of strategies to be thoughtful and appropriate for each target population.<br><br>Strategies for cultural competence in the curriculum include measures aimed at educating faculty, measures aimed at assuring curricular content, and specific courses aimed at cultural competence in students. For example, faculty participate in monthly Faculty Learning Community meetings that help them build strategies to increase cultural competence in the classroom and make it explicit in the syllabus. The school also requires all students to complete implicit bias training and brings in guest lecturers from community organizations. The faculty described a strong focus in the curriculum going beyond cultural competence and focusing on cultural humility. | | |

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| | | The school collects data regarding targets and perceptions of climate. In 2019, 89% of students felt comfortable or very comfortable with the school's climate via the Student Climate Survey. For faculty and staff, the school collects data through the Campus Climate and Diversity Survey for Faculty and Staff. The school presented data for both students and faculty summarizing the number of people surveyed who have heard disparaging remarks about different groups. For students, two time points are available (2017 and 2019). The number of students who reported having heard disparaging remarks is significantly lower in 2019, and the response rate is higher. For example, in 2017, 11 of 22 students reported hearing disparaging comments based on race or ethnicity. In 2019, the numbers were 17 of 66. In 2017, 68% of faculty respondents said people are treated equally regardless of race/ethnicity; 77% said people are treated equally regardless of gender identity; and 81% said people are treated equally regardless of sexual orientation.<br><br>Targets for the goals defined for the priority populations show mixed success. The percentage of African American students was 22% in 2017, 23% in 2018, and 19% in 2019. By contrast, the percentage of "visible" LGBTQ faculty increased from 4% to 7% during that time, and the number of women in faculty leadership positions increased from one of 9 to three of 12. The school exceeded the target for the proportion of African American staff in 2018 but did not meet the target for African American faculty members.<br><br>During the site visit, students and faculty described satisfaction with the diversity numbers, but both groups also strongly described a need for further work on climate and inclusion. Students described perceived barriers and a | | |

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| | | sense of unwelcomeness based on gender and race, and faculty agreed that this is an area that the school is working on. Several concrete initiatives were described, some of them new in the past six months under new university leadership.<br><br>The commentary relates to negative perceptions of climate shared by some students during the site visit and via climate surveys. Both students and faculty said that the school has made progress and acknowledge that there is continued room for improvement. The university and school conveyed the importance of anti-racism work and talked with reviewers about the new initiatives the university has started to roll out. | | |

## H1. ACADEMIC ADVISING

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Students have ready access to advisors from the time of enrollment | | Undergraduate advising is provided by two full-time, master's-level professional academic advisors who are hired through a competitive process. Academic advisors must complete a variety of training ranging from courses on Title IX to the undergraduate curriculum to university resources. Advisors shadow undergraduate academic coordinators and conduct joint appointments until the coordinator determines an advisor is prepared to advise independently. | Click here to enter text. | |
| Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study | | | | |
| Qualified individuals monitor student progress & identify and support those who may experience difficulty | | | | |

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| Orientation, including written guidance, is provided to all entering students | | All undergraduate students attend a new student orientation. Freshman attend a two-day session, transfer students attend a half-day orientation, and international students complete an online orientation.<br><br>Students meet with their academic advisor during orientation or immediately after transferring into the program. Students are required to meet once a semester with their advisor to review their program of study and progress toward degree completion. Advisors also have walk-in hours and are available by appointment. As dedicated academic advisors, these staff are knowledgeable about and able to assist students with academic appeals, course substitution, course withdrawals, and other academic requests. Academic advisors monitor student progress both through meetings with students every semester, as well as review of mid-semester progress reports. Faculty electronically mark any students at risk of failing their course mid-semester. The system alerts academic advisors who then contact students to discuss and identify necessary support including non-academic support. Identification of students at risk of academic failure allow for stronger advising and assists faculty in aiding those students. Faculty are also encouraged to communicate directly with academic advisors about any known issues with students.<br><br>Upon matriculation, typically during new student orientation, each graduate student meets with their assigned academic advisor to develop a program of study. Advisors continue to meet with graduate students every semester through graduation. The individual who serves as a graduate student's academic advisor varies by program, but advisors are either faculty or program | | |

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| | | directors. Department chairs work with faculty and provide training on academic advising and needed resources such as CEPH criteria and current public health educational and professional trends. Additionally, the Office of Student Services supports student advising and orients faculty to forms, processes, and deadlines. At the conclusion of each semester, each graduate program reviews student transcripts. Program directors and student advisors review documentation of any students with a C grade, and one will meet with the student to discuss their grades and remediation plans. Students are given an academic warning, placed on probation, or dismissed based on prior and current semester performance.<br><br>Doctoral students are evaluated annually on their progress toward degree completion. If progress is unsatisfactory, the student's faculty advisor outlines a remedial plan and communicates it to the student and the dean.<br><br>The Office of Institutional Effectiveness administers the Student Perception Survey and the Graduate Student Survey to assess undergraduate and graduate student satisfaction with academic advising, respectively. Students are surveyed about their perception of and satisfaction with advising, the school, their program, and faculty. In 2016-17 and 2018-19, 100% of undergraduates rated as very good or higher the helpfulness and approachability of their advisor; the time allotted to spend with their advisor; and their advisor's knowledge of academic policies. Undergraduate satisfaction with advising ranged from 28-45% over the past three years. | | |

