REVIEW FOR ACCREDITATION

OF THE

COLLEGE OF PUBLIC HEALTH

AT

OHIO STATE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
October 17-19, 2016

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Table of Contents

Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the College of Public Health at Ohio State University (OSU). The report assesses the college's compliance with the *Accreditation Criteria for Schools of Public Health, amended June 2011.* This accreditation review included the conduct of a self-study process by college constituents, the preparation of a document describing the college and its features in relation to the criteria for accreditation and a visit in October 2016 by a team of external peer reviewers. During the visit, the team had an opportunity to interview college and university officials, administrators, teaching faculty, students, staff, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the college and verify the self-study document.

OSU was established as a land grant institution in 1870. Public health began as a discipline in 1914 at OSU's College of Medicine. After several decades of growth, it emerged as a division of public health and transitioned to an independent college in 2007. The university's main campus is located in Columbus, the state capital of Ohio, and has the second largest single-campus enrollment in the country, with approximately 59,000 students.

OSU has 15 independent colleges, one of which is the College of Public Health. The college is housed administratively within the Health Sciences Colleges and reports to the university's executive vice president and provost and Office of Academic Affairs for overall academic matters, and the executive vice president of health sciences for issues specific to the Health Sciences Colleges. In 2015-2016, the college graduated approximately 125 graduate students and 80 undergraduate students.

OSU has been accredited since 1985. Its last review in 2009 resulted in a seven-year accreditation term. The college addressed issues related to competencies and graduation rates in an interim report. The Council accepted the interim reports in 2010 and 2011 as evidence of compliance with these criteria.

Characteristics of a School of Public Health

To be considered eligible for accreditation review by CEPH, a school of public health shall demonstrate the following characteristics:

a. **The school shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education.**

b. **The school and its faculty shall have the same rights, privileges and status as other professional schools that are components of its parent institution.**

c. **The school shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research, and service. Using an ecological perspective, the school of public health should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem-solving, and fosters the development of professional public health concepts and values.**

d. **The school of public health shall maintain an organizational culture that embraces the vision, goals and values common to public health. The school shall maintain this organizational culture through leadership, institutional rewards, and dedication of resources in order to infuse public health values and goals into all aspects of the school's activities.**

e. **The school shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. As a minimum, the school shall offer the Master of Public Health (MPH) degree in each of the five areas of knowledge basic to public health and a doctoral degree in at least three of the five specified areas of public health knowledge.**

f. **The school shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.**

These characteristics are evident in OSU's College of Public Health. The university is regionally accredited by the Higher Learning Commission in the North Central region. The dean, faculty members, staff and students have the same rights, privileges and status as other schools and colleges at the university.

The college's mission, goals and value statements emphasize the importance of instruction, research and service, and its organizational culture embraces core public health values and goals. The college functions as a collaboration of disciplines and supports interdisciplinary collaboration to address the health of the community.

The college's faculty are trained in a variety of disciplines and faculty ensure that the environment provides linkages to public health practice experiences for students. The college has adequate resources to offer BSPH, MPH, MS and doctoral degrees.

1.0 THE SCHOOL OF PUBLIC HEALTH.

1.1 Mission.

The school shall have a clearly formulated and publicly stated mission with supporting goals, objectives and values.

This criterion is met. The college has a clearly formulated and publicly stated mission with supporting values, goals and objectives. The college's mission, vision, values and strategic plan are publicly available on the college's website. The mission, vision and goals were last reviewed and updated as part of the development of the 2015-2017 Strategic Plan. During this process, the college solicited input from key stakeholders including faculty, staff, students, practice partners, alumni and the college's External Advisory Committee. The penultimate version of the plan was also posted for comment. The college's mission is as follows:

> To protect and improve the health of the people of Ohio, the nation and the world. Through interdisciplinary research, we seek to understand the forces that affect public health and the delivery of health services. We prepare the next generation of public health practitioners, health care managers and scholars. Collaborating with government agencies and other partners, we develop solutions to current and emerging public health problems.

The college has identified 13 strategic goals in the areas of interdisciplinary capacity building; teaching and learning; research and innovation; outreach and engagement; and resource stewardship. These areas reflect the four core goals of the university, with the addition of interdisciplinary capacity building. Each strategic goal has a range of one to four objectives with measurable outcomes that are tracked and monitored to assure the college is moving toward achieving the targets set forth.

The strategic plan is viewed as a living document that is adaptable to the needs and demands of the college and the communities it serves. Dissemination of outcome measure progress takes place during Executive Committee meetings, faculty and staff meetings and with other relevant committees within the college, which include faculty, staff and student members. Progress reports are also provided to the college's External Advisory Committee.

The college's stated values are equity, ethics, excellence, diversity and inclusion and One University and One College. These values are in alignment with those of the university.

During the on-site visit, university officials reinforced the important role that the college plays as a connector and said that other units on campus seek to collaborate and connect with the College of Public Health. University officials also noted that the mission and vision articulated by the college is fully supported by university administration.

1.2 Evaluation and Planning.

The school shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the school's effectiveness in serving its various constituencies; and for using evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the school must conduct an analytical self-study that analyzes performance against the accreditation criteria.

This criterion is met. The college has a number of processes in place to monitor and evaluate its progress against defined measureable outcomes. Opportunities for involvement in evaluation include various collegiate committees and faculty meetings, current student surveys and exit surveys, ad hoc committees and invitations to review draft evaluation plans. The university's Office of Academic Affairs reviews and approves the college's strategic plan and conducts its own annual review to evaluate the overall performance and productivity of the college.

Evaluation activities rely on both qualitative and quantitative productivity and performance measures. During the site visit, faculty provided several examples of how targets for metrics are carefully considered to take into account current performance and future goals. Data sources and evaluation tools include annual faculty and staff performance reviews, student surveys, course evaluations, diversity and inclusion surveys and focus groups, curricular reviews, workforce needs assessments and budget reports.

Evaluations and the associated data align with the strategic plan outcome measures and/or with criteria for accreditation by CEPH. Progress on implementing and meeting goals and objectives and the targeted outcome measures of the strategic plan are tracked by annual progress reports. Administrators, faculty or staff present data and data summaries to committees and during faculty and staff meetings. Additionally, an overview of the performance on outcome measures is presented to the college's External Advisory Committee.

To ensure that students are engaged in the evaluation process, surveys are conducted annually of undergraduate and graduate students. Student input is also collected through regular course evaluations, focus groups and exit surveys of graduating students. Additionally, students are asked to evaluate their practice placements and summer residencies. To help ensure that evaluation data are communicated, student survey data from the previous year are shared with new and returning students during orientation. Several examples of actions taken to make improvements to the curriculum and career services in response to evaluation data were provided during the site visit.

The college prepared an informative self-study through a process that began in August 2014. The self-study workgroup involved college administrators, faculty and staff and leveraged the structure of existing committees and offices within the college. The college invited administrators, faculty, staff, current students, alumni and external community stakeholder groups to be involved in drafting the self-study. These stakeholder groups had web-based access to review and comment on draft and preliminary self-study documents. Although the college did not formally engage the External Advisory Committee in preparing the document, components of the self-study draft were discussed during the fall 2015 and spring 2016 meetings. The preliminary draft of the self-study was posted on the college's website, and all internal and external stakeholders were asked to comment. The college also asked these stakeholders to complete a short online survey.

During the site visit, college administrators shared that one area for improvement identified during the self-study process was the need for greater accountability for data collection and evaluation across offices and programs. In response, the college has formed a Data Management Subcommittee. The subcommittee will oversee the college's assessment process and annual data reporting by divisions, centers, offices and committees. The subcommittee identified 14 areas along with those primarily responsible for data collection and reporting. Data will be reported via online surveys to a central repository.

1.3 Institutional Environment.

The school shall be an integral part of an accredited institution of higher education and shall have the same level of independence and status accorded to professional schools in that institution.

This criterion is met. The university was founded in 1870 and is a comprehensive teaching and research university. The university received its most recent 10-year accreditation in 2007 from the Higher Learning Commission. The university also holds accreditations with numerous specialized accrediting bodies in the Colleges of Arts and Sciences, Business, Dentistry, Education and Human Ecology, Engineering, Law, Medicine, Nursing, Optometry, Pharmacy, Public Affairs, Social Work and Veterinary Medicine. The university enrolls approximately 59,000 students on its main campus in Columbus and 5,000 across the regional campuses located in Lima, Marion, Newark, Mansfield and Wooster, Ohio.

The dean is responsible for all college activities and operations and reports to the executive vice president and provost for academic affairs for academic matters and to the executive vice president of health sciences for issues specific to the Health Sciences Colleges (HSCs). All three senior leadership positions report directly to the president of the university, who in turn is responsible to the Board of Trustees. The lines of accountability are clearly defined, and the College of Public Health operates independent of the other university colleges. The dean is a member of the Council of Deans, which also includes the senior vice president for business and finance, senior vice president for research, vice

provosts and the other college deans. The council serves as an advisory board to the president. The dean of the College of Public Health also serves on the Health Science Deans Cluster and is an ex-officio member of the University Senate.

The dean, with input from an Executive Committee, has the right, responsibility and authority to make decisions in areas including budget and personnel recruitment and advancement. The dean reviews the budgetary needs of the college with the Executive Committee to determine any needed adjustments as programs continue to grow, develop or change. The college is a tenure-initiating unit, so tenure resides in the college rather than in a specific department or division. This structure gives the dean the authority to organize internally and make faculty appointments to meet the strategic need of the college.

