

REVIEW FOR ACCREDITATION
OF THE
PUBLIC HEALTH PROGRAM
AT
PURDUE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

September 14-15, 2023

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CRITERIA:

Accreditation Criteria for Schools of Public Health & Public
Health Programs, amended August 2021

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INTRODUCTION

Purdue University is a public land-grant institution located in West Lafayette, Indiana, and it is the flagship campus for the Purdue University system. It was founded in 1869.

Purdue University offers a range of academic and professional programs, including 201 bachelor's degrees, 85 master's degrees, and 78 doctoral degrees. Degree offerings are housed in 13 colleges: College of Agriculture; College of Education; College of Engineering; College of Health and Human Sciences; College of Liberal Arts; College of Pharmacy; College of Science; College of Veterinary Medicine; College of Exploratory Studies; Krannert School of Management; Purdue Polytechnic Institute; Honors College; and the Graduate School. The university holds institutional accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools. The university responds to other specialized accreditors such as the Landscape Architecture Accreditation Board; American Psychological Association; Accreditation Board for Engineering and Technology – Engineering Accreditation Commission; and Commission on Collegiate Nursing Education. Purdue University employs over 16,000 faculty and staff. The university enrolls 37,949 undergraduate students and 12,017 graduate students.

The Department of Public Health, which houses the MPH program, was established in 2019. Previously, the MPH program was housed in the Department of Health and Kinesiology. The Department of Public Health is housed within the College of Health and Human Services. The MPH program offers two concentrations: family and community health and biostatistics. Family and community health is offered in place-based and distance-based formats while the biostatistics concentration is place-based only. The program previously offered a concentration in environmental health, but it was discontinued in 2021. The department also offers joint degrees with the graduate school (MA-MPH, MS-MPH, PhD-MPH). Students completing a graduate degree in any field can add the MPH to their plan of study. Undergraduate students can also enroll in the accelerated bachelor's to master's program if they are interested in receiving an MPH from the department in conjunction with their bachelor's degree. At the time of the site visit, the program enrolled six biostatistics MPH students and 187 family and community health MPH students with 133 being distance-based and 54 being place-based. These numbers also include joint degree students. The program employed 13 faculty members.

Since its last review for accreditation in 2018, the program submitted interim reports related to assessment of foundational competencies and the development of its distance-based offering; the Council accepted the reports as evidence of compliance.

Instructional Matrix - Degrees and Concentrations					
				Place based	Distance based
Master's Degrees		Academic	Professional		
Biostatistics			MPH	MPH	
Family and Community Health			MPH	MPH	MPH
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		Academic	Professional		
2nd Degree Area	Public Health Concentration				
MA (Any field)	Any MPH concentration		MPH/MA	MPH	MPH
MS (Any field)	Any MPH concentration		MPH/MS	MPH	MPH
PhD (Any field)	Any MPH concentration		MPH/PhD	MPH	MPH
4+1 BS Accelerated (Any field)	Any MPH concentration		BS/MPH	MPH	MPH

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The program’s committee structures, organizations, and administrative processes are sufficient to enable the program to fulfill its stated mission and goals. Program governance is subdivided into committees for the place-based modality, which the program calls “residential,” and the distance-based modality, which the program calls “online.”	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 		The program is based in the Department of Public Health and governance is led by the department’s Executive Council, composed of the department head and the program directors for the residential and online tracks, and the chairs of each of the remaining standing committees, as well as additional faculty required to ensure representation across faculty tracks, ranks and tenure.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		There are seven other departmental committees that provide additional support for decision-making. Decisions regarding degree requirements, curriculum design, student assessment policies and processes, and admissions policies and decisions are led by the Graduate Academic Curriculum Committee, in collaboration with the MPH Residential Committee and the MPH Online Committee. The residential and online curriculum committees both include program directors, faculty, staff, and student representatives. Beginning August 2023, both the Residential Curriculum Committee and the Online		

		<p>Curriculum Committee will hold joint meetings once per semester.</p> <p>Decisions about degree requirements begin on the two MPH curriculum committees; changes then must be approved through the Graduate Academic Curriculum Committee, followed by the Executive Council and finally by the Purdue University Graduate Council.</p> <p>Decisions regarding faculty recruitment and promotion begin with the Primary Committee. Votes begin at the level of this committee, before proceeding to the college-level Area Committee, then the university committee (chaired by the provost) and finally to the Board of Trustees. There is also a system of checks and balances in this process that ensures an equitable review, whereby endorsements from the department head or dean can advance a candidate.</p> <p>The self-study indicates that individual faculty work with the department head to determine their research activities; The Primary Committee discusses service activities as relevant.</p> <p>Faculty contribute to decision-making activities in the broader institutional setting both indirectly and directly. For example, faculty attend department and college-level faculty meetings, as well as have courtesy appointments, affiliations, and serve on doctoral committees in other departments, and other university-wide service roles. Three examples of PIF faculty who contribute to decision-making activities in the broader institutional setting include membership on the Faculty Senate Sustainability Committee, HHS Diversity, Equity, and Inclusion</p>		
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		<p>Committee, and the college-level Faculty Affairs Committee and Research Advisory Council.</p> <p>Most of the instruction for the residential MPH tracks is provided by full-time faculty, with occasional use (<1/year) of part-time or term-limited lecturers to cover a course in cases of a leave or other temporary circumstance. Instruction for the online MPH track is provided by a mix of full-time faculty, full-time lecturers, and part-time or term-limited lecturers. The online MPH track's full-time and part-time instructors regularly interact in the context of training, meetings, and social events.</p> <p>All full-time and part-time lecturers (local and remote) are included in a variety of departmental activities, including research seminars, trainings, and a monthly teaching practice group. These interactions are evidenced in the committee assignments, committee meeting minutes and department events calendar provided for review.</p>		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		<p>Students have several formal avenues to participate in policy- and decision-making, through service on department committees. Students are represented on the department's DEI Committee and both the residential and online MPH curriculum committees. The self-study also notes that the program invites students to organize town hall events.</p> <p>During the site visit, the team asked students to comment on their engagement in decision making. Students described active engagement in departmental committees. One student shared that they had served on the DEI Committee while another student shared their experience with being a part of the Online Curriculum Committee. Both students spoke highly of their experience as student representatives on the committees.</p>	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate				

A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		<p>The program's guiding statements effectively embody the aspirations of the program in science and innovation and serve to guide resource allocation and outcome evaluation toward health equity and global health improvement.</p> <p>The program's vision is, "Advancing health equity through science and innovation." The mission is "Purdue's Department of Public Health is committed to improving the health of populations worldwide, through excellence and innovation in discovery, learning, and engagement."</p> <p>The self-study lists five goals: three focus on instruction, one focuses on scholarship, and the final one on service in the context of community engagement. The statements are suitably aspirational and respond to the needs of the program's intended service area; they are also sufficiently specific to rationally allocate resources. For example, the program's scholarship goal focuses on research that is accessible to scholars, practitioners, and community members.</p>	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				
Guiding statements reflect aspirations & respond to needs of intended service area(s)				
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes				

		<p>During the site visit the program explained that measurement of innovation (in goal #2) is reflected in the number of community partners engaged in their discovery activities and preparation of students for roles in novel fields such as corporate wellness and technology. Examples of decisions that have been guided by guiding statements include identification of increased needs for interdisciplinary training and adaptation of the curriculum based on engagement with alumni and community partners.</p> <p>Together, the vision, mission, values, and goals illustrate how the college plans to advance the field of public health and promote student success. The guiding statements are sufficiently specific and describe the college's unique identity and current aspirations.</p>		
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B2. EVALUATION AND QUALITY IMPROVEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects & reviews all measures in Appendix 1		<p>The evaluation plan measures student success and progress in advancing public health; it describes a broadly comprehensive approach to measurement, with redundancies, that aims to assess each of the five goals defined as part of the unit's guiding statements.</p> <p>For example, goal 1 (Cultivate a public health community of talented and diverse faculty, staff, students, and alumni) is measured by student enrollment data three times across the academic year and reported to relevant committees. This goal is also measured by tracking the</p>		
Measures mission & goals & addresses unit's unique context				
Reviews & discusses data				
Makes data-driven quality improvements				
Consistently implements evaluation plan(s) over time				