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| | | Students and alumni expressed satisfaction with academic advising during site visit discussions, stating that they met with their advisor at least once per semester and sometimes more frequently. Advisors were described as helpful and supportive. | | |

## H2. CAREER ADVISING

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice | | The university provides a centralized Career Center, which offers free advising to current students and alumni including services such as career exploration, finding jobs, and cover letter/resume writing.<br><br>The school has a designated career coach from this center who provides group or individual coaching, conducts workshops, and helps students build job search skills. Career coaches are hired through a competitive process, have extensive experience in coaching, expertise aligned with public health, and have a master's degree. Coaches attend a university-wide orientation and school orientation, as well as meet with faculty and staff to familiarize themselves with discipline-specific resources. The school's career coach has over a decade of experience, is credentialed as a career development facilitator, and has worked in the healthcare field.<br><br>Additionally, graduate students have faculty advisors who provide coaching to meet long-term professional goals. These faculty draw on their professional experience and use resources from professional organizations such as the Kentucky Public Health Association and the American | Click here to enter text. | |
| Variety of resources & services are available to current students | | | | |
| Variety of resources & services are available to alumni | | | | |

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| | | Public Health Association to maintain currency about the public health workforce. Examples of career advising services include resume/CV review, seminars on personal branding and professional communication, a peer career advising program for undergraduates, spotlights on career paths, a networking fair, and a career exploration course.<br><br>The university offers a wide variety of career advising services through various mechanisms. Students can attend a presentation on the importance of a resume and cover letter when seeking an internship; access Handshake (an electronic employment database); and participate in in-person or phone meetings with a career coach. The school has recorded that 379 students participated in one or more of the listed services between July 1, 2019 and June 30, 2020. A total of 35 alumni accessed HandShake, and two attended in-person resume review sessions with a career coach between July 1, 2019 and June 8, 2020.<br><br>The Office of Institutional Effectiveness assesses student satisfaction with career advising through the Student Perception Survey (to sophomores, juniors, and continuing students) and the Graduating Student Survey (to students who have applied to graduate).<br><br>As discussed in Criterion B5, the school notes the low and decreasing response rates for the Student Perception Survey, which ranged from 18% in 2016 to 6% in 2019 for undergraduates and 25% in 2016 to 13% in 2019 for graduate students. The generalizability of these results is uncertain. | | |

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| | | In addition to the surveys administered by the Office of Institutional Effectiveness, satisfaction with career services is assessed through student surveys following appointments at the Career Center. The Career Center received 18 satisfaction surveys from public health students in fall 2017 with 94% of students reporting that they were satisfied or very satisfied with their appointment. In 2018, public health students submitted 19 surveys, and 95% of respondents were very satisfied with their appointment. Students expressed satisfaction with career advising to reviewers during the site visit.<br><br>During the site visit, faculty and administrators speculated that changes made to the APE (i.e., now requiring three courses) will result in increased use of and benefit from career advisement. Students who met with site visitors confirmed this assumption, specifically noting the need for assistance with resume preparation. Community stakeholders and alumni said that they view career advisement as helpful in linking graduates to employment opportunities. | | |

## H3. STUDENT COMPLAINT PROCEDURES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met with Commentary | | | |
| Defined set of policies & procedures govern formal student complaints & grievances | | The university has clearly defined and advertised policies and procedures that govern formal student complaints and grievances. The procedures are articulated in the Redbook, which addresses governance for the entire university. Additionally, the formal complaint process is | Click here to enter text. | |
| Procedures are clearly articulated & communicated to students | | | | |

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| Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel | | advertised each semester through a Student News and Events newsletter. All students are informed of the process as part of orientation, and the process is described on the Blackboard Orientation website, the dean of students' website, and the school's website.<br><br>Students who believe that they have been treated unfairly, discriminated against, or had their rights abridged may initiate a complaint or grievance within one year of the event. Students first seek to resolve the matter through informal discussion and administrative channels. If this fails, students may submit written complaints online to the Dean of Students' Office. Non-academic complaints not resolved through the informal process go to the school, department, or program head who will decide about the complaint. If students are not satisfied with the decision, they may appeal to the Dean of Students' Office, which will render a decision on behalf of the university.<br><br>For academic matters, the university advocate pursues a mediated resolution between the student and involved party. If a satisfactory resolution cannot be reached, the student is referred to the university grievance officer through whom the academic grievance procedure can be initiated. The student must submit a written statement describing the grievance, parties involved, and remedy requested. The Grievance Committee makes a recommendation about whether to hold a hearing. If the committee holds a hearing, it makes a report with recommendations to the dean. The dean then renders a final decision, and any involved party may file an appeal.<br><br>The commentary relates to some dissatisfaction with the process shared by a few students during the site visit. One | | |
| Designated administrators are charged with reviewing & resolving formal complaints | | | | |
| All complaints are processed & documented | | | | |

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| | | student said they filed a complaint but did not receive a response for several months and another student said that they felt discouraged from proceeding with a complaint. In the self-study, the school acknowledges that students may find the process formal and intimidating as well as time consuming and that faculty and staff try their best to provide an open, safe, and supportive environment. Site visitors raised the two issues that students mentioned with school leaders, and they conveyed concern about students' experiences and reiterated that the process has specific communication timelines. Faculty said that they intend to review and streamline grievance process steps while remaining within the university's guidelines. Most students told site visitors that they felt very supported and comfortable going to faculty and staff with complaints or concerns. Another student told the team that they witnessed a grievance process that took between four and five months and was an open process with a resolution. The site visit team determined that this criterion warranted a met with commentary finding to acknowledge two students' comments during the visit; however, reviewers found that these comments were not representative of the entire student body or a typical student experience and, therefore, did not rise to the level of non-compliance.<br><br>The school reported no formal complaints in 2017 or 2018. In 2019, two students filed complaints. An undergraduate student appealed a final grade, which the instructor denied. The student filed a formal grievance, and, at the time of the site visit, a hearing was still to be scheduled with the Student Academic Grievance Committee. The second complaint involved a graduate student who attempted to informally resolve an issue | | |