The college follows guidelines established by the university's Graduate School for academic policies such as admissions, curriculum, student performance and graduation. The college has some oversight responsibility for the academic programs and progress of students. The Graduate School permits graduate programs to make minor changes without further review; however, major changes must be reviewed and approved by the Graduate School and the university's Office of Academic Affairs. In very major decisions, such as restructuring a degree, the University Senate must approve the proposal. If a new degree is created, the Board of Trustees and the Ohio Department of Higher Education must approve the proposal as well.

1.4 Organization and Administration.

The school shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the school's public health mission. The organizational structure shall effectively support the work of the school's constituents.

This criterion is met. The college has an organizational setting conducive to public health learning, research and service as well as interdisciplinary collaborations.

The dean of the College of Public Health is responsible for all college activities and operations. The college has five divisions, and chairs for each of the five divisions are appointed by the dean for four-year terms. The college's administrative structure is organized in a way that clearly delineates the relationship among the different college components.

The college has two centers: the Center for Health Outcomes, Policy and Evaluation Studies (HOPES) and the Center for Public Health Practice (CPHP). The college's organizational structure fosters a strategic plan that emphasizes interdisciplinary coordination and collaboration. The college is involved with several interdisciplinary efforts including those with the Colleges of Arts and Science (a BSPH specialization in public health sociology and environmental public health), Medicine (MPH specializing in biomedical informatics and clinical translational science), Veterinary Medicine (MPH specialization in

veterinary public health) and academic involvement with units in the GIS program. The college also participates in several collaborative efforts such as the university's Public Health Preparedness for Infectious Disease (PHPID) program.

During the site visit, the college provided additional examples of interdisciplinary collaboration such as their collaborative post-doctoral program. The College of Public Health shares a post-doctoral scholar with the Department of Social Work. This allows the post-doc to interact with faculty members in both areas as well as strengthen his or her research skills in public health.

The college did acknowledge that in the last four years, at any given time, two to three of the five division chairs were interim; however, this turnover has stabilized with several 2016 appointments.

1.5 Governance.

The school administration and faculty shall have clearly defined rights and responsibilities concerning school governance and academic policies. Students shall, where appropriate, have participatory roles in conduct of school and program evaluation procedures, policy setting and decision making.

This criterion is met. The college has clearly defined rights and responsibilities related to governance and academic policies. The governance structure is defined by the Pattern of Administration (POA), which supplements the university policies and procedures. The POA establishes a single, college-wide governance and committee structure that provides opportunity for faculty, staff and student input on all major decisions affecting the college. The POA is subject to continuing revision, and any changes must be reviewed and approved by the executive vice president and provost for consistency and alignment with university policies and procedures. Within 12 months of appointment or reappointment, the dean must review and either revise or reaffirm the POA. The current POA was revised during the academic year 2013-2014 following the appointment of a new dean and was approved by the university's Office for Academic Affairs during October 2014.

The major governance bodies for the college include the following standing committees:

The Executive Committee, composed of senior associate, associate and assistant deans and division chairs, advises the dean on a variety of administrative and strategic matters.

The Dean's Advisory Council, formed by external constituents representing public health, healthcare and academe, counsel the dean on research and teaching policies; foster communication between public health practice sectors and the college; and represent the college to the public.

The Appointment, Promotion and Tenure Committee, comprises one tenured faculty member from each of the college's five divisions, operates on matters involving appointment, promotion and tenure of college faculty. In the college, the dean, division chairs, college faculty and the Appointment, Promotion and Tenure Committee share joint responsibility for faculty recruitment, appointment and reviews for promotion and tenure. Since the college is a tenure-initiating unit, under university faculty rules, it is responsible for establishing criteria for appointment, reappointment, promotion and tenure that are consistent with the college's mission. Criteria and review procedures are subject to approval by the vice provost for faculty affairs and the executive vice president and provost. All decisions concerning appointment, reappointment, promotion and tenure are voted on by the entire eligible faculty, which is defined as regular faculty at or above the proposed rank of the candidate. The final decision by the dean, and the faculty vote recommendation, is forwarded to the vice provost for faculty affairs and the executive vice president and provost, who make an independent assessment based on the candidate's dossier and letters of evaluation. If the final decision by the two university leaders differs from the dean and peer recommendation, there must be an explanation in writing. All negative decisions by the executive vice president and provost are final, and all positive decisions are forwarded to the university Board of Trustees for approval. Members of the Appointment, Promotion and Tenure Committee explained to site visitors that there has been only one instance in which the final decision from the executive vice president differed from the recommendation by the college.

The Graduate Studies Committee consists of one faculty member from each of the college's five divisions and core degree specializations, a faculty member from each non-core degree specialization, one graduate student representative for each of the degrees, the senior associate dean of academic affairs and the director of the Office for Academic Programs and Student Services. The committee, along with the senior associate dean, concerns itself with policy issues regarding the programs and also has the ability to create subcommittees and delegate portions of its activity to them, while retaining final responsibility. Other responsibilities include reviewing and making recommendations to faculty about program structure and policy decisions, selecting students for fellowships and scholarship opportunities, coordinating student recruitment efforts and reviewing any graduate student complaints.

The Undergraduate Studies Committee is composed of one faculty member from each of the college's five divisions, the director of undergraduate studies, two undergraduate students representative of each BSPH specialization, the senior associate dean of academic affairs and the director of the Office for Academic Programs and Student Services. This committee, in collaboration with the senior associate dean, concerns itself with policy issues regarding the undergraduate academic programs in the college and has the ability to create subcommittees, while still retaining final responsibility. Responsibilities include reviewing and making recommendations to the faculty about program structure and policy

decisions, coordinating policy in areas that have college-wide impact, monitoring student progress, reviewing and acting on student petitions and coordinating student recruitment efforts.

The Public Health Honors Committee consists of three faculty members selected from the College of Public Health and two from the College of Arts and Science. This committee reviews and approves applications to the honors programs along with establishing criteria for honors courses. The committee also monitors student progress and oversees standards that lead to distinction designations.

The Diversity and Inclusion Committee is formed by one faculty member from each of the divisions and core specializations, an additional appointed staff or faculty member, three students, one alumnus, one community member and any faculty or staff member who may wish to join. This committee is responsible for advising the dean on activities that will promote a culture of diversity. The committee is also responsible for coordinating activities with the university's Office of Diversity and Inclusion as well as monitoring implementation of the college's diversity and inclusion plan.

In accordance with university policies, the college has two committees that are established when the need arises: the Investigations Committee and the Salary Appeals Committee. Ad hoc committees are enacted for a specific time and purpose. Current ad hoc committees include the Environmental Health Sciences Division Chair Search Committee, Open Faculty Search Committees and Discovery Theme Faculty Search Committees. Lastly, there are additional specialized committees for each joint degree the college offers.

The dean, along with the Executive Committee, is responsible for planning and evaluation. College planning and evaluation follows governance structures per the POA and is guided by the most recent strategic plan. The plan has the approval of the executive vice president and provost and is one of the measures used to evaluate college deans. The evaluation piece includes the ability for administrators, faculty and staff to prepare and submit annual goals that reflect initiatives under the strategic plan.

The dean and assistant dean for finance and administration have primary responsibility for budgeting and resource allocation within the college. The dean and assistant dean prepare a college-wide budget that balances the needs discussed by division chairs and other college units with the priorities identified by the Executive Committee. The dean submits a final budget to be approved by the university executive vice president and provost. Distribution of funds is guided by the POA and includes faculty grants and contracts for research, travel, publication costs and other items allowable by the university.

Division and program representatives on the Undergraduate and Graduate Studies Committees along with division chairs work cooperatively with the Office for Academic Programs and Student Services and

the senior associate dean for academic affairs to oversee the processes involved in student recruitment, admission and award of degrees. Admitting students, tracking performance and clearing them for graduation are primary responsibilities for academic affairs administrators.

The college's associate dean for research and the division chairs have primary responsibility for supporting faculty and student research. The associate dean for outreach and community engagement and the division chairs are responsible for promoting faculty service activities and community-based research development. Every tenure-track and tenured faculty member is expected to engage in research and service activities.

Student participation in college governance is formally specified in the POA. The formal roles include attendance and participation at college and division meetings as well as standing and ad hoc committees. The most significant active student memberships in governance are on the Undergraduate and Graduate Studies Committees. Unless stated otherwise in the POA, students are non-voting attendees or members. Students may also organize themselves into general student or program-specific organizations. The College of Public Health has a handful of student organizations that include the Association of Future Health Care Executives, Buckeyes for Public Health, College Diabetes Network, ENCompass, Multicultural Public Health Student Association, Partners in Health Engage, Student Ambassadors for Public Health and Veterinary Public Health Club. Student organizations elect their own officers. Students who met with site visitors said that they are aware of undergraduate and graduate student representatives on various governance committees. Student concerns have been brought forth to the Graduate Studies Committee as a result of a focus group led by student representatives.

College faculty members are well represented in committees throughout the university. Over 25 faculty members are on a university committee outside of the College of Public Health. Examples of this service include roles on the following committees: Institute for Teaching and Learning, Academic Programs Advisory Council, Graduate School Assessment Committee, University Health Plan Oversight Committee, OSU Group on Health Equity, Global Water Initiative Advisory Board, Center for Ethics and Human Values Planning Committee and Fulbright School Program Faculty Advisory Committee. The college seeks to have 100% faculty involvement with external organizations and achieved a rate of 90% in 2016.

1.6 Fiscal Resources.

The school shall have financial resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met. The college's financial resources are adequate to conduct its teaching, research, service and administrative functions. The college has two main sources of funds: general funds and non-general funds. General funds consist of tuition, a state instructional subsidy, indirect cost recovery and

special allocations. Non-general funds are from sources such as earnings accounts, contracts, intra-university transfers, gifts, interest from endowments and direct costs of sponsored research. The growth in the college's financial resources are primarily a function of its growth in student enrollment (ie, general funds, largely at the undergraduate level). Sponsored research has also seen some growth, adding increased indirect cost recoveries to the general funds. The current trend demonstrates growth in both student credit hours and sponsored research, leading the college to anticipate further growth in both areas, which should support its various functions.