		<p>number of faculty with professional experience outside of academia, which is collected via faculty CVs and a specific form, processed by the program's accreditation specialist and reported to relevant committees. Measurement of goal 1 is informed by a total of 31 metrics reported in the self-study.</p> <p>The unit collects and reviews all required measures listed in Appendix 1. In addition, measures are defined that are unique to the unit's context that align with the mission and goals. For example, the three measures for faculty currency, instructional techniques, and unit instructional effectiveness are as follows: peer/internal review of syllabi/curricula currency (data come from meeting minutes); student satisfaction with instructional quality (from current student, exit, and course evaluation surveys); and courses that integrate community-based projects (from review of course syllabi three times a year and meeting minutes of each of the MPH curriculum committees). Each of these data sources is tracked by the accreditation specialist and reported back to relevant committees.</p> <p>During the site visit the program noted that many of its metrics have a broad impact across multiple goals, and many also relate to the faculty promotion process, creating efficiencies.</p> <p>The chosen indicators yield meaningful measurement of progress toward goals and mission. For example, the indicators associated with goal 3 encompass faculty availability and the broad experiences that faculty bring to students. Goal 3 also reflects both departmental and institutional values. The program's strong graduation rates</p>		
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		<p>and post-graduation outcomes demonstrate that the program is successful in recruiting students and supporting them. Goal 3 is captured in the exit survey and course evaluations of environment and inclusivity.</p> <p>The self-study and discussions during the site visit detailed how all measures and collected data are associated with regular substantive review. Data for many measures is collected three times per year. Synthesis and initial review typically begin with the accreditation specialist who then reports findings to the appropriate committees.</p> <p>During the site visit, the program provided examples of regular substantive review of evaluation findings, implementing the evaluation plan. The program provided committee meeting notes as evidence of substantive review of data.</p> <p>Discussions during the site visit added additional insights into the program's data review processes. The program's self-study process revealed that the existing feedback loop needed to be updated. Faculty and staff described the steps that they now have in place, which broadly include data collection in spring, synthesis in summer, new processes for reporting out to faculty and students each fall, and town halls. In addition, program committees meet with the department chair each fall to discuss their goals, in the context of peer data from ASPPH.</p> <p>During the site visit, faculty discussed program improvements that resulted from data collection in the evaluation plan. For example, mental health training for faculty will be implemented in response to student needs.</p>		
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B3. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The program allows MPH students five years to graduate. The cohort that entered in 2018-19 has a final graduation rate of 78%. For cohorts entering in 2019-20, 2020-2021, and 2021-22, the program reports tentative graduation rates of 70%, 64%, and 17%. The latter two cohorts are on track to meet the criterion's threshold by the maximum allowable time to graduation.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

B4. 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 program reports post-graduation outcomes for cohorts graduating between 2020 and 2022. The data indicates 100% positive placement with zero unknown outcomes for 2020 graduates; 96% positive placement with one unknown outcome for 2021 graduates; and 97% positive placement with one unknown outcome for 2022 graduates.	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		The program uses the MPH Exit Survey to gather data about MPH alumni. The survey is administered a month before graduation. Personal and work emails are collected in the survey which allows the program to maintain contact with alumni post-graduation. If a student does not respond to outreach, the program uses web searches and		

		social media to confirm employment or enrollment in further education.		
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B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		<p>The program collects alumni feedback through the MPH Alumni Survey, which was most recently administered in spring 2023. The survey is distributed every three to five years. The survey was sent to 206 alumni and 79 responded. During the site visit, faculty discussed ways in which they plan to strengthen their response rates by offering monetary incentives and more aggressive follow ups. Also, the program plans to revise the survey to include broader topic areas.</p> <p>Alumni were asked to rate their agreement with the following statement, “The MPH coursework at Purdue provided me with the basic competencies and skills required for working in public health.” Of the 79 respondents, 39 strongly agreed with the statement and 36 agreed while three respondents were neutral, and one disagreed with the statement. Alumni were also given the opportunity to elaborate on their answers. One alumnus stated, “the MPH provided incredible context to the lens through which I viewed healthcare in medical school.” Another alumnus stated, “I strongly believe that my coursework, practicum, and culminating experience have prepared me with the skills and competencies I need to be successful in my job.”</p>	Click here to enter text.	
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation				

		During the site visit, alumni stated that the skills they found most useful after graduation were use of statistical software, critical thinking, and analytical skills. Alumni told site visitors that they could have benefited from additional training in introductory software, coding, and public speaking.		
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C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		Purdue University and the College of Health and Human Sciences support the program's mission and goals by ensuring adequacy of fiscal resources as confirmed by program faculty and administrators during the visit.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		<p>The program's budget shows increasing funding and expenditures for each of the past five years, noting that revenue and expenditures remain closely balanced. Funding sources include tuition and fees, a state appropriation, university funds, grants and contracts, gifts, and non-recurring transfers. Annual state appropriations, historically a significant contribution, were reduced by the state legislature during the COVID-19 pandemic. Faculty reported that increased state funding has been restored.</p> <p>Salaries for tenured/tenure track (TT/T) and clinical professional faculty (C/P) are paid by the department. For TT/T and C/P faculty who teach in the residential offering and online offering during the academic year, 10% of their salary is credited back to department by the program budget, accordingly. There is one exception: salary for a</p>		

		<p>C/P faculty member being hired solely for either degree offering is paid 100% by the program. Salaries for adjunct lectures are also covered by the program budget.</p> <p>After expenses are paid, remaining tuition income and fees are reinvested by the university back to the college (10%) and program (90%) for administrative functions and new programming. Site visitors learned that the contract with Wiley Educational Services for operation of the online program is funded through the program's annual operations budget.</p> <p>Faculty who occupy leadership roles may negotiate some combination of course buyout, summer salary (if in an academic year), or administrative supplement, and these are funded via the residential or online MPH budget.</p> <p>For new faculty lines, the department head submits a proposal to the dean each spring stating the teaching and research needs. Proposals are authorized each summer. The provost allocates new tenure-track or C/P faculty positions to the college and department. Faculty lines are returned to the college upon vacancy.</p> <p>Residential and online MPH operational costs are maintained and funded at the university or college levels using state funds. Costs include IT services, facilities and maintenance, office supplies, teaching assistantships for PhD students for residential MPH courses, program marketing, accreditation costs, and the program share of faculty, lecturer and staff salaries. The operational budget also funds graduate program coordinators and academic advisors.</p>		
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		<p>The program allocates annual resources to student conference travel scholarships and Public Health Student Association activities. The university, college and department fund faculty and lecturer development activities. Faculty participation in external faculty development opportunities is most often funded via faculty start-up funds or external grant funding. When faculty salary is covered in part by grants and contracts, 25% of faculty salary saved is returned to the program and/or each faculty member and deposited into their faculty allocation account.</p> <p>During the site visit, university leaders expressed optimism and support for the public health program. Faculty told site visitors that they would be appreciative of leadership support to address “brand dilution/brand confusion” related to Purdue Global, a separate university entity that also offers an (unaccredited) MPH degree. University leaders responded that they are aware of the issue.</p>		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The program has adequate faculty resources to support its degree offerings. The program has 13 primary instructional faculty (PIF) and 10 non-PIF for its two MPH concentrations, which exceeds the criterion’s minimum requirements.	Click here to enter text.	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				

Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable		<p>Efforts in the MPH program are calculated for PIF and non-PIF based on teaching, service, and research expectations. If a faculty member has a 1.0 FTE allocation in the program, 0.5 FTE is research, and 0.15 FTE is teaching in the MPH program, with remaining effort allocated to MPH-specific mentorship, advising, and committee membership. For faculty with less than 1.0 FTE, 0.042 FTE is allocated per credit hours teaching in the program, with other allocations for serving as a committee chair, performing research, and having MPH committee membership.</p> <p>General advising is performed by two staff advisors who advise all MPH students. The self-study reports that staff have, on average, 96 students, with a minimum of 60 and a maximum of 133. The directors of Experiential Learning are staff members that provide career counseling as well as ILE advising. Directors advise, on average, 30 students with a minimum of 29 and a maximum of 31.</p> <p>The program collects quantitative and qualitative data on class size and faculty availability through its exit survey, which is distributed one month prior to graduation. The most recent survey was administered to 29 students in summer 2023, and it had 23 respondents. A hundred percent of respondents agreed that class size was just right for maximizing learning. Of the 23 respondents, 39% were extremely satisfied with faculty availability and 43% were satisfied.</p> <p>Qualitative feedback also demonstrates students' satisfaction with class sizes and faculty availability. Students noted that class sizes are appropriate, and faculty provide help when needed. Students who met with site</p>		
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	N/A			
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	N/A			
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)				
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)				

		visitors praised faculty for their availability and responsiveness. Students were also satisfied with class sizes stating that "class sizes are perfect."		
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C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		<p>The program is adequately supported by the department and contracted services to fulfill its stated mission and goals. A total of 3.5 FTE program staff share program support responsibilities and include: the academic affairs administrator (1.0 FTE); an administrative assistant (0.25); an administrative assistant to the head (0.25); a community outreach and engagement coordinator (0.50); the data and accreditation specialist (.50); the graduate program coordinator (0.50) and the online program manager (0.50).</p> <p>Additionally, Purdue contracts with Wiley Education Services to administer certain functions such as marketing, recruiting, admissions, enrollment, registration and advising for the online program. Positions include the following: partnership Director (manages the relationship between Purdue and Wiley Educational Services; retention manager (manages student service coordinators); two student service coordinators (first line in student support); director of enrollment (oversees admissions and recruitment); director of services (oversees the application process; senior application advocate (supports admissions operations); program strategy manager (manages course development, revisions and maintenance); instructional</p>	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable				