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| | | related to inadequate feedback on a section of the comprehensive exam, which the student failed. After being unable to resolve this concern with the program director, the student filed a formal grievance. The committee held a grievance hearing and communicated its recommendations to the dean and the involved parties. | | |

## H4. STUDENT RECRUITMENT & ADMISSIONS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers | | The university-wide Office of Admissions conducts undergraduate recruitment through 14 dedicated admissions recruiters. Additionally, regional counselors recruit prospective undergraduates across the nation. The university and school recruit through a variety of mechanisms including college fairs, preview days, campus tours, speaking engagements at high schools, outreach on social media, and contacting guidance counselors.<br><br>The Office of Admissions handles undergraduate admissions applications. The office engages in a central review process of applications, which are then accepted or denied based on the school's admission criteria. Applicants must have graduated from an accredited high school or successfully completed the GED test; have a high school GPA of 2.5 or higher; and have an ACT/SAT score of 19/940 or higher to be accepted as a first-year student. In addition to these criteria, transfer students must also have a college GPA of 2.0 or higher. | 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 | | | | |

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| | | The university has a dedicated Graduate Admissions Office within the Graduate School. This office conducts recruitment activities to target students at historically black colleges and universities. Graduate school recruitment is conducted by the Office of Student Services. In 2016, the Office of Student Services hired a full-time recruiter, but this individual left in 2017. A new recruiter began in 2018.<br><br>Students submit applications for graduate programs through the centralized application service SOPHAS. Additionally, prospective students must complete a graduate admissions application through the Graduate School. All certificate and master's programs require applicants to hold a bachelor's degree and submit an official transcript. All doctoral programs require applicants to hold a master's degree and submit an official transcript. The Graduate School requires that all applicants have a minimum 2.5 GPA; however, all doctoral programs require a minimum 3.0 GPA, and several master's degree programs require minimum GPAs of 2.75 or 3.0. All degree programs require at least two letters of recommendation. All certificate and degree programs except biostatistics require submission of a CV. The MSHA, MSHDA, MPH and doctoral degree in health management and policy require interviews. All certificates and degree programs except the biostatistics certificate require GRE scores; however, the MSHA and MPH will alternatively accept the GMAT, MCAT, LSAT, or DAT.<br><br>Individual degree programs review applications and make acceptance decisions, which are relayed to student services and then to the Graduate School. For example, in the MPH program, departments that house the | | |

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| | | concentration review applications, and the MPH program director and selected faculty review applications for students who apply without a declared concentration. For the MS and PhD in biostatistics and bioinformatics a committee of three faculty and the program director review applications.<br><br>All department faculty review applications to the PhD in health promotion and behavioral science, and they consider all documentation. The school offers interviews when needed to determine whether the student is a fit for the program. When faculty believe their research interests align with an applicant's, they may volunteer to serve as their advisor.<br><br>Except for GRE scores, the school has exceeded each of its targets for quantitative scores for newly matriculating students. Average high school GPA and average composite ACT scores for new matriculating undergraduates have exceeded school targets for the past three years. Additionally, average total iBT TOEFL score for matriculating students who do not have a degree from a US institution, and average GRE analytical writing score have exceeded school targets for the past three years. Average GRE scores have been at or within two points of targets for the past three years.<br><br>Site visitors determined that the recruitment process is successfully identifying and admitting students who meet required qualifications established by the school. | | |

## H5. PUBLICATION OF EDUCATIONAL OFFERINGS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Catalogs & bulletins used to describe educational offerings are publicly available | | The catalogs and bulletins for units within the school are publicly available on various school websites. The academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements are accurately described.<br><br>Site visitors confirmed that the school's publication of educational offerings including advertising and promotional materials are accurate and consistent with what is delivered. | Click here to enter text. | |
| Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements | | | | |
| Advertising, promotional & recruitment materials contain accurate information | | | | |

**AGENDA**

Council on Education for Public Health Site Visit Agenda
School of Public Health & Information Sciences
University of Louisville

| Tuesday, Sept. 15, 2020 |
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| 5:00 EST Site Visit Team Executive Session 1 |

| Wednesday, Sept. 16, 2020 | |
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| **8:45-9:15 EST Site Visit Team Executive Session 2**<br>Site Visit Team Online Meeting Room | |
| **9:15-10:30 EST Guiding Statements, Evaluation Processes, Resources & Budget**<br>https://zoom.us/j/98793217896?pwd=bWZJMWQzSmY4Z2hROGtiQkhlbjAwQT09<br>Meeting ID: 987 9321 7896<br>Passcode: 369689 | |
| **Participants** | **Topics on which participants are prepared to answer team questions** |
| **Craig Blakely, PhD, MPH,** Dean<br>**Kathy Baumgartner, PhD, MS, MA,** Professor & Associate Dean for Academic & Faculty Affairs<br>**W. Paul McKinney, MD, FACP,** Professor, Associate Dean of Research, Acting Chair<br>**Eric Nunn,** Assistant Dean for Finance & Administration<br>**Glen Reid,** Research Grants Coordinator Sr.<br>**C. Winton Reynolds, DMA,** Deputy Director of Academic Affairs<br>**Melissa Schreck,** Director, External Affairs & Strategic Planning<br>**Tammi Thomas, MSSW,** Assistant Dean for Student Affairs & Undergraduate Education | School governance (A1-A5)<br>Guiding statements – process of development & review? (B1) |