The university's decentralized budgeting model allocates general funds based on historical tuition, a subsidy and indirect cost recovery. The university taxes general funds for central services, including the libraries. The college has full control of its non-general funds that are received each year, and any budget surplus is retained. The college may fund salaries (76% of total budget) and other costs from any sources not restricted to a special purpose.

Table 1. Sources of Funds and Expenditures by Major Category, Fiscal Years 2013-2017

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017 *projected*
Source of Funds	July 1, 2012 - June 30, 2013	July 1, 2013 - June 30, 2014	July 1, 2014 - June 30, 2015	July 1, 2015 - June 30, 2016	July 1, 2016 - June 30, 2017
Continuing General Funds*	$7,162,710	$7,884,454	$9,151,628	$9,782,079	$10,433,000
General Funds Cash	$1,839,702	$293,923	$747,732	$854,358	$1,800,000
Earnings	$104,189	$126,635	$95,081	$79,283	$95,500
Contracts	$3,960	$46,798	$22,865	$18,789	$21,200
Net Intra Univ Transfers	$106,360	$284,535	$675,118	$520,525	$714,000
Gifts	$164,946	$142,605	$77,387	$82,017	$90,000
Endowment Interest	$127,429	$128,313	$131,561	$179,873	$200,000
Sponsored Res.-direct costs	$4,665,026	$4,712,421	$5,162,478	$4,767,733	$5,300,000
Total Sources	**$14,174,322**	**$13,619,684**	**$16,063,850**	**$16,284,657**	**$18,653,700**
Expenditures					
Faculty Salaries & Benefits	$5,927,742	$6,756,884	$6,960,703	$7,206,396	$9,289,725
Staff Salaries & Benefits	$3,782,337	$3,826,424	$4,821,865	$4,914,823	$4,897,982
Operations	$394,224	$408,947	$668,478	$698,795	$730,000
Equipment	$250,198	$193,026	$78,629	$55,704	$126,000
Travel	$343,141	$315,532	$401,942	$377,390	$385,000
Student Support	$1,314,474	$1,410,856	$1,457,926	$1,649,940	$1,700,000
Research Subcontracts	$524,034	$555,805	$492,527	$529,682	$450,000
Research-Incentives/Human Subjects Payments	$30,452	$19,851	$397,573	$506,209	$400,000
Total Expense	**$12,566,602**	**$13,487,325**	**$15,279,643**	**$15,938,939**	**$17,978,707**
Surplus/Deficit	**$1,607,720**	**$132,359**	**$784,207**	**$345,718**	**$674,993**

*Continuing General Funds are net university funds from tuition and fees generated, subsidy allocation and indirect costs generated by the college plus strategic investments provided by the university less various taxes and other assessments charged by the university.

1.7 Faculty and Other Resources.

The school shall have personnel and other resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met. The college meets the required standard of five full-time primary faculty members in each of the five core areas of knowledge in which doctoral and master's degrees are offered. Specifically, the college has nine primary faculty members in biostatistics, nine in environmental health sciences, 12 in epidemiology, seven in health behavior and health promotion and 12 in health services management and policy. Faculty resources have grown over the past three years in each division except for health behavior and health promotion.

Student/faculty ratios (SFR) currently meet the standard for quality graduate instruction in all the college's core areas, based either on primary faculty or total faculty in each division. In health behavior and health promotion and health services policy and management, this standard has not been consistently met over the past three academic years. SFRs reached 12:1 and 13:1, respectively, at a point over that three-year period, but the ratios were below the 10:1 recommendation at the time of the site visit.

The college has a strong complement of non-faculty staff resources in all areas of administrative activity with a total of 31.25 full-time equivalents (FTEs). These administrative activities include academic programs and student services, administration and finance, division coordination, external relations, communication and development, facilities, human resources, information systems and research. There are also 12.6 FTE research and project staff members.

All faculty and staff of the college are housed in Cunz Hall, which has recently undergone extensive renovation. Although this building provides appropriate space for most functions, the central allocation of classroom space has placed some college courses in other buildings on the OSU campus. The college is negotiating with the university and considering renovations to bring more classes into Cunz Hall. However, securing control of additional classrooms in Cunz Hall from the university requires the payment of additional fees. The college possesses over 7,600 sq. ft. of laboratory space, which is in Cunz Hall. These laboratories are well equipped for the projects associated with them.

The college also has extensive computing facilities. These resources include a dedicated server room; two dedicated computer classrooms with 30 desktop computers, printers and audio-visual technology; work spaces for students with computers; and campus-wide wireless access. Students have 24/7 access to the computer classrooms when they are not in use for classes. All faculty members have hardware and software needed for their instructional and research work. Distance learning is supported by the OSU learning management system, Carmen, and a university-wide file sharing system called Box.

On-campus and remote students, faculty and staff of the college have extensive access to library collections through the Thompson, Moritz Law and Prior Health Sciences Libraries with over six million volumes and 100,000 serials. Each library has online access through a circulation/catalog system referred to as OSCAR. Expanded access is provided by OhioLINK, a consortium of the libraries at 121 Ohio colleges and universities and the State Library of Ohio.

The college provides support for recruitment, admissions, undergraduate and graduate advising and registration through the Office of Academic Programs and Student Services in Cunz Hall. College resources are also provided in human resources, finance, and research and information systems to all faculty, staff and students.

1.8 Diversity.

The school shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.

This criterion is met. The university and college are committed to creating a culturally inclusive environment for faculty, staff and students and are committed to maintaining diversity as signified by the college's goals and objectives. In terms of diversity goals and planning, the college uses the demographic data for the state of Ohio as a reference point. Efforts to improve and sustain diverse faculty, staff and student representation is an overarching goal of the university. The university promotes equal opportunity through a positive and continuing affirmative action program. Outcome measure goals mirror the state's demographic data, and the college describes improvements in the racial and ethnic diversity of faculty and staff in the last several years. The college has also shown improvement in appointing more women in leadership positions and success in attracting a diverse pool of applicants for academic programs.

The college adheres to OSU policies addressing discrimination and harassment. Diversity is one of the college's four core values, and commitment to this value is illustrated in the work of the college's Diversity and Inclusion Committee. There is a delineation of four core priorities with related objectives for expanding and improving diversity, developed during the committee's 2014 planning process. The Diversity and Inclusion Committee meets once a month and also has subcommittees. Examples of projects being done by the Diversity and Inclusion Committee include assisting with revising student surveys and providing faculty resources for diversity. College faculty and leadership described to site visitors numerous efforts to recruit more students from Ohio Appalachia as a way to address community diversity.

The college's curricula include competencies, course content and activities to ensure coverage of diversity and cultural considerations in public health. Course topics and assignments and extracurricular activities directly or indirectly align with diversity-related competencies. Examples discussed by faculty and students on site included conversations about minority health issues, vulnerable populations and

current issues and environmental health science's participation in "Citizen Science." The undergraduate degree also contains diversity-related competencies that are built into courses addressing health behavior. Site visitors were given examples of learning activities such as having students visit and analyze differing neighborhoods in courses that cover health disparities.

The college follows the diversity policy set at the university level for recruiting, developing, promoting and retaining a diverse faculty. The Office of Academic Affairs requires that recruitment and selection of faculty be guided by a commitment to diversity. The college's Appointments, Promotion and Tenure Criteria and Procedures document affirms the college's commitment to the university's diversity policy and mirrors its strategic plans. University administration informed site visitors that selection committees require implicit bias training and that they are making demonstrating inclusion excellence a university-wide goal. Community partners did acknowledge to site visitors that faculty diversity is an area for growth and opportunity, but they have noted progress in the recruitment of diverse faculty in recent years.

The university's human resources policies direct the plans for recruitment, development, promotion and retention of a diverse staff. The university has primary responsibility for the recruitment, admission, retention and graduation of a diverse student population. The college's Diversity and Inclusion Committee has reinforced the college's efforts to recruit underrepresented applicants and students.

The college joined the other six health sciences colleges and the School of Health and Rehabilitation Sciences to create a joint student diversity recruitment brochure. The college also regularly nominates admitted graduate students for a university Diversity and Enhancement Fellowship opportunity with good award success rates.

The college has made modest increases in diversity since 2009. For example, the overall percentages of underrepresented populations among faculty, staff and students have improved over the last three years. Faculty underrepresented populations have increased 7%, staff has increased 7%, graduate student matriculation has increased by 3% and undergraduate student matriculation has increased by 10%. The percentages of underrepresented populations are improving relative to aligning with Ohio demographics and the college's stated outcome measures.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Degree Offerings.

The school shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master's degree in at least the five areas of knowledge basic to public health. The school may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources.

This criterion is met. The college offers the professional MPH degree in the five areas of knowledge basic to public health as well as doctoral degrees related to at least three core areas. In addition to these minimum requirements, the college offers additional bachelor's, master's, doctoral and joint degrees, as shown in Table 2.