		<p>support specialist team lead (provides technical assistance to faculty; and the brand manager (manages and executes delivery of marketing initiatives).</p> <p>During the site visit, faculty discussed the department's plans to hire an additional staff person for greater program and student support within the online track. Faculty, program administrators, and students verified sufficiency of staff support during onsite discussions.</p>		
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C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		Physical space resources for the program are sufficient, as verified during site visit discussions. Mathews Hall, primarily occupied by the College of Health and Human Sciences, houses the Public Health Department. Substantial renovations to Mathews Hall are planned for future academic years, ideally planned for 2027. During the intervening period of renovation preparation, the Department of Public Health faculty is utilizing leased space 3.4 miles off campus in the Vistech Building.	Click here to enter text.	
Physical resources appear sufficiently stable		<p>The Vistech Building offers laboratory and meeting space. An administrative coordinator, copy/scan machine, conference and training rooms, and free parking are available. Vistech offices are private, equipped with phones, internet, and office furniture.</p> <p>Staff office space, with phone, internet, and office furniture is distributed between Mathews Hall and Vistech</p>		

		<p>with open work areas and private offices. Space available accommodates student, faculty, and staff.</p> <p>The Office of Registrar Academic and Classroom Scheduling works directly with the department to coordinate class scheduling using over 300 classrooms or other learning spaces such as large lecture halls, computer labs and active learning rooms. A “schedule deputy” communicates with faculty to secure their preferred rooms. All learning spaces are equipped with desktop computers supported by Purdue IT. Classroom space houses computer projectors, speakers, document cameras, webcams, internet access and a mic system.</p> <p>Students may access a variety of campus spaces to study and collaborate, including multiple computer labs. A new student lounge is now available in Stone Hall, adjacent to Mathews Hall. Libraries, cultural centers, and other student-accessible open spaces are available and do not require reservations.</p>		
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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		Purdue University has nine libraries, six of which are subject specific. The library system houses over three million printed and electronic books. Students and faculty may access over 200,000 electronic and print journals including documents and microforms and access the Big Ten Academic Alliance library materials, free of charge. The	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty				

<p>Library & IT resources appear sufficiently stable</p>		<p>library system also provides GIS support, copyright guidance, and publishing support.</p> <p>The Library Reading Lists tool for electronic course reserves is integrated with Brightspace, the program's LMS. Instructors can assemble electronic resources including eBooks, digitalized book chapters, scholarly articles, videos, newspaper articles, and websites for easy student access to resources.</p> <p>The MPH program's assigned library liaison manages the content of the program's library guide. The liaison is available to assist faculty, staff and students with research and maintains an MPH webpage through Purdue Libraries.</p> <p>Purdue IT supports Purdue's major operational systems and maintains academic systems such as the Brightspace learning management system. Purdue IT implements and develops innovative learning and classroom technologies and supports advanced research cyberinfrastructure across campus. Purdue IT instructional labs provide students, faculty and instructors with facilities equipped with desktop computer systems, software and printing. Purdue IT establishes and maintains software agreements between Purdue University and software vendors and the distribution of software licenses. Purdue IT manages the Software Download Storefront, allowing students to receive troubleshooting support for statistical programs like SPSS, SAS, JMP, and Office 365 as examples. The program notes that Purdue University provides substantial free access to the above learning and research software to support learning and research.</p>		
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		<p>The Purdue IT Customer Service Center is the first point of contact for students, faculty and staff needing assistance with IT services 24/7. Service can be obtained through phone, email, and walk-in help at certain locations throughout campus. A specialized IT unit provides additional support available to individual colleges and units.</p> <p>Resources and services provided by Purdue IT are sufficient and accessible to all students, faculty, and staff within the MPH program, regardless of proximity to campus. Faculty and students report to site visitors that IT support and response is prompt and reliable for both onsite and residential program needs.</p>		
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D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>All MPH students are grounded in foundational public health knowledge. The program maps the 12 knowledge areas to five courses: Fundamentals of Epidemiology, Introduction to Environmental Health, Introduction to Quantitative Methods in Public Health, Public Health Administration, and Theoretical Foundations of Health Behavior.</p> <p>The curriculum provides grounding through a combination of lectures, readings, written assignments, and projects. Reviewers' findings are summarized in the D1 worksheet.</p>	Click here to enter text.	

D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		The program provides appropriate didactic preparation and assessment opportunities for the 22 foundational competencies. For distance-based students, the competencies are mapped to seven courses, including the five courses listed in D1 plus PUBH 604 Public Health Administration and PUBH 606 Design and Analysis of Public Health Interventions. Residential students take an additional course, Professional Development Seminar in Public Health. Joint degree students take the same courses as standalone MPH students.	Click here to enter text.	

		Students receive didactic preparation through lectures and readings. The assessment opportunities are varied and include weekly homework assignments, exams, quizzes, policy reviews, discussion posts, research papers, and final projects. For example, to assess foundational competency 11, students design an intervention evaluation process and submit a paper on the details of the process. The D2 worksheet summarizes reviewers' findings.		
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D2 Worksheet

MPH Foundational Competencies	Yes/CNV
1. Apply epidemiological methods to 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 & systemic levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design, implementation, or critique 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 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 leadership and/or management principles to address a relevant issue	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 (i.e., non-academic, non-peer audience) public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes

21. Integrate perspectives from other sectors and/or professions to promote & advance population health	Yes
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The program presents five competencies for each concentration, and each concentration has at least three required courses including family health, public health program and policy evaluation, public health nutrition, health counseling, statistical programming and data management, statistical methods for public health evaluation, and design and analysis of randomized Trials in public health. Students are assessed on concentration competencies through written assignments, final projects, evaluation plans, homework assignments, and discussion posts. Joint degree students also complete the same major-specific courses as other MPH students.	Click here to enter text.	
Assesses all students at least once on their ability to demonstrate each concentration competency				
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)				

		The team's assessment of each competency statement and assessment opportunity is presented in the D4 worksheet.		
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D4 Worksheet

MPH in Family and Community Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critically evaluate the social determinates of health and how they affect families and communities.	Yes	Yes
2. Evaluate health programs and policies through the application of appropriate quantitative and qualitative methods, models, theories, and best practices.	Yes	Yes
3. Prioritize community needs, concerns, and resources when addressing family and community health issues.	Yes	Yes
4. Critically evaluate the factors that create, perpetuate and ultimately eliminate health disparities.	Yes	Yes
5. Demonstrate communication skills and strategies for promotion of family and community health.	Yes	Yes

MPH in Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Demonstrate the ability to properly design variables, validate, manipulate, store, and maintain public health data sets.	Yes	Yes
2. Demonstrate mastery of at least one statistical software package commonly used to assess public health issues.	Yes	Yes
3. Select and apply the most appropriate statistical approaches to address public health issues.	Yes	Yes
4. Evaluate the limitations of statistical evidence (e.g., validity, reliability, sample size, bias, generalizability).	Yes	Yes
5. Communicate data and quantitative information to professionals and the public using a variety of approaches.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		The MPH program requires all students to complete a 200-hour applied practice experience (APE). There is no waiver of the practicum, and students may not apply hours retrospectively from a different experience. A student may choose a practicum experience in the same setting as their current or past employment if different from their current or past employment responsibilities and directed by a site supervisor who is not immediately responsible for their employment evaluations.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		The practicum experience must be directed by an approved on-site supervisor (preceptor) and overseen by the directors of experiential learning (DELs). The DEL are two faculty members that facilitate APE placements for all MPH students. The DELs begin advising students during the academic term prior to the start of the practicum. Community Advisory Committee members who serve as preceptors for program students reported that they enjoy hosting students and are very satisfied with APE student abilities and demonstrated competencies, across both online and residential formats. One online student reported to reviewers that they would appreciate greater support when trying to find an appropriate APE placement site, feeling that they are “on their own.”		
All students demonstrate at least five competencies, at least three of which are foundational		Students base the practicum design on their interests, experience, training, and professional goals. Students must pass their APE by earning 80% or higher on the		