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| **Craig Blakely, PhD, MPH,** Dean<br>**Kathy Baumgartner, PhD, MS, MA,** Professor & Associate Dean for Academic & Faculty Affairs<br>**W. Paul McKinney, MD, FACP,** Professor, Associate Dean of Research, Acting Chair<br>**Eric Nunn,** Assistant Dean for Finance & Administration<br>**Glen Reid,** Research Grants Coordinator Sr.<br>**C. Winton Reynolds, DMA,** Deputy Director of Academic Affairs<br>**Melissa Schreck,** Director, External Affairs & Strategic Planning<br>**Tammi Thomas, MSSW,** Assistant Dean for Student Affairs & Undergraduate Education | Evaluation processes – how does school collect & use input/data? (B2-B6) |
| **Craig Blakely, PhD, MPH,** Dean<br>**Kathy Baumgartner, PhD, MS, MA,** Professor & Associate Dean for Academic & Faculty Affairs<br>**W. Paul McKinney, MD, FACP,** Professor, Associate Dean of Research, Acting Chair<br>**Eric Nunn,** Assistant Dean for Finance & Administration<br>**Glen Reid,** Research Grants Coordinator Sr.<br>**C. Winton Reynolds, DMA,** Deputy Director of Academic Affairs<br>**Melissa Schreck,** Director, External Affairs & Strategic Planning<br>**Tammi Thomas, MSSW,** Assistant Dean for Student Affairs & Undergraduate Education | Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed? (C2-C5)<br><br>Collection & use of student perception data (C2) |
| **Craig Blakely, PhD, MPH,** Dean<br>**Kathy Baumgartner, PhD, MS, MA,** Professor & Associate Dean for Academic & Faculty Affairs<br>**Wanda Long, Director, Finance**<br>**Eric Nunn,** Assistant Dean for Finance & Administration<br>**Tammi Thomas, MSSW,** Assistant Dean for Student Affairs & Undergraduate Education | Budget – who develops & makes decisions? (C1) |
| **Total participants: 9** | |
| **10:30-11:00 EST Break**<br>Site Visit Team Online Meeting Room | |
| **11:00-12:15 EST Curriculum 1: MPH Foundational Knowledge, Foundational Competencies, Concentration-specific Competencies, Practice Site Experience, & Integrative Experience**<br><br>https://zoom.us/j/97596638899?pwd=ZFllQ1RJbEJyY1EyeHhlVkdFeU9mUT09<br><br>Meeting ID: 975 9663 8899<br>Passcode: 262936 | |

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| **C. Winton Reynolds, DMA,** Deputy Director, Academic Affairs<br>**Bryan Mathis, M.Ed.,** Program Coordinator<br>**Kathy Baumgartner, PhD, MS, MA,** Professor & Associate Dean for Academic & Faculty Affairs<br>**Richard Baumgartner, PhD, MA,** Professor & Chair (Concentration Director)<br>**Susan Buchino, PhD, OTR/L,** Assistant Professor<br>**Brian Guinn**, PhD, MPH, Assistant Professor (MPH Program Director as of October 1, 2020)<br>**Robert Jacobs, PhD,** Professor & Program Director (MPH Program)<br>**J'Aime Jennings, PhD, MPA,** Associate Professor<br>**Douglas Lorenz, PhD, MSPH,** MA, Associate Professor<br>**Richard Wilson, DHSc, MPH,** Professor | MPH Foundational Knowledge (D1)<br>MPH Foundational Competencies (D2) |

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| **Robert Jacobs, PhD,** Professor & Program Director (MPH Program)<br>**Brian Guinn**, PhD, MPH, Assistant Professor (MPH Program Director as of October 1, 2020)<br>**C. Winton Reynolds,** Deputy Director, Academic Affairs<br><br><u>Biostatistics</u><br>**Bakeerathan Gunaratnam, PhD, MS,** Assistant Professor<br>**Jack Barnette, PhD**, Professor<br>**Karunarathna "KB" Kulasekera, PhD, MA,** Professor & Chair (Concentration Director)<br>**Douglas Lorenz, PhD, MSPH, MA,** Associate Professor<br>**Qi Zheng, PhD, MS,** Assistant Professor<br><br><u>Epidemiology</u><br>**Richard Baumgartner, PhD, MA,** Professor & Chair (Concentration Director)<br>**Stephanie D. Boone, PhD, MPH,** Assistant Professor<br>**Natalie DuPre, ScD, MS,** Assistant Professor<br>**Frank Groves, MD, MPH,** Associate Professor<br>**Brian Guinn**, PhD, MPH, Assistant Professor<br>**Nick Peiper**, PhD, MPH, Adjunct Assistant Professor<br><br><u>Global Health</u><br>**Muriel Harris, PhD, MPH,** Associate Professor<br>**W. Paul McKinney, MD, FACP,** Professor, Associate Dean of Research, Acting Chair<br>**Rachel Neal, PhD,** Associate Professor<br>**Susan Olson Allen, PhD**, Assistant Professor<br>**Anne Wallis, PhD,** MHS, Associate Professor (Concentration Director)<br><br><u>Health Policy</u><br>**Lee Bewley, PhD, MHA,** Associate Professor<br>**Christopher Johnson, PhD,** Professor & Chair (Concentration Director)<br>**Alexander Kerns, PhD**, **MHA,** Adjunct Assistant Professor<br><br><u>Health Promotion & Behavioral Sciences</u><br>**Susan Buchino, PhD, OTR/L,** Assistant Professor<br>**Ryan Combs, PhD, MA,** Assistant Professor | MPH Concentration competencies – development, didactic coverage, and assessment (D4)<br>MPH Practice Site Experience (D5)<br>MPH Integrative Learning Experience (D7)<br>MPH Program Length (D14) |