Table 2: Degrees Offered by the College of Public Health		
	Academic	**Professional**
Bachelor's Degrees		
Interdisciplinary Environmental Public Health	BSPH	
Interdisciplinary Public Health Sociology	BSPH	
Master's Degrees		
Biostatistics	MS	MPH
Environmental Health Sciences	MS	MPH
Epidemiology	MS	MPH
Health Behavior and Health Promotion		MPH
Health Services Management and Policy		MPH, MHA
Interdisciplinary Biomedical Informatics	MS	MPH
Interdisciplinary Clinical Translational Science		MPH
Interdisciplinary Veterinary Public Health		MPH
Program for Experienced Professionals		MPH
Doctoral Degrees		
Biostatistics	PhD	
Environmental Health Sciences	PhD	
Epidemiology	PhD	
Health Behavior and Health Promotion	PhD	
Health Services Management and Policy	PhD	
Joint Degrees (Dual and Combined Degrees)		
Law		MHA/JD
Medicine		MPH/MD, MHA/MD
Veterinary Medicine		MPH/DVM
Business		MHA/MBA
Public Policy		MHA/MPA
Social Work		MPH/MSW
Environmental Health Sciences		BSPH/MPH
Epidemiology		BSPH/MPH
Health Behavior and Health Promotion		BSPH/MPH
Veterinary Medicine		BSPH/MPH

Site visitors reviewed sample syllabi for coursework beyond the core and found them to contain an appropriate breadth and depth of content for BSPH, MPH and PhD students. MPH elective coursework ranges between three and nine credits, depending on the specialization.

2.2 Program Length.

An MPH degree program or equivalent professional public health master's degree must be at least 42 semester-credit units in length.

This criterion is met. All MPH concentrations require a minimum of 45 to 48 graduate credit hours to earn the degree. Site visitors verified that no students in the last three years have graduated with fewer than 42 credits.

The university follows the Ohio Department of Higher Education guidelines for defining required classroom or equivalent instruction time. One semester credit equals 750 minutes of instruction per 14-week fall/spring semester and 12-week summer term. Time for outside study or homework is expected to be about twice the instruction time per week. Most courses required in the college are standard three-credit courses.

2.3 Public Health Core Knowledge.

All graduate professional degree public health students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge.

This criterion is met. All of the college's professional degree programs, regardless of specialization, require that students take at least one course in each of the five core areas of public health, as displayed in Table 3. The college developed the core courses by establishing core competencies for the MPH program and then aligning course topics and objectives with the core competencies. For some specializations, an advanced version of the core course is offered for those students pursuing that specialization.

Table 3. Required Courses Addressing Public Health Core Knowledge Areas for MPH and MHA Degrees		
Core Knowledge Areas	**Course Numbers and Titles**	**Credits**
Biostatistics	PUBHBIO6210 Design/Analysis Studies in Health Sciences	3
Environmental Health Sciences	PUBHEHS6300 EHS Issues in Health Administration PUBHEHS6310 Principles of Environmental Health PUBHEHS6305 Principles of Environmental Health PUBHEHS6315 Advanced Environmental Health	1.5 3 3 3
Epidemiology	PUBHEPI6410 Principles of Epidemiology PUBHEPI6430 Epidemiology and Lab	3 3
Social/Behavioral Sciences	PUBHHBP6510 Preventing Disease/Promoting Health PUBHHBP6505 Preventing Disease/Promoting Health	3 3
Health Services Administration	PUBHHMP6610 Introduction Health Care Organization PUBHHMP6609 Introduction Health Care Organization	3 3

During the site visit, it was confirmed by faculty that the college's Graduate Studies Committee reviews and approves each MPH degree core course syllabus to ensure that all topics and assignment are relevant to the applicable core competencies.

2.4 Practical Skills.

All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' areas of specialization.

This criterion is met. All students are required to complete a supervised practicum experience toward the fulfillment of the professional public health degree requirements. MPH students earn two graduate credits for the practicum, and it must include at least 120 hours. MPH students are described as being active participants in making arrangements for their practicum. Students receive assistance from the college's Office of Academic Programs and Student Services throughout the practicum experience. Most students complete their practicum experience at one site, but they do have the option of completing rotations at multiple sites. MPH practicum experiences are never waived.

The College of Public Health Practicum Handbook describes practicum site and experience requirements. Preceptors are reviewed for appropriateness by the Office of Academic Programs and Student Services. This office also reviews the experience for alignment with two or more competencies. Office staff members provide an orientation and support for preceptors via webinars and a digital video. The handbook provides student guidance on selection and obtaining approval for practicum sites.

During on-site discussions, several students who were representative of multiple concentrations expressed the desire to have practicum options that allow credit beyond the 120 hours. Several community partners said that their project/service needs require a commitment beyond the normal 120 hours as well. Community partners strongly stated that students completing practica at their agencies are well prepared, and they provided several examples of substantive contributions students have made.

The college holds discussions with students regarding practicum placements early in the program. Several students told site visitors that advisors or other faculty members were helpful in informing them of practicum opportunities that matched their interests. Students also mentioned the "Buckeye Careers Network" (university system that allows employers to post internship, practicum and job opportunities) as a source to find potential practicum opportunities. Practicum placements must be approved by faculty advisors.

2.5 Culminating Experience.

All graduate professional degree programs, both professional public health and other professional degree programs, identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

This criterion is met. All professional degrees require a culminating experience that allows students to demonstrate skills and integration of knowledge learned through the curriculum. MPH students have two options to complete the culminating experience: 1) a hypothesis-driven research-based thesis or 2) a culminating project. It was noted during the site visit that the majority of MPH students choose to complete a culminating project. Each MPH specialization has created a set of guidelines for the culminating project. All students are required to produce a written report and complete a poster or oral presentation as part of the culminating experience.

Students in the MPH in biostatistics complete an applied research project where they investigate an applied research question with a significant statistical component, evaluate a statistical method in a new setting or compare a newly-proposed statistical model to a traditional model. Students in the MPH in biomedical informatics and clinical translational science satisfy the culminating experience by completing a combined practicum and culminating project. The culminating project continues the research process initiated in the practicum and consists of the appropriate statistical analysis of the data. Students in the MPH in environmental health sciences have the option of choosing an applied research project, grant proposal or critical review for their culminating experience. MPH students in epidemiology complete an applied research project. MPH students in health behavior and health promotion may choose a culminating project that fits into one of four areas: community assessment, program planning, program evaluation or secondary data analysis. MPH students in health services management and policy choose a culminating project that fits into one of three areas: applied research project, policy analysis or comprehensive case study. The standard culminating experience for students in the MPH program for experienced professionals is preparation of a grant proposal. Finally, students in the MPH in veterinary public health have three options: integrative writing project, grant proposal or an applied research project.

MPH students work with their academic advisor to identify a specific topic for their culminating project. Additionally, students must recruit a second faculty reader to evaluate their culminating project. MPH students in veterinary public health are required to select a third reader. Students complete a culminating project proposal approval form that must be approved by their faculty advisor and reader(s). The form includes identification of the faculty advisor, project title, description and project type.

All specializations provide policies, procedures and guidelines for completing the culminating project. Students access this information via the college's website. Additionally, MPH students in health behavior and health promotion and epidemiology register for a Culminating Project Seminar prior to completing their culminating project.

Site visitors reviewed several examples of culminating experiences in various formats and all showed scholarship, rigor, professionalism and creativity. During the site visit, it was confirmed by faculty

members that all culminating experiences are evaluated with a standard rubric that includes the core and specialization competencies. Faculty also use the rubric to assess the written document, presentation/oral communication, critical thinking, impact/influence as well as the overall integration of core and specialization competencies.

MHA students complete the course PUBHHMP7631 Strategic Management and Program Development as the culminating experience. Students in the course complete a written business plan developed for an actual health care organization and also present the business plan in an oral defense to peers, faculty and practitioners. The course allows the MHA program to assess students' application and integration of key knowledge, skills and competencies gained throughout the program.

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2.6 Required Competencies.

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For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of degree programs. The school must identify competencies for graduate professional public health, other professional and academic degree programs and specializations at all levels (bachelor's, master's and doctoral).

This criterion is partially met. The college has identified sets of core competencies that all MPH and BSPH students must attain regardless of specialization area. These competencies address the core public health knowledge areas as well as problem solving, communication and leadership. All MPH students throughout the college work with 10 general competencies, and the competencies are written at levels appropriate to the degree type: the MPH core competencies require students to apply theories and skills. All BSPH students work with five general competencies, and the competencies are written at levels appropriate to an undergraduate degree. Each MPH and BSPH specialization has a set of specific competencies that a student must achieve in addition to the core competencies for successful completion of a degree. The specialization-specific master's competencies are at a level that is more in-depth than the core competencies.

Competencies are reviewed every few years by college faculty members to ensure that they remain relevant to current and emerging needs and issues. The most substantial review and changes to the core and specialization competencies happened in response to the 2009 CEPH accreditation review. More recently from 2010 to 2012, the college modified its degree curricula and made minor changes to its competencies in response to a state mandate for universities to convert from a quarter-based to a semester-based calendar. During the most recent self-study review, faculty concluded that there were too many core competencies and that they were too specific. In response, the number was reduced to 10 succinct, cross-cutting core competencies. When developing and reviewing competencies, the BSPH, MPH and MHA programs focus primarily on the needs for applied practice. The MS and PhD programs are more closely aligned with current and emerging research needs. Faculty familiarize themselves with

current issues and topics at relevant governmental regulatory and funding organizations (eg, CDC, NIH) and professional associations (eg, ASPPH) when developing goals and competencies. The college also seeks input from various internal stakeholders (eg, through annual student surveys and graduate exit surveys) and external stakeholders (eg, through employer and alumni surveys and a formal needs assessment) for competency development. All changes are formally approved by the college's Undergraduate Studies Committee for the BSPH degree and the Graduate Studies Committee for the professional and academic graduate degrees.

Students are first made aware of competencies during degree program orientation where faculty and staff direct them to their student handbooks. During the site visit, students indicated that they are constantly exposed to the core and specialization-specific competencies including during the practicum and culminating experience. One student stated that at the start of each course, the instructor explains the learning objectives and competencies that will be covered by the course.