		<p>course assessments. Student eligibility to participate in the practicum includes the following:</p> <ul style="list-style-type: none"> • Coursework on all core MPH competencies • Completion of the core coursework prior to the start of the practicum • Submission and approval of application materials by the deadline. These include a signed practicum overview, competencies chosen, projects form, and a completed MOU with their partner site. • Enrollment in PUBH 607: Public Health Practicum • Securement of liability insurance through Purdue University • The track-specific DEL may be petitioned by formal letter if a student meets most, but not all requirements due to extraordinary circumstances, and considered on an individual basis. <p>Students must identify five competencies; at least three of which are core competencies, to address in the experience. Remaining competencies may be a mixture of concentration and core competencies. They identify competencies during the pre-practicum process detailed in the practicum work plan and practicum progress reports.</p> <p>Students are expected to: develop and conduct at least one primary project with a minimum of two deliverables that demonstrate competency attainment; lead or assist on additional projects at the site; track progress through a practicum journal; complete a midterm self-evaluation; and complete an MPH practicum poster summarizing their experience. Site preceptors complete midterm and final evaluations reviewed by the student and their director of experiential learning.</p>		
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		<p>The director(s) of experiential learning are responsible for evaluating competency attainment. The program provided samples of competency attainment student evaluations to site visitors with evidence of evaluator scoring and comments.</p> <p>The MPH Student Manual submitted in the ERF includes documents that explain roles and responsibilities, steps and procedures, deadlines, a progress report template, product submission guidelines, poster presentation guidelines, a project/competencies form, activities and assignments, and evaluation forms.</p> <p>The directors of experiential learning reported to reviewers that they are considering preceptor evaluation and direct evaluation of student products when assessing competency attainment.</p> <p>The program provided student samples about topics such as community snapshots, LGBTQIA+ awareness, and suicide prevention. Site visitors reviewed students' samples and found them to be high-quality practice products that demonstrate specific competencies. During the site visit, students, alumni, and faculty all described the APE as positive and beneficial to both the student and the host site.</p>		
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D6. DRPH APPLIED PRACTICE EXPERIENCE

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

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		The program specifies that students can enroll in the ILE course (PUBH 608: Culminating Experience) after successful completion of all required MPH core and concentration courses. Given that there is only one elective, the ILE must be at or near the end of the program of study (e.g., in the final year or term). Along with enrollment in the ILE course, students also must complete a 12-hour non-profit grant-writing workshop offered by Purdue Extension.	Click here to enter text.	
Project occurs at or near end of program of study		Upon enrolling in the course, students select a public health-related community agency with which they partner for the ILE which differs from the APE site. Under the direction of the directors of experiential learning, the student works with their community partner to identify a community problem, propose an evidence-based solution, and develop an evaluation plan. The final product is in the form of a high-quality written grant application for the community partner.		
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies		The self-study describes that the ILE allows students to demonstrate a synthesis of four foundational competencies (numbers 7, 10, 13, and 19) and one concentration competency (Family and Community Health Concentration Competency 3, or Biostatistics Concentration Competency 5). These competencies are identified by the unit and guide the requirements for the grant proposal submission assignment.		

		During the site visit the program explained that the above process reflects a recent revision to the ILE deployed in spring 2023; previously, students selected competencies, which is a process that appeared in some of the ERF documentation.		
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

D11. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

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

D12. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

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

D13. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		The MPH program requires 42 credit hours to complete the degree. The university sets guidelines for the definition of credit hours per contact hours. The academic credit represents three hours per week of lecture over the length of each semester. This is the same for distance-based courses. Joint degree students do not use electives outside of public health coursework to count toward the 42 MPH credits.	Click here to enter text.	

D14. DRPH PROGRAM LENGTH

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

D15. BACHELOR'S DEGREE PROGRAM LENGTH

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

D16. ACADEMIC AND HIGHLY SPECIALIZED PUBLIC HEALTH MASTER'S DEGREES

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

D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

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

D18. ALL REMAINING DEGREES

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

D19. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		<p>Purdue developed the distance-based MPH in family and community health to serve full-time working professionals and military members interested in getting an MPH degree. The MPH in family and community health is offered asynchronously in partnership with Wiley Education Services.</p> <p>Online courses in the program are offered through the Learning Management System (LMS) Brightspace. Online courses are eight weeks long, allowing for two courses to be completed per semester. Online instructors are selected and hired to teach courses aligned with their areas of expertise, and instructors for residential courses act as consultants for online course development. Outside of instruction, online instructors are available for support and guidance via email, phone calls, and web-based conferences.</p> <p>Online courses have the same expectations for rigor and measurement of educational outcomes as the place-based</p>	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services				
Ongoing effort to evaluate academic effectiveness & make program improvements				

<p>Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification</p>		<p>degrees offered by the program. Course syllabi are reviewed and approved by the department's Graduate Academic Curriculum Committee. Substantive changes in course content must also be reviewed and approved by the college Graduate Education Policy and Curriculum Committee and the university Graduate Council, the same as placed-based offerings.</p> <p>The Department of Public health employs an online program manager. The program manager is assigned 0.5 FTE to the program and oversees the hiring and management of online instructors, organizes course scheduling, coordinates the admissions process, and provides public health-related academic advising.</p> <p>Online students also have access to the same support and administrative services as residential students including mentoring, technology support, and other services. In addition to the services offered by Purdue IT, Wiley Education Services provides 24/7 technical support to students and instructors as well as a shared student services coordinator.</p> <p>The program regularly reviews metrics such as grades, courses evaluation feedback from students, and feedback from instructors. The department also surveys students annually to collect feedback on course content and delivery, quality of instructors, and perception of competency attainment. Using data gathered, the program initiates an in-depth coursework update every three years.</p>		
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		<p>Purdue University uses BoilerKey, which is a two-factor authentication used to login to all secure university systems including Brightspace and the student portal.</p> <p>During the site visit, online students expressed high satisfaction with the MPH program. Students stated that they love time flexibility and that instructors are always helpful and responsive. Online students also spoke highly of the program's inclusivity.</p>		
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E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		Thirteen primary and 10 non-primary faculty deliver the program's curriculum. All primary faculty hold doctoral degrees and training in areas such as epidemiology, health education or health promotion, statistics, sociomedical sciences, community and behavioral health, and environmental and occupational health. A review of faculty CVs indicates that the designated persons are appropriate instructors for master's-level education emphasizing both research and practice aspects of the field.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)		During the site visit, students spoke at length about the faculty's professional experience and expertise and how they benefitted through advising; however, some of the online students suggested that they would like more interaction with instructors to benefit from their expertise.		

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The program has primary and non-primary faculty with experience in public health practice. One PIF has served as the associate director of health services/chief of patient services administration at the University of Houston Campus Health Center, and another PIF has worked as a statistical consultant for national and international research centers and non-governmental organizations in Sub-Saharan Africa. One PIF has worked as an associate staff analyst community health planner for the New York City Department of Health and Mental Hygiene.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		A non-PIF was the chief of public health education and wellness in the U.S. Navy serving on health promotion wellness panels, task forces and advisory committees. Another non-PIF is the CEO of an advisory and consulting service advising strategic planning for hospitals and ambulatory settings internationally.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		Experienced perspectives from public health practice are integrated into the curriculum for the MPH program. Onsite, faculty provided examples including use of limited term lecturers, professional development participation, inviting speakers from traditional and non-traditional health roles, and seeking experienced colleagues to supplement lecture content.		