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| **Muriel Harris, PhD, MPH,** Associate Professor (Concentration Director)<br>**Jelani Kerr, PhD, MSPH,** Associate Professor<br>**Scott LaJoie, PhD, MSPH,** Associate Professor<br>**Brandy Pryor, PhD**, Assistant Professor<br>**Monica Wendel DrPH, MPH, MA,** Professor | |
| **Total participants: 31** | |
| **12:15-1:00 EST Break**<br>Site Visit Team Online Meeting Room | |
| **1:00-2:00 EST Meet with Students**<br>https://zoom.us/j/91634354002?pwd=dGdrRXVSWWlXaUZsSmJqMEFnckl2Zz09<br>Meeting ID: 916 3435 4002<br>Passcode: 398714 | |
| **Participants** | **Topics on which participants are prepared to answer team questions** |
| <u>Undergraduate</u><br>**Arushi Gupta** – BS in Public Health (Graduation: May 2021)<br>**(Gabrielle) Ellie Farley** – BA in Public Health (Graduated: May 2020)<br><u>Master of Public Health</u><br>**Victoria Clements** – Accelerated BA/MPH, Epidemiology Concentration (Graduation: May 2021)<br>**Lynsey Crumbie** – Accelerated BA/MPH, Health Promotion & Behavioral Sciences Concentration (Graduation: May 2021)<br><u>Master's Programs</u><br>**Lakeisha Crum** – MS in Biostatistics (Graduation: May 2021)<br>**Felicia Pugh** – MS in Epidemiology (Graduation: May 2021)<br><u>Doctoral Programs</u><br>**Indranil Ghosh, MS** – PhD in Biostatistics (Graduation: Aug. 2021)<br>**Jason Deakings, MPH** – PhD in Public Health Sciences, Health Promotion and Behavioral Sciences Specialization (Graduation: May 2023)<br>**Sonali Salunkhe, MPH** – PhD in Public Health Sciences, Health Management & Policy Specialization<br>**Lindsey Wood, MS** – PhD in Public Health Sciences – Epidemiology Specialization (Graduation: Dec. 2021) | Student engagement in school operations<br>Curriculum (competencies, APE, ILE, etc.)<br>Resources (physical, faculty/staff, IT)<br>Involvement in scholarship & service<br>Academic & career advising<br>Diversity & cultural competence<br>Complaint procedures |
| **Total participants: 10** | |

**2:00-2:15 EST Break**
Site Visit Team Online Meeting Room

**2:15-3:15 EST Strategies & Operations**

https://zoom.us/j/91723737970?pwd=ZS9ackRUYzZuMlJCclIrdUNvTWVZQT09

Meeting ID: 917 2373 7970
Passcode: 522465

| Participants | Topics on which participants are prepared to answer team questions |
|---|---|
| **Craig Blakely, PhD, MPH,** Dean<br>**Kathy Baumgartner, PhD, MS, MA,** Professor & Associate Dean for Academic & Faculty Affairs<br>**Ryan Combs, PhD**, Assistant Professor<br>**Muriel Harris, PhD,** Associate Professor<br>**Eric Nunn,** Assistant Dean for Finance & Administration<br>**Melissa Schreck,** Director, External Affairs & Strategic Planning<br>**Tammi Thomas, MSSW,** Assistant Dean for Student Affairs & Undergraduate Education | Diversity & cultural competence – who develops the targets, who reviews the data & how are changes made based on the data? (G) |
| **Craig Blakely, PhD, MPH,** Dean<br>**Kathy Baumgartner, PhD, MS, MA,** Professor & Associate Dean for Academic & Faculty Affairs<br>**Deepti Jain,** SPHIS Recruiter<br>**Melissa Schreck,** Director, External Affairs & Strategic Planning<br>**Tammi Thomas, MSSW,** Assistant Dean for Student Affairs & Undergraduate Education<br>**Richard N. Baumgartner, PhD, MA,** Professor & Chair<br>**Gary Hoyle, PhD,** Professor & Acting Chair<br>**Robert Jacobs, PhD,** Professor & Program Director (MPH Program)<br>**Brian Guinn**, PhD, MPH, Assistant Professor (incoming MPH Program Director)<br>**Christopher Johnson, PhD,** Professor & Chair<br>**Karunarathna "KB" Kulasekera, PhD, MA,** Professor & Chair<br>**W. Paul McKinney, MD, FACP,** Professor, Acting Chair, & Program Director (MSc)<br>**Monica Wendel, DrPH, MPH, MA,** Professor & Chair, Associate Dean of Public Health Practice<br>**C. Winton Reynolds,** Deputy Director, Academic Affairs<br>**Sherry Duffy,** Interim Director, Research Development & Support; Deputy Director, The Commonwealth Institute | Compliant Procedures (H3)<br>Recruiting & admissions, including who chose the measures & why did they choose them (H4) |