Site visitors reviewed course syllabi and found them to list both core and specialization-specific competencies, where appropriate. Learning objectives and competencies are reflective of the most recent review performed by the college during the self-study process. The Graduate Studies Committee indicated to site visitors that every course syllabi was reviewed when the university switched from quarter-credits to semester-credits. If a new course is created or a current course has a major substantive change, the Graduate Studies Committee again reviews the syllabus to ensure assignments match with competencies. Minor changes to syllabi are made at the discretion of the instructor and department.

The concern relates to the need to map PhD specialization-specific competencies to required coursework. At the time of the site visit, reviewers found that the college had not developed sufficiently advanced and distinct competency sets for its PhD concentrations. However, immediately after the site visit, the college revised competencies for the PhD degree and developed and implemented the competency sets. The college must now document mapping of competencies to ensure that all are addressed by the required curriculum.

2.7 Assessment Procedures.

There shall be procedures for assessing and documenting the extent to which each professional public health, other professional and academic degree student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.

This criterion is met with commentary. The college uses a variety of assessment methods that relate to its administrative, programmatic and student-focused components. For each of these assessment methods, data are collected, organized, interpreted, summarized and reported in both qualitative and quantitative formats. The college views these measures as both aspirational and mandatory with regard to the targets that are set for them; therefore, it does not anticipate achieving all targets within a specific time period.

The college states that student assessment is a major component of the college's overall assessment process. The student assessment process assesses (1) admission, retention and graduation and (2) the alignment of program curricula with learning outcomes in the form of competencies. These evaluations are based on direct measures, indirect measures and college policies and guidelines for scheduled collection, analysis, reporting and subsequent action.

Direct measures include case studies, problem sets, presentations, papers, quizzes, exams, portfolios, cumulative course performance, the practicum rubric, culminating project, theses and dissertation rubrics. Indirect measures include admission rubrics and summaries, a survey of year-one students, a survey of graduating students, surveys of alumni, surveys of preceptors and employers, focus groups of preceptors, time-to-degree measures, retention and graduation rates and lastly employment and continued advanced education rates.

Beyond assessment of admission criteria, students are tracked at least annually based on their grades in courses by the programs and various committees. Courses are designed to provide the content and experiences needed to meet the established competencies. Faculty members establish learning objectives in syllabi for the core and specialization courses, and these align with degree competencies. Matrices are used to document that students are exposed to the knowledge, skills and attitudes needed to address competencies in each specialization. Student performance in courses is based on methods left to the discretion of the course faculty member.

Fewer and more specific modes of evaluation are used to measure performance in the practicum and culminating course, which specify the competencies to be achieved. BSPH students complete pre-capstone assessments, prepare a learning agreement with competencies and are assessed with a poster. MPH students also create learning agreements for their internships and are evaluated based on a completed log and a report. Overall performance is documented by the preceptors for both groups. Research capstone courses are evaluated based on the document produced and its defense. The MPH, MS and PhD programs have new rubrics for culminating projects, theses, dissertations and practica. PhD students are also evaluated through qualifying and candidacy exams.

Individual student performance is based on grade reports for both graduate and undergraduate students, which are produced at least annually by the Office for Academic Programs and Student Services. The college's Undergraduate Studies Committee, Graduate Studies Committee, respective division chairs and the senior associate dean for academic affairs also monitor student performance. Although competencies are identified within courses, students are not individually monitored regarding accomplishment of core or specialization competencies during their course of study. Individual competency assessment in the

practice experience and the culminating experience occur using rubrics that include core and specialization competencies for each degree. To address this, the college is attempting to move toward individual student competency monitoring using the Carmen (Canvas) learning management system. Competency outcomes will be linked in the future to the learning management system and will be used to automatically track students on these outcomes.

Graduation rates for the BSPH, MPH, MS, MHA and PhD degrees have reached the required standard of 70% or 60%, respectively, for several cohorts with variation in the length of time needed to accomplish this goal. Specifically, the BSPH program reached 70% graduation rates for two cohorts (2012-2013, 2013-2014) by the third year of cohort enrollment. The MPH program reached 70% graduation rates for four cohorts (2010-2011, 2011-2012, 2012-2013, and 2013-2014) after three years of cohort enrollment. The MS program reached 70% graduation rates for one cohort (2011-2012) after three years of cohort enrollment. Sufficient data for MS students were not provided to assess the 2010-2011 cohort, and no other cohorts reached the standard. The MHA program reached 70% graduation rates for six cohorts (2008-2009 through 2014-2015) after two years of cohort enrollment. The PhD program reached 60% graduation rates for three cohorts (2008-2009, 2009-2010, 2010-2011) after five years of cohort enrollment.

The college presents employment and continued education rates for three cohorts (2013-2014, 2014-2015, and 2015-2016). Data are collected through an exit survey, follow up with faculty advisors, social media and the OSU alumni database. The BSPH, MPH, MS, MHA and PhD graduating cohorts for 2013-2014 achieved employment or educational placement well above the 80% standard set for this measure with high response rates. The 2014-2015 graduation cohorts for each program also have reached the 80% standard; however, the rates for BSPH and MS graduates are based on approximately 70% response rates. For the 2015-2016 graduating cohort, the 80% standard was not reached for the MS program; however, these data are based on a very low response rate (2%) and a small number of graduates (n=5). Response rates were also lower for the BSPH and MPH program graduates, which may affect the presented employment and continued education rates.

The Office of Academic Programs and Student Services systematically surveys alumni concerning their self-perception of demonstrating competencies in the workplace. Exit surveys as well as a one year post-graduation survey suggests the college provides necessary knowledge and skills for competence in public health practice. The percent of graduate-level alumni that are satisfied with the preparation for their job has steadily increased from 2014-2016 (75%, 85%, 90% respectively). Undergraduate alumni report lower satisfaction levels of job preparation during the same timeframe. In 2014, 89% felt their knowledge and skills prepared them for their career, 95% in 2015 but then decreased to 83% in 2016. However,

during the site visit, alumni stated they felt prepared for their careers and their degree provided a foundation on which to professionally grow.

The college uses a variety of methods to gather employer feedback on the quality of graduates in the workplace. A general survey is sent to employers to provide an anonymous evaluation concerning areas such as the overall competence of the graduate in their practice field, knowledge of public health, problem solving and critical thinking, ability to understand and use technical information, the effectiveness of the program in preparing graduates, professionalism and work ethic and the likelihood of hiring future graduates. Employers rated graduates an average of 4.6/5.0 on the survey from 2013-2015. The college developed a new survey for 2016 that specifically addresses employers' assessment of a graduate's ability to demonstrate MPH core competencies in the workplace. Employers mostly agree with or are neutral that graduates successfully exhibit public health competencies in their professional role. Agreement that graduates demonstrate MPH core competencies in the workplace range from 29-88%, however only a small sample of employers responded (n=17). Due to low employer response rates on surveys, the college also relies on anecdotal impressions gained through formal processes and informal processes such as regular interactions of faculty and community partners. Community stakeholders that met with site visitors have gone on to hire recent graduates from the public health program and are pleased with the quality of work. One recent graduate was hired to start a public health program from the ground up and exceeded her employer's expectations at every level.

The first point of commentary relates to opportunities to strengthen competency assessment outside of required, didactic coursework. The college uses culminating and field projects, with associated competencies and defined rubrics to provide competency assessment, but college leaders seek additional ways of tracking and analyzing competency data across time. The college's learning management system, Carmen, provides an important step toward identifying outcomes related to competencies and summarizing these competency-related outcomes for each student.

The second point of commentary relates to the low response rates for graduates about post-graduation outcomes. For the most recent graduation cohort (2015-2016), the MS program had only a 2% response rate. College administrators explained that collaboration with the university in the collection of this data has increased the complexity of this process and thus reduced the response rates. The college has a plan to increase response rates by combining elements of the employment survey with the general university survey.

2.8 Other Graduate Professional Degrees.

If the school offers curricula for graduate professional degrees other than the MPH or equivalent public health degrees, students pursing them must be grounded in basic public health knowledge.

This criterion is met. The college offers the MHA degree, as shown in Table 2. It is a 60-credit-hour program that requires a practice placement and a culminating experience. The MHA program has a set of competencies specific to the field of health care administration.

The required 60-credit-hour curriculum includes 13.5 credit hours of didactic courses and content in the five core areas of public health. The 13.5 credit hours of content in the five core areas well surpasses the minimum requirements for basic public health knowledge required in this criterion.

In addition to core coursework, MHA students usually satisfy a practice placement requirement through a summer administrative residency in which students work closely with a leadership-level preceptor in a healthcare organization. The administrative residency is typically completed between the first and second year of the MHA program and is at least a minimum of 120 hours. At the end of the residency, preceptors evaluate students' performance relative to each of the competencies using a standard rubric.

2.9 Bachelor's Degrees in Public Health.

If the school offers baccalaureate public health degrees, they shall include the following elements:

Required Coursework in Public Health Core Knowledge: students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.

Elective Public Health Coursework: in addition to the required public health core knowledge courses, students must complete additional public health-related courses. Public health-related courses may include those addressing social, economic, quantitative, geographic, educational and other issues that impact the health of populations and health disparities within and across populations.

Capstone Experience: students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or sufficient to satisfy the typical capstone requirement for a bachelor's degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (eg, graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.

The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.

This criterion is met. The college offers the BSPH degree with two specializations: environmental public health and public health sociology. BSPH students in both specializations must successfully complete six courses, which cover the five core areas of public health as well as an introduction to global public health. Each course is equivalent to three credit hours for a total of 18 credit hours. During the site visit, faculty

noted that the college has included several certifications built in to the courses as part of the BSPH curriculum (eg, CITI).