E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		The self-study explains that all faculty and lecturers are expected to maintain currency in their areas of instructional responsibility and pedagogical methods.	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods		Most faculty (both PIF and non-PIF) achieve this through activities offered by professional organizations outside of Purdue with which faculty and lecturers choose to affiliate. These activities include membership in professional associations, continuing education activities offered by the associations, and attendance at association conferences. Funding for faculty and lecturers to participate in these activities is available at the program, department, college, and university levels (e.g., the department supports faculty attendance at the APHA annual meeting).		
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty		<p>The self-study also notes that both PIF and non-PIF have taken advantage of pedagogical methods training opportunities at the university to improve teaching practices and student learning. Examples include Purdue's IMPACT faculty development program, and three different teaching fellowship programs. Faculty and lecturers report these activities in their formal review process, as documented by Faculty Promotion Form 36.</p> <p>There are processes for both student course evaluations and peer teaching evaluations. At the conclusion of each course, students can complete a course evaluation survey for each course they are enrolled in for the current term.</p>		

		<p>These evaluations are organized centrally in collaboration with the department's data and accreditation specialist.</p> <p>Evaluations include 10 standardized questions about the course and the instructor (capturing both qualitative and quantitative information). Departments can choose an additional five questions, from a list of over 600, for each course. Results from the course evaluations are released to the department and instructors after the grade entry deadline for each term. Instructors can also choose to opt-in to an optional mid-semester evaluation to inform adjustments prior to the conclusion of the course. Course evaluations are reviewed by the department head and program directors as needed.</p> <p>Regarding peer evaluations, the self-study notes that these can occur upon faculty request (e.g., at time of promotion and tenure processes) but are not required. Peer evaluations reflect faculty perspectives by focusing on teaching effectiveness and providing feedback and ideas for instructional enhancement. For the residential program, full-time faculty teach all courses, though limited-term faculty may sometimes cover courses in special circumstances (e.g., faculty on leave). The online program uses part-time faculty more frequently; however, the course evaluation process is the same regardless of program and instructor. Part-time faculty have access to the same training, educational modules, and conferences as full-time faculty.</p> <p>The unit measures faculty currency using as an indicator a process of syllabi and curricula review. For faculty instructional technique, the program uses satisfaction data from the student course evaluations as an indicator,</p>		
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		<p>and courses that integrate community-based projects serve as an indicator for program-level outcomes.</p> <p>For faculty currency, the MPH Residential and MPH Online Curriculum Committees review all significant proposed changes to course syllabi and curricula. Upon approval, proposed changes are subsequently reviewed and granted approval by the Graduate Academic Curriculum Committee and then presented to the Executive Council.</p> <p>For faculty instructional technique, instructors must include a summary of their student course evaluation results with their annual review documents. The self-study presents student satisfaction data targets and results for the online MPH program encompassing the last three years, demonstrating strong results that approach targets.</p> <p>For program-level outcomes, the program reflects a prioritization of project-based learning through integration of community-based projects in the curriculum. This is achieved in specific courses either through implementation of community-based projects or use of guest lecturers from community-based organizations and community-engaged research examples. Specific examples include evaluation projects with community stakeholders, including: the Lafayette Transitional Housing Corporation, a local school district, a local youth service organization (for health education activities), local hospital groups, county health departments, and an HIV prevention coalition initiative. In addition, courses incorporate guest lecturers; recent examples include speakers from federal agencies (e.g.,</p>		
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		CDC) and community agencies (law enforcement, community service organizations).		
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E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>The university defines research and scholarly activity collectively as discovery, to which tenured and tenure-track faculty dedicate at least 30% of their effort. Depending on funding and individual faculty goals, up to 75% of a faculty member's effort may be dedicated to discovery. Non-tenure-track faculty (i.e., lecturers or clinical faculty) either have no discovery expectation, or a reduced expectation.</p> <p>Promotion of a tenured or tenure-track faculty member requires contribution to all university mission areas appropriate to their position (in most cases, contributing to all three areas of discovery, learning, and engagement), meeting minimum thresholds in each. They should also have demonstrated excellence and scholarly productivity in at least one of these areas – discovery, learning, and engagement – with the understanding that, ordinarily, strength would be apparent in more than one.</p> <p>Each faculty member submits annually an updated version of their CV and Faculty Promotion Form 36 to the department head, with a narrative describing how these activities and accomplishments aligned with the goals that were set during the previous year's review process. The role and expectations for research and scholarship are</p>	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				

		<p>described in detail in the university and department's promotion and tenure guidelines. Contributions to discovery are also evaluated at each stage of the promotion process, which include a vote of departmental faculty (i.e., Primary Committee), external reviews from experts in the faculty member's field, a vote of the college faculty (i.e., Area Committee), a vote of the university faculty (i.e., Campus Promotions Committee), the provost, the president, and the Board of Trustees.</p> <p>Faculty have strong support for involvement in discovery activities. The university is a Carnegie Foundation tier-one research institution with over 2,000 faculty who are at the forefront of their disciplines. The Office of Research, led by the executive vice president for research, oversees university-wide strategic initiatives and all operational and regulatory functions of the Purdue University research enterprise. The office offers services that include grant writing support, provision of internal and seed funds, linkage to corporate and global partners, regulatory oversight, facilities and infrastructure, and protection of intellectual property. At the college and departmental level, public health faculty have access to grant writing support and internal/seed research support. Logistical support is provided by university, college, and departmental financial and administrative staff, including contracts and grants. The department's business office is responsible for the management and distribution of grant funds, with additional support provided by the college's financial officer and through Purdue Sponsored Programs.</p> <p>The self-study provides several examples of faculty discovery activities that are integrated into instruction. One faculty member uses methods and findings from their</p>		
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		<p>area of research to develop content for courses, including building a needs assessment, designing measurement tools, and using findings to develop community interventions. This faculty member also leverages their research and professional networks to connect students to community partners, professional opportunities, and external mentoring.</p> <p>The self-study includes data on three indicators as outcome measures for faculty discovery activities. The first indicator is a count of the number of community-based research activities. The unit has exceeded its target of 20 in each of the last three years, by over 50% in the most recent year. The second indicator is a count of the number of articles published in peer-reviewed journals. Again, the unit exceeded its target of 40 in each of the last three years, by over 50% in the most recent two years. The third indicator is the count of new grant submissions. The target of 15 has been exceeded in each of the prior three years. During the site visit, the program explained the performance so far above listed targets by noting that the recent growth of the department has made it challenging to identify ambitious goals.</p> <p>During the site visit, faculty and students provided more recent examples of student involvement in faculty research and scholarly activities. For example, one faculty member who focuses on women's health involves students in their research laboratory activities to co-author professional presentations and research manuscripts.</p>		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Defines expectations for faculty extramural service</p> <p>Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means</p>		<p>Purdue University defines faculty service as activities internal and external to the university including administrative functions, committee service and special program management. Service external to the university includes serving as board members, officers of professional organizations, members of community-based organizations, community advisory boards, providing testimony, reviewing grant applications and other activities to advance public health.</p> <p>Program faculty are expected to participate in service as outlined in the department's promotion and tenure guidelines for each track and rank. Faculty have a percentage of their effort dedicated to service activities. Progress toward service expectations is reviewed by the faculty member and the department head annually. Faculty are expected to structure their time to reflect 50% of time spent in research and service as stated in the faculty promotion and tenure guidelines.</p> <p>The university supports service/engagement through the Office of Engagement, connecting the university with communities and partnerships. The Office of Engagement includes regional offices that establish and maintain regional partnerships across Indiana. The outreach includes Purdue Extension housing Purdue staff in all 92 Indiana counties providing programming to</p>	<p>Click here to enter text.</p>	

		<p>communities, families and youth. Program faculty are actively involved with Purdue Extension.</p> <p>Examples of faculty extramural service activities and integration into student instruction include the following: one PIF serves on the Board of Directors of a nonprofit service for the homeless where students participate in service-learning and experiential practice to build capacity for health-related programming. Another PIF serves on the Board of Trustees of the National Rural Health Association and the Board of Directors of the Arc of Indiana and uses their expertise to facilitate professional development workshops. During the site visit, a PIF also described facilitating workshops for MPH professional development seminars regarding types of boards, responsibilities, and benefits of engagement with board service.</p> <p>The program selects three outcome measures with targets to monitor faculty extramural service: percent of PIF participating in extramural service activities annually (target: 50%); number of community-based service projects (target: 15); and public/private or cross-sector partnerships for engagement and service (target: 30). Data show that performance exceeded each target for the last three years.</p> <p>The program's plans for improvement seek an increase of PIF (>50%) participating in extramural service activities. The target will be re-examined together with ways to support faculty engagement.</p>		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program uses its Community Advisory Board (CAB) as a formal structure for constituent input. The committee is composed of alumni, working professionals, and representatives from health profession schools. The purpose of the CAB is to provide guidance aimed at promoting the mission and vision of both the Department of Public Health and its degree programs. It also provides ongoing review and advice on policies and practices and allows community partners and local public health professionals an opportunity to offer input on changing workforce needs, curriculum, procedures, and other topics as relevant.	Click here to enter text.	
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 		In addition to the CAB, the MPH program also uses surveys to gather input from alumni and employers. These surveys occur every three to five years and allow graduates and employers to provide insight on how well the curriculum prepared students for the field, what professional development needs exist for those in the workforce, feedback on guiding statements and principles, and emerging public health topics that are impacting various sectors of the field. The information collected from these surveys is reviewed by the MPH Online Curriculum Committee and the MPH Residential Curriculum Committee. Quality improvements to the curriculum and new initiatives are developed as appropriate. Regular updates on the self-study process and document have		
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback				