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| **Craig Blakely, PhD, MPH,** Dean<br>**Kathy Baumgartner, PhD, MS, MA**, Professor & Associate Dean for Academic & Faculty Affairs<br>**Rachel Quick, MEd,** Academic Coordinator<br>**Melissa Schreck,** Director, External Affairs & Strategic Planning<br>**Tammi Thomas, MSSW,** Assistant Dean for Student Affairs & Undergraduate Education | Advising & career counseling, including who collects & reviews the data (H1-H2)<br><br>Publications of educational offerings (H5) |
| **Craig Blakely, PhD, MPH,** Dean<br>**Eric Nunn,** Assistant Dean for Finance & Administration | Staff operations |
| **Total participants: 19** | |
| **3:15 EST Site Visit Team Executive Session 3**<br>Site Visit Team Online Meeting Room | |
| **4:30 EST Adjourn** | |

| **Thursday, Sept. 17** | |
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| **8:30-9:00 EST University Leaders**<br>https://zoom.us/j/92947654938?pwd=czBJeXp6ck4rdC8yaHFvMEF5R2FqUT09<br>Meeting ID: 929 4765 4938<br>Passcode: 115968 | |
| **Participants** | **Topics on which participants are prepared to answer team questions** |
| **Neeli Bendapudi, PhD,** President<br>**Beth Boehm, PhD,** Provost | School's position within larger institution<br><br>Provision of school-level resources<br><br>Institutional priorities (A4) |
| **Total participants: 2** | |
| **9:15-10:00 EST Curriculum 2: Public Health Bachelor's Degree**<br>https://zoom.us/j/97542317652?pwd=UExocWZIMzBOdjBscjVzOEc5ZkNmZz09<br>Meeting ID: 975 4231 7652<br>Passcode: 899095 | |

| Participants | Topics on which participants are prepared to answer team questions |
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| **C. Winton Reynolds,** Deputy Director, Academic Affairs<br>**Tammi Thomas, MSSW,** Assistant Dean for Student Affairs & Undergraduate Education<br>**Aishia Brown, PhD,** Assistant Professor<br>**Susan Buchino, PhD, OTR/L,** Assistant Professor<br>**Theo Edmonds, JD, MHA, MFA,** Assistant Professor<br>**David Johnson, PhD, MPH, CPH,** Assistant Professor<br>**Rachel Neal, PhD,** Associate Professor<br>**Kira Taylor, PhD, MA, MS,** Associate Professor<br>**Anne Wallis, PhD, MHS,** Associate Professor<br>**Monica Wendel, DrPH, MPH, MA,** Professor & Chair<br>**Richard Wilson, DHSc, MPH**, Professor<br>**Ray Yeager, PhD, MPH,** Assistant Professor<br>**Michael Sekula, PhD** Assistant Professor | Public Health Bachelor's Degree<br>(D9-D13, D16) |
| Total participants: 13 | |
| **10:00-10:15 EST Break**<br>Site Visit Team Online Meeting Room | |
| **10:15-11:30 EST Curriculum 3: Academic Public Health Degrees & Distance Learning**<br>https://zoom.us/j/95276126490?pwd=SGMrTGlyNm51Y3BHZmZmZFBORVk5dz09<br>Meeting ID: 952 7612 6490<br>Passcode: 906985 | |
| Participants | Topics on which participants are prepared to answer team questions |

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| **C. Winton Reynolds, DMA**, Deputy Director, Academic Affairs<br>**Robert Jacobs, PhD,** Professor & Program Director (MPH Program)<br><br>Epidemiology<br>**Richard Baumgartner, PhD, MA,** Professor & Chair<br>**Kathy Baumgartner, PhD, MS, MA,** Professor & Associate Dean for Academic & Faculty Affairs<br>**Stephanie D. Boone, PhD, MPH,** Assistant Professor<br>**Natalie DuPre, ScD, MS,** Assistant Professor<br>**Frank Groves, MD, MPH,** Associate Professor<br>**Kira Taylor, PhD, MA, MS,** Associate Professor<br>Biostatistics<br>**Jeremy Gaskins, PhD,** Associate Professor<br>**Bakeerathan Gunaratnam, PhD, MS,** Assistant Professor<br>**Karunarathna "KB" Kulasekera, PhD, MA,** Professor & Chair<br>**Ritendranath Mitra, PhD, MS,** Associate Professor<br>**Qi Zheng, PhD, MS,** Assistant Professor<br>**Douglas Lorenz, PhD, MSPH, MA,** Associate Professor<br><br>Health Data Analytics<br>**Bert Little, PhD, MA,** Professor & Program Director<br><br>MSc in Clinical Investigation Sciences<br>**W. Paul McKinney, MD, FACP,** Professor, Associate Dean, & Program Director | Public Health Master's Degrees<br>(D17) |