Students in the environmental public health specialization take an additional 16 credits in interdisciplinary specialization courses in chemistry, nine credits in interdisciplinary specializations courses in earth science and eight to nine credits from a list of approved public health courses focusing on epidemiology and environmental health sciences (eg, outbreak investigation, climate change and human health, principles of occupational health science).

Students in the public health sociology specialization take an additional 36 credits from a list of approved interdisciplinary specialization courses in public health and sociology. During the site visit, faculty members described how courses in the sociology specialization have clear public health content including a focus on health disparities, global health as well as qualitative and quantitative methods that are applicable to public health.

All BSPH students complete a three- to four-credit capstone experience, which includes a one-credit preparation course. All students must successfully complete the capstone preparation course before proceeding to their capstone experience. During the preparation course, students learn and practice skills to secure capstone placements. Faculty and staff connect students with capstone placements that are consistent with their career objectives and area of specialization. A formal presentation describing the student's placement is required and graded. Faculty members noted that the capstone preparation course also includes content to ensure students are aware of issues related to diversity in the workplace and working with vulnerable and diverse populations. During the site visit, students spoke positively about the preparation this course provided for the capstone project.

Students must complete one of the following courses to meet the capstone requirement: Field Experience in Global Public Health, internship (minimum of 120 hours) or undergraduate research. During the capstone course, students complete bi-weekly logs of activities performed and observed, skills and information gained, reflections as well as competencies addressed. A final poster session is held each semester during which students present their experiences via poster format to faculty, preceptors, staff and fellow students. A standard poster template is used, and students describe the following elements of their capstone experience: overview of the experience, key competencies developed during the capstone, transferrable skills developed during the capstone, personal application (what the student learned about him/herself) and their future (the impact of the capstone on career/educational plans). During the meeting with community partners, one preceptor specifically noted the high caliber of work that had been performed by a BSPH student during the capstone project.

The BSPH program has a director whose primary responsibility is managing and leading the program. The director is supported by two faculty members who serve as program coordinators for the two specializations. There is also a BSPH Degree Committee that includes the three positions discussed above plus faculty members from the other divisions in the college. The BSPH Degree Committee continuously monitors and assesses all program elements. Additionally, the college has two professional advisors who specifically support the undergraduate program in the form of advisement and administrative functions (eg, capstone administration).

Although there are currently enough professional advisors to support students with academic and career advising, it was noted by several faculty members during the site visit that the undergraduate unit is almost at capacity with respect to administrative resources. Since the site visit, a new FTE staff search was approved to provide additional administrative support for the BSPH degree program.

2.10 Other Bachelor's Degrees.

If the school offers baccalaureate degrees in fields other than public health, students pursuing them must be grounded in basic public health knowledge.

This criterion is not applicable.

2.11 Academic Degrees.

If the school also offers curricula for graduate academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

This criterion is met. The college has two academic degree programs with four specializations in each. The MS program has specializations in biomedical informatics, biostatistics, environmental health and epidemiology. The PhD program has specializations in environmental health, epidemiology, health behavior and health promotion as well as health services management and policy. The college also collaborates with the Department of Statistics in the College of Arts and Sciences to offer an interdisciplinary PhD program in biostatistics.

For each of these programs, the curriculum requires that students complete a three-credit-hour introductory (or more advanced, if appropriate) course in epidemiology and biostatistics. With regard to the broad introduction to public health, the self-study indicates that each specialization requires at least six credit hours of core content (biostatistics and epidemiology) and that substantial public health knowledge is delivered in other required courses.

At the time of the site visit, there was a lack of breadth of core knowledge in the academic degrees. However, subsequent to the site visit, a college workgroup proposed and developed and implemented a

new course for all MS and PhD academic degree programs to address the breadth of core knowledge in public health.

2.12 Doctoral Degrees.

The school shall offer at least three doctoral degree programs that are relevant to three of the five areas of basic public health knowledge.

This criterion is met. The college offers PhD programs in four core areas of study and one interdisciplinary program with the Department of Statistics in the College of Arts and Science. The interdisciplinary program has two specializations: a methodology track and a public health track. The college currently has only one student enrolled in the public health track whose curriculum combines fundamental mathematics with biostatistical training.

Doctoral-level courses in the college are offered at the 7000 and 8000 levels. Each of the five doctoral programs offered by the college have greater than 50% of the required and suggested elective courses at the 7000 and 8000 levels. The composition of these curricula provides the rigor needed for doctoral education. The college also has significant numbers of associate professor and professor rank faculty who serve as mentors for doctoral students. Three of the specializations have approximately 70% of faculty at these ranks, and two specializations have approximately 50% of their faculty at these ranks. In addition, the Department of Statistics provides faculty with the potential for mentoring biostatistics doctoral students.

Adequate financial support is available to doctoral students through competitive fellowships, research assistantships, teaching assistantships and teaching positions for undergraduate courses. There is an adequate number of students in each program who are making consistent progress toward their degrees.

2.13 Joint Degrees.

If the school offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

This criterion is met. The college administers four joint degree programs: an MPH/MD, MPH/DVM, MPH/MSW and the BSPH/MPH. Each of these degree programs has been negotiated with and approved by the collaborating college and the university.

The MPH/MD degree is designed for a medical student to complete an MPH in one year of graduate study. Students have to enroll in the MPH concentration of clinical translational science if they pursue this combined degree. The requirements of this degree are 16 credits from the core courses, 21 credits in the clinical translational science concentration, two credits in the public health practicum, three credits for the culminating experience and a maximum of seven elective credits from the MD program. The elective credits must have approval from the graduate faculty advisor, and the culminating experience project may

be completed after the student returns to the MD program. The typical student for this degree completes three years of medical school before taking a year to earn the MPH.

The MPH/DVM degree program is designed for completion in five years. Students must enroll in the MPH veterinary public health concentration and are required to take 45 MPH credits. The MPH/DVM program allows students to take up to 12 credit hours of preapproved DVM electives that can be counted toward the MPH degree. Site visitors were told that students complete one year of full-time graduate study focused on MPH core courses and then begin the DVM curriculum the following year or vice versa. During the DVM program, the student will complete any remaining graduate coursework, including the public health practicum and/or the culminating experience.

The MPH/MSW joint degree can be completed in three years. Students who pursue this dual degree can choose any of the public health concentrations, although the college has recommended health behavior and health promotion to be the best match with social work. MPH/MSW students are required to take 45 public health credits to earn the MPH degree. The maximum credit overlap between the two degrees is 19 credits. It is recommended that MPH/MSW students take courses from the MSW curriculum for the first year, concentrate on the MPH curriculum the second year and combine courses from both programs for the third year.

The college offers a BSPH/MPH, also known as a 3+2 model. Students in this combined degree program have the opportunity to complete a BSPH and MPH degree in five years. Years one, two and three involve undergraduate courses; year four is a combination of undergraduate and graduate courses, and the final year is all graduate coursework. A student in the 3+2 model has the option of choosing the concentration for both the undergraduate and graduate degree. To earn the BSPH, a student is required to take between 121-126 credits, depending on the specialization. To earn the MPH, a student must between 45-48 credits, depending on the concentration. Up to 16 credits of overlap are available in the combined degree program.

2.14 Distance Education or Executive Degree Programs.

If the school offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these programs must a) be consistent with the mission of the school and within the school's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the school and university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the school offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The school must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The school must have processes in place through which it establishes that the student who registers

in a distance education or correspondence education course or degree is the same student who participates in and completes the course and degree and receives academic credit.

This criterion is met. The college has one non-traditional program: the MPH program for experienced professionals. This degree program is delivered through a combination of on-site and online courses. The hybrid program maximizes learning opportunities for working professionals who have minimal time to spend in physical classrooms or who do not live within the central Ohio region. By holding classes on designated dates and supplementing about 50% of total content with online content, the college is able to increase accessibility. Students described the flexibility of this degree offering as the main reason for why it was selected.

The curriculum for the experienced professionals MPH includes 45 credits. However, students do not specialize in a particular area other than through choice of the practicum and culminating experience. Of the required public health core courses, three are offered fully online (ie, biostatistics, epidemiology and program evaluation in public health) and are a mix of synchronous and asynchronous meetings. The remaining required courses for the experienced professionals' degree are offered through a hybrid format that includes monthly on-site sessions held on Friday afternoons or Saturdays. The experienced professionals program provides practicum experiences that are influenced by the constraints and needs of a working student. For example, students are permitted to complete practice placements within their own organizations provided the content is clearly distinguishable from their normal work duties. Students are also evaluated similar to students in on-site courses through the use of exams, quizzes, problem sets, papers, projects and online discussion boards.

Students enrolled in the experienced professionals MPH degree program have the same administrative and student support as the other degree programs offered by the college. Technical support for students is available through both the college's Information Systems Office and the university's Office of Distance Education and eLearning. It was clear to site visitors that students have the same access to academic advising as traditional students.

To meet the needs of distance learning models, the college is implementing the Quality Matters Evaluation process that has been adopted by the university. Online education is evaluated through the use of a QM rubric and will be added to the assessment process already in place.

All online and hybrid courses use the university-approved learning management system called Canvas to deliver content. This is the same platform that is available for on-site courses to distribute course materials. Each student at the university is issued a unique username and password that grants him or her access to various web-based resources. A password reset is required every 180 days to ensure

student identity is protected and secure. In addition, students taking an exam delivered through Canvas are required to sign an honor pledge.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

The school shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

This criterion is met. The college's mission commits to the establishment and maintenance of a significant research agenda that anticipates all primary faculty will engage in research. Over the past three years, the college has seen sustained performance in all of the primary metrics in this area. Specifically, faculty received $22,060,618 in research awards from FY 2014 through FY 2016. In addition, the college has similar performance in research expenditures with over $20 million from FY 2014 to FY 2016. As the college is financially dependent on indirect cost recovery, it is important to note that these recoveries increased from $0.5 million in FY 2005 to $1.8 million in FY 2016. The average cost recovery rate increased from 20% to almost 40% over that period, reflecting an increase in federal grants.