		<p>been provided to external partners via email and in person meetings.</p> <p>The program utilizes its employer survey to gather employer feedback. The most recent survey was conducted in spring 2023 and had seven respondents. Employers were asked if they would hire another graduate from Purdue University's MPH program. Seventy-two percent of employers responded "yes", while 28% of employers responded "maybe." Employers were also asked "what did the MPH program do well in preparing graduates for the workforce?" One employer responded, "utilizing health theoretical approaches for program evaluation projects"; and another employer responded, "ability to analyze complex data and research."</p>		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The program introduces students to community engagement and professional development opportunities during their initial orientations, and instructors and program staff encourage students to participate in these opportunities throughout the program. The academic affairs administrator and the online program manager inquire about students' involvement in volunteer and professional development activities periodically and guide them in facilitating conversations with community partners as needed, and the department publishes weekly	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				

		<p>newsletters with pertinent opportunities available to all students.</p> <p>The self-study reports numerous examples of professional and community service opportunities performed by students. MPH students volunteered at a vaccine clinic hosted by two public health faculty. Multiple MPH students are involved with the Indiana Public Health Association and American Public Health Association. MPH students also volunteer with the local health department to assist with harm reduction activities such as contraception advocacy.</p> <p>During the site visit, students discussed various community and professional service opportunities. One student mentioned holding sexual health education seminars for Air Force cadets. Other students stated that they were involved in summer education programs regarding substance abuse and obesity.</p>		
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F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs of the current public health workforce		<p>The self-study includes examples of the program’s delivery of professional development opportunities.</p> <p>In response to a needs assessment, faculty within the department received HRSA funding to launch a community health worker training program. The program provides training and certification for new community health workers and upskills existing community health workers in</p>	Click here to enter text.	

		<p>emergency response education, prevention, treatment, and vaccine hesitancy. To date, 45 individuals have completed the training.</p> <p>In fall 2022, four department faculty were involved in an interdisciplinary team that offered a community health worker training related to ethics in research. Nine individuals attended the training.</p>		
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		<p>The self-study notes that, due to the recent Supreme Court ruling, race and ethnicity data will no longer be collected. Data presented are prior to the summer 2023 ruling. This will affect the identification of the unit's priority population. The self-study notes that because of the recent nature of the decision, guidance to direct future efforts was not yet available. Accordingly, comments below reflect the state of practices and processes at a single point in time.</p> <p>The MPH program and the Department of Public Health have identified as its priority under-represented populations Black or African American, Hispanic/Latino, and non-traditional aged (30 years or older) students. The unit prioritized these groups to reduce the gap in representation between program enrollment and the demographic distribution of these groups in the general campus population and the State of Indiana.</p>	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		The unit's goals for increasing the representation and supporting the success of their priority under-represented populations include: a) building a more culturally competent environment for all students, faculty, and staff, b) recruiting and matriculating students from diverse backgrounds so that the program representation meets or exceeds the distribution of these groups at the university or State level, c) recruiting and hiring faculty from diverse backgrounds so that program representation meets or exceeds the distribution of these groups at the university or State level, and d) ensuring availability of curricular and extracurricular opportunities for students, faculty, and staff to connect and reflect on issues of diversity, equity, and inclusion.		
Perceptions of climate regarding diversity & cultural competence are positive		Examples of strategies to achieve these goals include funding and lines for a recent equity and diversity focused cluster hire at the university, which resulted in a significant number of new faculty hires in the department. Additional examples include activities led by the university's cultural centers and DEI Committees, which include trainings and webinars on fostering inclusion within Purdue's community. The MPH program and department held a listening session in spring 2022 for students, faculty, and staff in response to a campus event that involved a student and the Purdue University Police Department. The self-study explains that additional listening sessions will be held in the future. Current students also described their recent experiences pursuant to a feedback session held as part of the program's professional development seminar, in which student feedback was delivered directly to faculty and positively incorporated into the program.		

		<p>Examples of strategies for recruitment of students and faculty from diverse backgrounds include outreach at professional meetings by current faculty. The university also offers fellowships for students classified as under-represented minorities and maintains partnerships with Historically Black Colleges and Universities to bring faculty and students to campus to create shared research and encourage undergraduate students to conduct their graduate studies at Purdue.</p> <p>To cultivate and maintain a more culturally competent environment, the department regularly asks stakeholders for feedback on its DEI efforts, guiding statements, and goals. This information is collected through surveys that include questions on the program's, department's, and college's diversity, equity, and inclusion efforts, the results of which are discussed at various committee meetings. Faculty and staff provide feedback through departmental retreats held throughout the academic year. The self-study explains that students have opportunities to discuss, reflect, and apply what they have learned and experienced about cultural competence and diversity through the selection of course topics and materials and through connections with community partners as part of course assignments.</p> <p>During the site visit meeting with students, they articulated how the program emphasizes cultural competence. They also reinforced the program's commitment to diversity and cultural competence. Students (both residential and online) expressed that many assignments present opportunities to explore culture within the framework of the assignments. Alumni noted that faculty demonstrated cultural competence in their classes and interactions.</p>		
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		<p>Online student cohorts, in particular, were highlighted as comprising relatively great cultural and experiential diversity, which was embraced by the program and its instructional modalities.</p> <p>The self-study presents both quantitative and qualitative data describing successes and challenges faced by the unit in achieving goals defined for students. Data for 2019-2022 shows enrollment numbers for students representing the priority populations, which are variable. More than half of students enrolled in the MPH are between the ages of 21-35 and 12% of students are 30 years or older. Qualitative data from the unit's annual current student survey asks MPH students about how the unit might increase representation and support success for under-represented populations. Selected qualitative responses include suggestions to require a class or webinar on cultural competence upon matriculation, and suggestions to reduce tuition or increase scholarships.</p> <p>Students, as well as alumni, were also asked about their perception of the department's climate regarding diversity and cultural competence, as part of the MPH current student survey. Selected responses from students suggest that the environment is positive but also that more could be done. Responses from alumni were similar.</p> <p>The self-study explains that faculty and staff can discuss their perceptions of the program and department's climate regarding diversity and cultural competence at retreats held throughout the academic year using feedback from students, alumni, faculty, and staff. Specific actions taken as a result of conversations at these retreats include revision of the unit's mission and vision statements.</p>		
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		Consistent incorporation of diversity and cultural competence discussions and evaluations among both faculty (via retreats and data review) and students (via surveys) provide evidence that evaluation of both qualitative and quantitative data on these topics is part of regular and ongoing processes.		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		The program provides all incoming students with an orientation process. The process differs between the residential and online track as follows.	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study		For the residential offerings, a required in-person departmental orientation is held one week prior to the start of fall classes. The Purdue Graduate School also encourages new MPH students to attend its orientation. The departmental orientation features a review of the student handbook, a review of graduation requirements and program, department, and university processes.		
Qualified individuals monitor student progress & identify and support those who may experience difficulty		Guest speakers share information about campus resources. Orientation includes a welcome back event where new students meet faculty and staff. The program requires new students to participate in an online “orientation checklist” in Purdue Passport where they register for courses, learn relevant systems, attend an online orientation and review the student handbook.		
Orientation, including written guidance, is provided to all entering students		For the online offering, the program requires enrollment in the “New Student Demo Course” in the learning		