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| **C. Winton Reynolds, DMA**, Deputy Director, Academic Affairs<br>**Biostatistics**<br>**Jeremy Gaskins, PhD**, Associate Professor<br>**Bakeerathan Gunaratnam, PhD, MS,** Assistant Professor<br>**Karunarathna "KB" Kulasekera, PhD, MA,** Professor & Chair<br>**Douglas Lorenz, PhD, MSPH, MA,** Associate Professor<br>**Qi Zheng, PhD, MS,** Assistant Professor<br><br>**Health Data Analytics**<br>**Bert Little, PhD, MA,** Professor & Program Director<br><br>**Delphi Center for Teaching & Learning**<br>**Gale Rhodes, EdD, MS,** Vice Provost & Executive Director<br>**Kristen Brown,** Associate Director, Online Learning<br>**Aimee Greene, MS,** Assistant Director, Instructional Design & Technology | Distance Learning (D20) |

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| **C. Winton Reynolds, DMA**, Deputy Director, Academic Affairs<br><br><u>Epidemiology</u><br>**Richard N. Baumgartner, PhD, MA,** Professor & Chair<br>**Kathy Baumgartner, PhD, MS, MA,** Professor & Associate Dean for Academic & Faculty Affairs<br>**Stephanie D. Boone, PhD, MPH,** Assistant Professor<br>**Natalie DuPre, ScD, MS,** Assistant Professor<br>**Frank Groves, MD,** MPH, Associate Professor<br>**Kira Taylor, PhD, MA, MS,** Associate Professor<br><br><u>Biostatistics</u><br>**Maiying Kong, PhD, MS,** Professor<br>**Karunarathna "KB" Kulasekera,** PhD, MA, Professor & Chair<br>**Subhadip Pal, PhD,** Assistant Professor<br>**Dongfeng Wu, PhD, MS, MA,** Associate Professor<br>**Qi Zheng, PhD, MS,** Assistant Professor<br><br><u>Health Promotion & Behavioral Sciences</u><br>**Ryan Combs, PhD, MA,** Assistant Professor<br>**Jelani Kerr, PhD, MSPH,** Associate Professor<br>**Monica Wendel, DrPH, MPH, MA,** Professor & Chair<br><br><u>Health Management & Policy</u><br>**Liza Creel, PhD, MPH,** Assistant Professor<br>**Theo Edmonds, JD, MHA, MFA,** Assistant Professor<br>**Christopher Johnson, PhD,** Professor & Chair<br><br><u>Environmental & Occupational Health Sciences</u><br>**Gary Hoyle, PhD,** Professor<br>**W. Paul McKinney, MD, FACP,** Professor, Associate Dean, & Acting Chair | Public Health Doctoral Degrees<br>(D18) |
| **Total participants: 29** | |
| **11:30-12:15 EST Site Visit Team Lunch**<br>Site Visit Team Online Meeting Room | |

| 12:15-1:15 EST Stakeholder Feedback/Input<br>https://zoom.us/j/99973915235?pwd=VmowWHQ4bnRDWU1PbkIxRVZQcHpXUT09<br>Meeting ID: 999 7391 5235<br>Passcode: 230214 | |
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| Participants | Topics on which participants are prepared to answer team questions |

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| *Alumnus/a<br>^Employer<br><br>Community Advisory Board<br>**Jill Bell –** VP and Chief Marketing and Communications Officer, Passport Health Plan<br>**^Randa Deaton, MA –** President and CEO, Kentuckiana Health Collaborative<br>**Doug Thoroughman, PhD, MS –** State Epidemiologist (Acting), CDC Career Epidemiology Field Officer, Kentucky Department for Public Health<br><br>Healthcare Management Advisory Board<br>***Elle Madden, MPH –** Administrative Fellow, Clinical Effectiveness & Quality , Norton Healthcare<br><br>Practice Experience Supervisor<br>**Douglas J Bentfield –** Environmental Department Manager, Clark County Health Department<br>**Ruth Carrico PhD, DNP –** Professor, Division of Infectious Diseases, University of Louisville School of Medicine<br>**^Kristin Munro-Leighton, MPH –** Director of Health Education, Family Health Centers, Inc.<br>***Amanda Smart, MPH –** Executive Director, Colon Cancer Prevention Project<br>**Eric Yazel, MD –** Clark County Health Officer, Clark County Health Department<br>**Drew Roudenbush,** Environmental Supervisor, Clark City Health Department<br><br>Organization Partner<br>***Maryam Ahmed, MPH** – Assistant Director, Office for Safe & Healthy Neighborhoods, Louisville Metro Government<br>**^T Gonzales, MSW, PMP –** Director, Center for Health Equity, Louisville Metro Dept. of Public Health & Wellness<br>***^Angela Graham, MPH, CPH –** Administrator, Performance Management, Louisville Metro Dept. of Public Health & Wellness<br>**Vincent E. James, Sr. –** Chief of Community Building, Office of Mayor Louisville Metro Government<br><br>Alumnus<br>***Allen Rakotoniaina**, Senior Analyst, Research & Evaluation, Association of State and Territorial Health Officials | Involvement in school evaluation & assessment<br>Perceptions of current students & school graduates<br>Perceptions of curricular effectiveness<br>Applied practice experiences<br>Integration of practice perspectives<br>School delivery of professional development opportunities |
| Total participants: 15 | |
| **1:15-1:30 EST Break**<br>Site Visit Team Online Meeting Room | |