The college has set a goal of 100% research participation through grant submission by its faculty. Although it has not reached this goal, it has substantial participation with sustained rates of about 80% of the faculty over the past three years. The college has also seen faculty submissions as principal investigator increase from 62% to 75% over the past three years. In addition, the faculty's actual funding as a principal investigator has increased slightly from 34% to 36% and in any role from 55% to 64%. An additional measure of faculty research participation is the percentage of faculty who are publishing each year. The college seeks 100% participation and faculty members have shown sustained commitment to this area with 84% of faculty publishing in FY 2014, 91% in FY 2015 and 86% in FY 2016.

The research success of the college has not been limited to one division. Over the past three years, the college has new or continuing awards in all divisions, specifically 10 awards for biostatistics faculty, 18 awards for environmental health faculty, 30 awards for epidemiology faculty, 14 awards for health behavior and health promotion faculty and 10 awards for health management and policy faculty. Moreover, the college has increased the number of federally-funded awards. The college does allow awards from state and local sources, but requires federal awards with larger indirect cost recovery to support research activity and also views federal awards as more prestigious.

The college provides many forms of support and incentives to faculty in this area beyond the general expectation for research participation. An important support mechanism is the Office of Research, which is currently staffed by four individuals who have specific pre-award, post-award and laboratory-related

roles in the research process. To increase the competitiveness of proposals, this office provides traditional NIH-type reviews and more in-depth reviews that require financial assistance from the faculty member, the division or the college. The office also offers seed grants to early career faculty through the Dean's Discovery Fund, a collaborative postdoctoral researcher program aimed at interdisciplinary research and faculty development seminars. Additionally, the college has a competitive review process for professional leave and financial incentives for research productivity when specific targets are met. The latter incentive may include bonuses of up to 10% of salary for 34% to 65% salary recovery. The university also has mechanisms to encourage research, including faculty professional leave and special research assignments. The programs are competitive across the university.

The college has two centers that actively support its research activities: the Center for Health Outcomes, Policy and Evaluation Studies (HOPES) and the Center for Excellence in Regulatory Tobacco Science (OSU-CERTS). The purpose of HOPES is to respond to the needs of health care policy decision makers at the local, state and national levels through applied health services research. It responds to needs on a broad range of health services topics for government agencies, not-for-profit and for-profit organizations. It also supports inquiry by involving students in research. The OSU-CERTS is one of 14 federally-funded tobacco centers working collaboratively with the FDA and NIH. Its mission is to provide scientific data to support decision-making and regulation as well as train the next generation of tobacco scientists. OSU-CERTS enlists faculty from 18 other OSU schools and the Comprehensive Cancer Center. The college also benefits from participation with the Center for Clinical and Translational Science. Two college faculty members play key roles in this center as the leaders for evaluation and comparative effectiveness research.

For projects that have college faculty as the principal investigator, there is significant community-based research in four of the specializations. Environmental health has seven such projects; epidemiology has 13 projects; health behavior and health promotion has eight projects; and health management and policy has four projects. The college has large projects with the Health Resources and Services Administration (HRSA) for Ohio public health training, the Ohio Water Development Authority, the National Cancer Institutes to reduce cervical cancer in Appalachia, the NICHHD regarding pregnancy outcomes in the Democratic Republic of the Congo and the CDC on the foundations for healthy living.

Finally, the college provides opportunities for students at all academic levels (undergraduate, master's and doctoral) to participate in research. Research participation is largely associated with research opportunities or requirements related to degree programs (eg, practica, culminating projects, theses and dissertations). College-funded research projects in each division also provide opportunities. Biostatistics has students participating in three of its projects with college principal investigators; environmental health has students in 12 of its projects; epidemiology has students in five of its projects; health behavior and

health promotion has students involved in seven of its projects; and health management and policy involves students in two of its projects. In sum, 35% of projects provide funding for students.

3.2 Service.

The school shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

This criterion is met. The college pursues service activities, consistent with its mission and values and promotes service in a variety of ways.

Faculty service is documented in tenure files and in annual performance reviews for merit-based salary adjustments. The university's strategic plan also emphasizes outreach and engagement and is recognized as an Engaged University by the Carnegie Foundation. As a way to increase and improve formalized external service, the dean established a new positon, associate dean for outreach and engagement. In fall 2016, the college launched a new joint faculty positon with the Department of Extension that will expand outreach and engagement opportunities for the college across the state to benefit students, faculty and staff.

The Center for Public Health Practice engages primarily in service activities focused on improving public health workforce and outcomes from related organizations. The center has formal relationships with over 35 local public health organizations, academia and community partners.

As of 2016, 86% of faculty were involved with external organizations and were well-represented on external committees, sections, councils and various boards. The college estimates that 44 faculty members engaged in approximately 248 service activities during the last three years.

Students, faculty, alumni and community partners were able to describe multiple opportunities that allow student integration and involvement in service. For example, HOPES inventoried projects over the last five years and determined that at least 75% had at least one graduate student involved. Specific examples of student involvement include 36 total students involved at local health departments, 12 students at the state health department, 15 at federally-funded health-related departments and 114 students in health care systems. While site visitors were provided with evidence of student service, faculty also described difficulties in capturing and tracking student service activities. The Data Subcommittee has plans to address this challenge.

3.3 Workforce Development.

The school shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.

This criterion is met. The college engages in activities that support the professional development of the public health workforce. The Center for Public Health Practice (CPHP) is one of two centers within the college responsible for the assessment and delivery of the college's continuing education initiatives. To lead workforce development efforts, the college recruited a physician and public health specialist for the leadership position in CPHP. The center has updated its strategic plan and, as a commitment to workforce development, proposed changes to its mission statement to include *developing people and organizations to advance community health.*

CPHP has had high-profile federally-funded workforce development and continuing education initiatives during 15 years of the HRSA Public Health Training Center program. The college is adapting to the significant reduction in HRSA funding due to changes in the PHTC model and funding structure. CPHP is also now funded by the Ohio Department of Higher Education to work with the Ohio Department of Health to provide training and technical assistance to the state's 118 local public health agencies as they prepare to become accredited by the Public Health Accreditation Board. CPHP also partners with the college's Center for Health Outcomes, Policy and Evaluation Studies.

CPHP uses a variety of needs assessment approaches that identify and prioritize the needs and demands of Ohio's public health workforce. Some informal assessments include tracking ongoing training requests; capturing current, emerging and anticipated issues; and tracking issues discussed at conferences and in the media and literature. Formal needs assessments involve the use of electronic surveys and facilitated focus groups. Formal needs assessments are conducted less frequently than informal assessments due to the associated costs.

Despite significant national funding reductions, CPHP offers more than 50 courses/modules and provides training to more than 7,500 enrollees. CPHP is an approved provider of continuing education through the National Commission for Health Education Credentialing (CHES/MCHES) and the National Board of Public Health Examiners (CPH). The center also collaborates with the Ohio Nurses Association and the Ohio State Board of Sanitary Registration to award credits to those respective disciplines. In 2013, CPHP was retained by the Association of State and Territorial Health Officials (ASTHO) to create a workforce development plan toolkit for state public health agencies. During the site visit, college faculty described concerted efforts to leverage workforce development resources such as the Great Lakes Public Health Training Collaborative, as well.

Community partners and faculty associated with the CPHP also describe the center's effort at building capacity at the local agency level. In addition to workforce development, CPHP is well equipped to help community and state agencies with organizational development needs.

The college does not offer non-degree certificate programs for academic credit. CPHP has offered a non-academic public health management and leadership certificate and epidemiology certificate but is no longer accepting new enrollees due to resource issues.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

The school shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, practice experience and research and instructional competence, is able to fully support the school's mission, goals and objectives.

This criterion is met. Faculty members are individually well-qualified and collectively offer a wealth of experience in relevant sub-disciplines of the field.

The college has a total of 49 primary faculty members. This includes 16 full professors, 13 associate professors and 20 assistant professors; 26 faculty members are tenured, 18 are on the tenure-track and five are non-tenured. Of the non-tenured faculty, four are on the clinical track and one is on an auxiliary track. All primary faculty members identified in the self-study have a doctoral or terminal professional degree. The diversity of the faculty members' research interests and expertise is impressive.

In addition, the college has 28 faculty members with adjunct, joint or courtesy appointments who commit time to support the graduate teaching programs and 18 who commit time to support the undergraduate teaching programs. Finally, an additional 49 faculty members with adjunct, joint or courtesy appointments do not teach but do support the college's academic programs in other ways (eg, collaborate on research, guest lecture, advise and mentor students). These faculty are appointed to the department most aligned with their expertise.

More than 50% of the primary faculty members in the college have work experience in public health by means of past employment in non-academic positions or organizations, and 60% of the faculty have graduate education and training in a specialization of public health. The college can formally appoint or invite practitioners to share their applied expertise through two mechanisms. The first is to appoint practitioners to non-tenure-track clinical faculty positions. Clinical faculty serve under fixed-term contracts of three to five years and are non-tenured. Clinical faculty have responsibility primarily for teaching and service/practice activities. Criteria for appointment are similar to those for tenure-track but with an emphasis on teaching and service/practice. A second approach to formal appointment uses the associate

(auxiliary) faculty category of clinical practice or lecturer. These appointments can range from a short period of time to up to three years. These appointments require a minimum of a master's degree plus professional experience. Some practitioners have adjunct appointments in the college and integrate their real-world experience in courses; other practitioners are invited to serve as guest speakers for seminars and guest lecturers for courses. During the site visit, several faculty members provided examples of how field components are built into their courses.