		<p>management system. The course introduces students to campus offices, resources, online classroom navigation, tips for the first week of class and communicating online. Students also learn about financial aid, technical support, library and writing resources, and students rights and responsibilities. Students may access the online Student Resource Center housed in the learning management system. Topics covered are the student handbook, CEPH competencies and accreditation, professional development, practicum and culminating projects, the Public Health Student Association, and career development. New students are invited to an online orientation and Q&A session hosted by the student services coordinators allowing students an opportunity to meet with the student services team, complete initial course registration, and explore university systems such as student email and BoilerKey.</p> <p>For residential students, advising usually begins before the student begins the enrollment process. The academic affairs administrator may meet with prospective students to explore programs that fit with the student's career goals. Following admittance, applicants meet with the administrator to draft an academic plan prior to enrollment. The administrator sends out email notifications throughout each semester.</p> <p>Students enrolled in the combined (4+1) are required to meet with the administrator at least once per semester prior to registration in the MPH program. An academic guide is reviewed with new students during the registration meeting, addressing topics such as practicum placement progress, course selection, degree progress and other concerns. Students may meet with the</p>		
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		<p>administrator more frequently for ongoing support by logging into the system with their Purdue career account to select a date and time. The student handbook supplies details on all deadlines and program requirements.</p> <p>The academic affairs administrator provides student advising and the public health graduate coordinator provides registration support. The academic affairs administrator has an advanced degree in public health and prior work experience; the current administrator has served the MPH residential program since 2015. As members of the Graduate Support Network on campus, the administrator can access Graduate School resources as needed. The administrator receives support and guidance on course options from the MPH program director and the Graduate Academic Curriculum Committee. Deviations from any approved plans of study are returned to the committees for approval.</p> <p>For online students, advising is administered through a program contract with Purdue University Online and Wiley Education Services, where the student service coordinators serve as the primary contact for students and provide student support from start to graduation with a focus on retention and persistence. Specific responsibilities include monitoring degree progressions including deadline compliance; disseminating relevant information such as program updates, resources and graduation preparation; bursar-related tasks such as transfer policy, withdrawal, course drops, accommodations and graduation candidacy; and facilitating communication between students, faculty program leaders and university departments for at-risk students. Faculty informed site visitors that the contract</p>		
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		<p>with Wiley will remain in effect for another 1.5 years, with plans to grow the program with Purdue Online after the contract is complete.</p> <p>Student satisfaction with academic advising is obtained by the MPH exit survey. A table in the self-study lists 120 student responses, but the total number of students invited to respond is unknown, so the response rate is unknown. The most recent survey was administered in AY2022-23 and had 85 respondents. Of the 85 respondents, 29 were very satisfied with academic advising, 27 were satisfied, and 10 were neutral.</p> <p>The program identifies several survey administration issues: prior to the 2022-23 AY, students in the online track were not consistently offered the opportunity to complete the MPH exit survey. When rectified, the survey did not inquire about academic advising satisfaction. The program plans to continue to use the same MPH exit survey, which will allow variables to be compared over time in the future.</p> <p>The program posits that a period of staff turnover between August 2021 and August 2022 caused increased wait times for advising, which is now rectified.</p> <p>During the visit, students and alumni generally reported satisfaction with advising. Students reported that faculty are knowledgeable about the curriculum and do their best to keep students on track.</p>		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & provide career placement advice		Career advising resources serving students and alumni in the MPH program include the following: <ul style="list-style-type: none"> • Purdue's Center for Career Opportunities (CCO). The CCO serves the West Lafayette campus providing in person or virtual resources on graduate school and career planning, job search strategies, interview preparation and document review. The CCO hosts professional development and career services events. • The academic affairs administrator and the residential student academic advisor are expected to discuss career aspirations. Similar topics are discussed with the online program manager for the duration of study. • Post-graduate plans are discussed while preparing and completing the APE and ILE via discussions with the director of experiential learning. The directors regularly advise on post-graduation preparation. • Professional development seminars connecting with public health professionals and researchers are accessible by online and residential students. • The Graduate School hosts professional development workshops throughout the year fully online and free of charge. • Students and alumni are encouraged to join the "Purdue University Public Health Graduate Program Alumni" group on LinkedIn. Students and alumni may connect to this group as they are preparing to graduate and receive encouragement when they 	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		<p>complete the exit survey one month prior to graduation.</p> <p>Career advising materials provided for review include program flyers for four professional development seminars presented by program and college faculty during 2022-23. These included, “Advice from Alumni: Success at Purdue and Beyond” and the “Creating a Brand” seminar.</p> <p>Career advising services, advisors, and faculty, are either trained public health professionals or professionals in student services. Examples of career advising include the Department of Public Health offering monthly professional development seminars both online and in person. The dean presented personal mission statements and developing professional development goals in August 2022, with 74 students attending.</p> <p>The directors of experiential learning meet with students regularly during the APE and often discuss post-graduation plans. Twenty alumni who previously did not know they had access to CCO services were connected directly to the CCO in spring 2023.</p> <p>Alumni reported during onsite meetings that access to career advising through CCO and/or with faculty and preceptors was very helpful.</p> <p>Graduating students rate their satisfaction with career advising within the program through the MPH exit survey. The most recent survey was administered in AY2022-23 and had 85 respondents. Of the 85 responses, ten were very satisfied, 28 were satisfied, and 32 were neutral.</p>		
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		During the site visit, students expressed satisfaction with faculty engagement and career advisement and reported that faculty were supportive and invested in each students' success. Alumni who met with site visitors reported that program faculty stay in touch and provide references for jobs and continuing education.		
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H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern informal complaint resolution & formal student complaints & grievances		<p>The following procedures are publicized within the student manuals, presented during student orientations, and directed to students when needed: Formal complaints may be sent by email, and administrative staff will direct the complaint to the appropriate program leader or department head. Additionally, any student may discuss concerns about their graduate education with the university's ombuds/mediation services program, allowing students a private means of discussing concerns with trained peers and staff. Finally, students can direct complaints of any nature to the academic affairs administrator, online program manager, residential MPH program director, online MPH program director and/or public health department head, who will assist students in identifying resources for resolution.</p> <p>For students interested in appealing their final assigned grade for the course, a grade appeal may be filed through the Office of Student Rights and Responsibilities, a division of the Office of the Dean of Students. The attempt begins by contacting the instructor and requesting a grade</p>	Click here to enter text.	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				

		<p>change. If the grade is not changed and the student still disagrees, the student may contact the department head.</p> <p>The formal process begins when a student prepares and submits a written appeal within 30 calendar days after the start of the following regular semester; appeals are submitted to the Grade Appeals Committee chair of the college or school where the course originates. The Grade Appeals Committee has seven days to review the written appeal to determine if a hearing is needed. If needed, a hearing will be scheduled within 14 days following notification to both parties. A written decision is released to both parties within three days of the hearing conclusion. Both parties have six days to appeal the decision in writing to the University Grade Appeals Committee.</p> <p>The Office of Student Rights and Responsibilities oversees all procedural steps including an investigation and initiation of disciplinary proceedings in situations of student conduct, academic integrity or violation of other university regulations. Students work with a conduct officer from the Office of Student Rights and Responsibilities for the duration of the proceedings, which may include a hearing conducted by the Community Standards Board. The dean of students and if appropriate, the dean of the graduate school will review the recommendation of the Community Standards Board to determine a decision and disciplinary sanction. The student is notified via letter, with instructions regarding appeal if desired.</p> <p>The MPH student manual describes the university's complaint policy with a web link to the Office of Graduate</p>		
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		<p>Assistance that lists relevant information and resources. During the site visit, students did not express any concerns about the complaint process.</p> <p>No formal complaints or student grievances have been submitted in the last three years.</p>		
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H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		Recruitment efforts for the MPH program differ between the residential and online tracks. The Department of Public Health and the College of Health and Human Sciences do not have a designated recruiter. Efforts to generate interest in the program rely on faculty who relay information about the program and the field of public health during lectures, panels, at conferences such as APHA, and speaking engagements. The academic affairs administrator hosts virtual and in-person recruitment events.	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		Marketing and recruitment efforts for the online track are managed by Wiley Educational Services. The brand manager partners with the online MPH program director and online program manager of marketing efforts and recruitment initiatives, meeting bi-monthly with all Wiley staff to ensure fidelity to program, department, college and university standards and expectations. Search engine optimization has shown itself to be the most successful driver of successful applications. Once students' express interest in the online program, Wiley staff work with them		