| 1:30-2:45 EST Professional Development of Community, Service, Integration of Practice Instructional Effectiveness<br>https://zoom.us/j/96659445133?pwd=RXpNS21BN1puWERna0dURnFRRkhkZz09<br>Meeting ID: 966 5944 5133<br>Passcode: 004663 | |
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| **Participants** | **Topics on which participants are prepared to answer team questions** |
| **Demetra Antimisiaris, PharmD, BCGP, FASCP,** Associate Professor, Director, Polypharmacy Innovation Center<br>**Richard N. Baumgartner, PhD, MA,** Professor & Chair<br>**Lori Caloia, MD,** Medical Director, Louisville Metro Dept. of Public Health & Wellness<br>**Sherry Duffy,** Interim Director, Research Development & Support; Deputy Director, The Commonwealth Institute<br>**Robert Jacobs, PhD,** Professor & Program Director (MPH Program)<br>**Brian Guinn**, PhD, MPH, Assistant Professor (MPH Program Director as of October 1)<br>**Karunarathna "KB" Kulasekera,** PhD, MA, Professor & Chair<br>**W. Paul McKinney, MD, FACP,** Professor, Associate Dean of Research, Acting Chair<br>**Sara Moyer, MD, MPH,** Health Director, Louisville Metro Dept. of Public Health & Wellness<br>**Linda Omer, PhD, MS,** Assistant Professor<br>**Melissa Schreck,** Director, External Affairs & Strategic Planning<br>**Tammi Thomas, MSSW,** Assistant Dean for Student Affairs & Undergraduate Education<br>**Monica Wendel, DrPH, MPH, MA,** Professor & Chair; Director, The Commonwealth Institute, Associate Dean of Public Health Practice | Professional development of community (F1-F4) |
| **Aishia Brown, PhD**, Assistant Professor<br>**Susan Buchino, PhD, OTR/L,** Assistant Professor<br>**Natalie DuPre, ScD, MS,** Assistant Professor<br>**W. Paul McKinney, MD, FACP,** Professor, Associate Dean of Research, Acting Chair<br>**Rachel E. Neal, PhD,** Associate Professor<br>**Tammi Thomas, MSSW,** Assistant Dean for Student Affairs & Undergraduate Education<br>**Monica Wendel, DrPH, MPH, MA,** Professor & Chair, Director, The Commonwealth Institute, Associate Dean of Public Health Practice | Faculty extramural service & integration in instruction (E5) |

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| **Kathy Baumgartner, PhD, MS, MA,** Professor & Associate Dean for Academic & Faculty Affairs<br>**Susan Buchino, PhD, OTR/L,** Assistant Professor<br>**Liza Creel, PHD,** Assistant Professor<br>**Theo Edmonds, JD, MHA, MFA**, Assistant Professor<br>**Robert Jacobs, PhD,** Professor & Program Director (MPH Program)<br>**W. Paul McKinney, MD, FACP,** Professor, Associate Dean of Research, Acting Chair<br>**Sara Moyer, MD, MPH,** Health Director, Louisville Metro Dept. of Public Health & Wellness<br>**Melissa Schreck,** Director, External Affairs & Strategic Planning<br>**Tammi Thomas, MSSW,** Assistant Dean for Student Affairs & Undergraduate Education<br>**Anne Wallis, PhD, MHS,** Associate Professor<br>**Monica Wendel, DrPH, MPH, MA,** Professor & Chair, Director, The Commonwealth Institute, Associate Dean of Public Health Practice | Integration of faculty with practice perspectives (E2) |
| **Kathy Baumgartner, PhD, MS, MA,** Professor & Associate Dean for Academic & Faculty Affairs<br>**Stephanie Boone, PhD, MPH,** Assistant Professor<br>**Rachel Neal, PhD,** Associate Professor<br>**Kira Taylor, PhD, MA, MS,** Associate Professor<br><br>**Delphi Center for Teaching & Learning**<br>**Marie Kendall Brown, PhD,** Associate Director, Teaching, Learning & Innovation<br>**Patty Payette, PhD,** Sr. Associate Director & Executive Director, Quality Enhancement Plan<br>**Gale Rhodes, EdD, MS,** Vice Provost & Executive Director | Faculty alignment with degrees offered (E1)<br>Currency in areas of instruction & pedagogical methods (E3) |
| **Kathy Baumgartner, PhD, MS, MA,** Professor & Associate Dean for Academic & Faculty Affairs<br>**Aishia Brown, PhD**, Assistant Professor<br>**Jelani C. Kerr, PhD, MSPH,** Associate Professor<br>**W. Paul McKinney, MD, FACP,** Professor, Associate Dean of Research, Acting Chair<br>**Rachel E. Neal, PhD,** Associate Professor<br>**Kira Taylor, PhD, MA, MS,** Associate Professor<br>**Anne Wallis, PhD, MHS,** Associate Professor<br>**Monica Wendel, DrPH, MPH, MA,** Professor & Chair, Director, The Commonwealth Institute, Associate Dean of Public Health Practice | Scholarship & integration in instruction (E4) |
| **Total participants: 26** | |

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| 2:45-3:45 EST Site Visit Team Executive Session 4<br>Site Visit Team Online Meeting Room |
| 3:45 EST Adjourn |

| Friday, Sept. 18, 2020 |
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| 9:15-1:00 EST Site Visit Team Executive Session 5<br>Site Visit Team Online Meeting Room |
| 1:00-2:00 EST Exit Briefing<br>https://zoom.us/j/98712250956?pwd=UGdaZVZmWjhRako3Q1Nsb2hpb1BNZz09<br><br>Meeting ID: 987 1225 0956<br>Passcode: 159486<br>**Participants:** All SPHIS faculty and staff |