		<p>to provide relevant program information on the application process and deadlines.</p> <p>Membership and participation in the Association of Schools and Programs in Public Health, Indiana Public Health Association and the American Public Health Association are used by both tracks to facilitate recruitment efforts. The program also uses social media pages and alumni networks to recruit qualified students.</p> <p>Applications requirements include transcripts for all higher education institutions attended; a preferred cumulative undergraduate GPA of at least 3.0; three letters of recommendation; and a resume or curriculum vitae.</p> <p>Applicants must also include a statement of purpose responding to the following questions, “Discuss your past, present, and future. What have you accomplished that uniquely qualifies you for this program and your intended concentration? Why are you applying to this program? What are your professional, academic, and personal goals? How does this program fit into your goals? You may also provide a brief GPA statement, highlighting any shortcomings, if necessary.”</p> <p>Residential students must apply through SOPHAS and online and 4+1 students apply through Slate and pay the corresponding application fee. International students must submit their official English proficiency test scores according to Graduate School requirements. The GRE was waived in 2021 in response to the COVID-19 pandemic, and there are no plans to reinstate the requirement. Residential students are admitted for fall, spring or</p>		
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		<p>summer matriculation. The online program offers rolling admissions to expedite enrollment and course initiation.</p> <p>Faculty on the corresponding Curriculum Committees review each application, with each undergoing three unique reviews. The Department's Diversity, Equity, and Inclusion Committee provides training to all application reviewers.</p> <p>The self-study lists the program target of 25% of priority under-represented students accepting offers of admission. Metrics were not tracked prior to spring 2021. The two subsequent years show the target exceeded in all underrepresented categories (Black or African American, Hispanic/Latino, and non-traditional age 30+).</p> <p>The program notes that using SOPHAS for the residential track has increased program recruitment and applications. However, they also noted that utilizing both SOPHAS and the university's Graduate School application procedures (Slate) can be confusing and costly for students who are submitting documents using both platforms. The program reports that the department's website has been refreshed to provide explicit information about what is needed to complete an application, where to submit, and the relevant deadline.</p>		
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The unit's catalogs and bulletins are publicly available. The academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements are all clearly described in the MPH student handbook, program website, and self-study.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements		Site visitors verified that catalogs and bulletins are readily available and up to date.		
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

Thursday, September 14, 2023

8:20 am **Team Setup on Campus**

8:30 am **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Michelle Garrison, PhD- Department Head 2. Randy Hubach, PhD- Director, Residential MPH Track 3. Andrea DeMaria, PhD- Director, Online MPH Track 4. Cody Mullen, PhD- Director of Professional Graduate Education 5. Amber Noll Houlihan, MPH, MS- Data and Accreditation Specialist 6. Shauna Stapleton, MPH- Academic Affairs Administrator 7. Anna Zblewski, MEd- Senior Program Manager 8. Zully Jimenez- Assistant Director of Financial Affairs, College of Health and Human Sciences 9. Eugenia Hunley- Business Manager, Public Health 	<p><i>Guiding statements – process of development and review? (Criterion B1)</i></p> <p><i>Evaluation processes – how does program collect and use input/data? (Criterion B2)</i></p> <p><i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed? (Criteria C2-C5)</i></p> <p><i>Budget – who develops and makes decisions? (Criterion C1)</i></p>

9:30 am **Break**

9:45 am **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Michelle Garrison, PhD- Department Head - 2. Andrea DeMaria, PhD- Director, Online MPH Track - 3. Randy Hubach, PhD- Director, Residential MPH Track - 4. Cody Mullen, PhD- Director of Professional Graduate Education 5. Amber Noll Houlihan, MPH, MS- Data and Accreditation Specialist 6. Laura Schwab Reese, PhD- Associate Professor, Residential Track 7. Ellen Wells, PhD- Associate Professor, Residential Track 8. Melissa Kenzig, DrPH- Lecturer, Online Track 	<p><i>Foundational knowledge (Criterion D1)</i></p> <p><i>Foundational competencies – didactic coverage and assessment (Criteria D2 & D3)</i></p> <p><i>Concentration competencies – development, didactic coverage, and assessment (Criterion D4)</i></p>

11:00 am **Break**

11:15 am **Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Michelle Garrison, PhD- Department Head - 2. Andrea DeMaria, PhD- Director, Online MPH Track 3. Randy Hubach, PhD- Director, Residential MPH Track 4. Cody Mullen, PhD- Director of Professional Graduate Education 5. Amber Noll Houlihan, MPH, MS- Data and Accreditation Specialist 6. Melissa Kenzig, DrPH- Lecturer, Online Track 7. Landrus Burress, DrPH- Lecturer, Online Track 8. Beth Walker, MPH- Coordinator of Internships and Experiential Learning, Residential Track 9. Anna Zblewski, Med- Senior Program Manager 	<p><i>Applied practice experiences (Criteria D5 & D6)</i> <i>Integrative learning experiences (Criteria D7 & D8)</i> <i>Distance education (Criterion D19)</i></p>

12:15 pm **Break & Lunch in Executive Session**

1:00 pm **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. Michelle Garrison, PhD- Department Head 2. Randy Hubach, PhD- Director, Residential MPH Track 3. Andrea DeMaria, PhD- Director, Online MPH Track 4. Cody Mullen, PhD- Director of Professional Graduate Education 5. Amber Noll Houlihan, MPH, MS- Data and Accreditation Specialist 6. Marion Underwood, PhD- Dean, College of Health and Human Sciences 	<p><i>Currency in areas of instruction & pedagogical methods (Criteria E1 & E3)</i> <i>Scholarship and integration in instruction (Criteria E4)</i> <i>Extramural service and integration in instruction (Criterion E5)</i> <i>Integration of practice perspectives (Criterion E2)</i> <i>Professional development of community (Criteria F1-F3)</i></p>

2:00 pm **Break**

2:15 pm **Transport to Hotel**

3:00 pm **Students via Zoom**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none"> 1. DeVilliers Steyn- Family and Community Health Residential Track (tentative) 2. Alexandra Hughes- Family and Community Health Residential Track 	<p><i>Student engagement in program operations (Criterion A3)</i></p>
<ol style="list-style-type: none"> 3. Connor Heerschop- Biostatistics Residential (tentative) 	<p><i>Curriculum (Criterion D)</i></p>
<ol style="list-style-type: none"> 4. Garrett Price- 4+1 Biostatistics Residential 	<p><i>Resources (physical, faculty/staff, IT) (Criteria C2-C5)</i></p>
<ol style="list-style-type: none"> 5. Kayra Ucpinar or Benjamin Westney- 4+1 Family and Community Health Residential Track (tentative) 	<p><i>Involvement in scholarship and service (Criteria E4, E5, F2)</i></p>

6. Heidi Franklin- Family and Community Health Online Track	<i>Diversity and cultural competence (Criterion G1)</i>
7. Elizabeth Frietas- Family and Community Health Online Track	<i>Academic and career advising (Criteria H1 & H2)</i>
8. James Young- Family and Community Health Online Track	<i>Complaint procedures (Criterion H3)</i>

4:00 pm **Break**

4:15 pm **Stakeholder/ Alumni Feedback & Input via Zoom**

Participants	Topics on which participants are prepared to answer team questions
1. Priyanka Reddy- Family and Community Health Online Track, 2021 2. Melisa Damcevska- Family and Community Health Online Track 3. Shawn O'Brien- Biostatistics Residential, 2022 4. Kasia Jayjack- Family and Community Health Residential Track, 2019 and Preceptor	<i>Involvement in program evaluation & assessment (Criterion F1)</i> <i>Perceptions of current students & school graduates (Criteria D5, D6, F1)</i> <i>Alumni perceptions of curricular effectiveness (Criterion B5)</i> <i>Applied practice experiences (Criteria D5 & D6)</i> <i>Integration of practice perspectives (Criterion E2)</i> <i>Program delivery of professional development opportunities (Criterion F3)</i>

5:15 pm **Site Visit Team Executive Session 3**

6:00 pm **Adjourn**

Friday, September 15, 2023

8:30 am **University Leaders**

Participant(s)	Topics on which participants are prepared to answer team questions
1. Jason Harris, PhD- Associate Dean for Graduate Programs and Online Education 2. Eric Barker, PhD- Acting Associate Provost for Graduate Programs and Jeannie and Jim Chaney Dean of Pharmacy	<i>Program's position within larger institution (Criterion A1)</i> <i>Provision of program-level resources (Criterion C)</i> <i>Institutional priorities</i>

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

9:30 am **Site Visit Team Hotel Pickup: Transport to Campus**

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

1:00 pm **Exit Briefing**