The college lists three measures by which it evaluates its faculty complement. One objective is the number of primary faculty members. The target is 50, and the college had 49 primary faculty at the time of the site visit. Another measure is the percentage of underrepresented faculty based on race, ethnicity and gender. The target is that the faculty complement will be representative of Ohio demographics. The college is exceeding its target for gender (Ohio population is 51% female, and the faculty complement is more than 50% female for the three years of data reported). Confirmed on site by faculty members, the college is not meeting its target for Blacks/African Americans. The final measure involves the number of active courtesy and joint appointments between the college and other colleges within OSU. The target is appointments involving 15 colleges, and the actual number ranged from 11 to 12 during the past three years. The college anticipates that these numbers will increase with new faculty hires and the university's Discovery Theme initiative.

Students across the undergraduate and graduate programs spoke positively about their faculty advisors and the opportunities they had to collaborate with faculty on research. Community partners also noted strong collaborations with faculty members on research, service and practice.

4.2 Faculty Policies and Procedures.

The school shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

This criterion is met. The college has well-defined policies and procedures to recruit, appoint and promote qualified faculty and to support the professional development of faculty. The policies and procedures are found in three documents. The first document is the *College of Public Health Pattern of Administration (POA).* This document provides a brief description of the college as well as a description of its guidelines and procedures. It supplements the rules of the university faculty and other policies and procedures of the university to which the college and its faculty are subject; the university rules, policies and procedures take precedence over statements in the POA. The second document is the *College of Public Health Appointments, Promotion and Tenure Criteria and Procedures.* This document states the policies and procedures for faculty recruitment, selection and advancement, including the granting of tenure as promulgated by the college within the rules of the OSU. The third and final document is the *OSU Office for Academic Affairs and the Board of Trustees Rules of the University Faculty.* This document is a

comprehensive document for OSU that provides policies and regulation with regard to administration, faculty, governance and committees, faculty appointment, reappointment, promotion, and tenure, clinical faculty appointment, non-reappointment and instruction.

These documents clearly state the expectations and rules with regard to appointment, promotion, annual evaluation and development. They are made available to all new faculty members through an initial orientation, conducted by the associate dean for outreach and engagement, before they begin their tenure as a faculty member at the university. These documents are also reviewed with the new faculty member's relevant division director.

There are three different types of faculty appointments: tenure-track faculty, clinical faculty and research faculty. A tenure-track appointment at the ranks of instructor, assistant professor, associate professor, and professor is intended for faculty who assume the full range of faculty responsibility including scholarship, teaching and service. The clinical and research faculty appointments are intended for faculty who assume a narrower range of responsibility than tenure-track faculty. Clinical faculty responsibility may be focused in one of three areas: teaching, professional practice or service with a lesser expectation of scholarship. Research faculty's responsibility is focused on scholarship with little expectation for teaching or service. Tenure-track appointments are 50-100% FTE, while clinical and research faculty appointments are for 1-100% FTE. Joint and courtesy appointments are available for tenure-track, clinical or research faculty whose primary appointment is outside of the College of Public Health. Joint appointments split salary among two or more units, whereas courtesy appointments do not provide salary. Associated faculty appointments are also available and include tenure-track faculty at less than 50% FTE, clinical practice faculty, lecturers, visiting faculty and adjunct faculty.

The college has an established process for faculty appointments. A national search is required for all tenure-track positions to ensure a diverse pool of applicants. Exceptions to this policy must be approved by the college and the Office of Academic Affairs in advance. Search procedures must be consistent with the university policies set forth in the most recent update of *A Guide to Effective Searches*. Faculty must be involved in the appointment process to establish need, advise on search strategy, serve on search committees, review applicants and advise regarding selection. A diversity advocate is required on each search committee as well. At the conclusion of the search, the search committee presents a list of acceptable candidates to the dean. If the dean elects to move forward with the process, the Promotion and Tenure Committee reviews the recommended candidate for the purpose of determining the appropriate rank prior to appointment. The P&T Committee presents the candidate for a vote on appointment by the eligible faculty of the college. The procedures for the appointment of clinical faculty and research faculty are identical to those for tenure-track faculty with an exception on waiving a national search that only requires dean approval. Associated faculty appointments are made based on need within

the division and on the candidate's qualifications to satisfy that need. Courtesy appointments are based on a comprehensive assessment of each candidate's qualifications, together with detailed evidence to support the nomination.

The process for promotion and tenure review consists of responsibilities for the candidate, the Appointment, Promotion and Tenure (APT) Committee, eligible faculty and division chairs. The candidate is required to submit a complete and accurate dossier and a copy of the APT guidelines in effect at the time of hire. Candidates may also alter their external reviewers by adding and subtracting names. The APT Committee is responsible for appointing a procedures oversight designee for the current process, identifying external reviewers, reviewing the dossier for accuracy and completeness, reviewing the dossier with the candidate, drafting an analysis of the candidate's performance for the eligible faculty to review (no vote is taken by the APT Committee), revising the analysis based on faculty input and forwarding it to the division chair and providing a written response to candidate comments. Eligible faculty members are required to thoroughly review the dossier and attend the meeting at which it is considered. The division director is required to solicit the external reviews, make copies of the dossier available, remove eligible faculty with a conflict of interest, attend the eligible faculty review meeting for the candidate, prepare a recommendation of the candidate dossier and provide it to the faculty, discuss any differences in perspective with the eligible faculty, share the evaluation with the candidate and offer an opportunity for comment, provide a written response to any candidate comments and provide the report to the Office of the Dean. The dean reviews this report and makes a recommendation to the Office of the Provost. The report is reviewed by a university committee for final approval or disapproval. The process of tenure and promotion review is based on established criteria with clear specification of the components of teaching, research and service that will be considered.

Annual evaluations are conducted by division chairs for each tenure-track, clinical and research faculty member based on performance plans that are submitted at the beginning of the prior year. The review must allow for a face-to-face meeting and is guided by the tenure and promotion criteria, where appropriate. This plan lists goals for teaching, research and service activities. The results of the review influence merit-based salary increases. Performance concerns are addressed through the development of goals and plans for improvement. In addition, each spring, all non-tenured professors and every three years all associate professors are reviewed by the APT Committee and eligible faculty. Full professors are reviewed by the dean every five years.

The college has an established faculty development system, which includes a comprehensive mentoring process. The development system applies to both tenure-track and non-tenure-track faculty. The mentoring process begins before new faculty come to campus with the identification of potential mentors with regard to teaching, research or service. New faculty members meet with mentors at least once each

semester to discuss their work and progress. During the site visit, new faculty members expressed positive interactions with the college's mentoring process and praised the added professional and personal support it provides. Faculty members also meet with their respective division director to review career advancement goals.

Financial support for development is provided through an incentive program based on annual review. If a faculty member achieved 33% salary recovery, that faculty member can receive between $5,000 and $10,000 in support funds. New faculty members also receive $17,000 in startup funding that include moving costs.

4.3 Student Recruitment and Admissions.

The school shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the school's various learning activities, which will enable each of them to develop competence for a career in public health.

This criterion is met. The framework for marketing, recruitment and admission activities is established by the university's Office of Enrollment Services for undergraduate degree programs and by the Graduate School for graduate degree programs. Within the college, the Office of Academic Programs and Student Services promotes both the undergraduate and graduate degree programs to undergraduate advisors. The Office of Academic Programs and Student Services also works with the college outreach group through the Office of Enrollment Services to promote the BSPH major to prospective students. Admission to the undergraduate program is competitive and limited to 80-90 students per year. Recruitment administrators indicated on site that undergraduate students enrolled in the regional campuses also have an opportunity to transfer to the main campus in Columbus after demonstrating academic success in their current studies.

For graduate degree programs, the college recruits from a variety of sources including recruitment fairs, ASPPH and This is Public Health fairs. The college employs online resources for additional outreach to prospective students. College outreach planning is intended to attract students from all backgrounds with some efforts targeted to specific diverse populations. The college participates in the SOPHAS centralized application system for almost all applicants.

Financial support is provided on a competitive basis through a combination of university fellowships and college resources. To aid recruitment of underrepresented students for graduate programs, the college nominates eligible students for Diversity and Enhancement Fellowships.

Over the last three years, student enrollment and registered credits in the college's degree programs has increased. The number of enrolled graduate students and registered credits has remained relatively stable. The college continues to be challenged in obtaining a more even distribution of students across

degrees and specializations. The environmental health science degree program has had declining enrollments, and the college is actively exploring integrating the specialization into the university's interdisciplinary environmental science graduate program.

4.4 Advising and Career Counseling.

There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

This criterion is met. The college's Office of Academic Programs and Student Services has two full-time professional staff members with almost exclusive responsibility to serve as advisors for undergraduate public health pre-majors, majors for the BSPH degree and for the two undergraduate minor programs. One of the two full-time staff members is also a designated career advisor. Advising services and activities for graduate students, including students in joint degree programs, is primarily provided by faculty members. Graduate students are assigned to faculty advisors aligned with their specialization. Course selections for bachelor and master's programs are guided by required plans of study, whereas doctoral students require more assistance from advisors due to curricula requirements including research methodology and minor cognate areas.

During the site visit, college faculty described steps to improve student advising and career counseling to include involvement of more senior faculty members to advise students and provide mentorship and more student involvement in public health research. The college has adopted faculty guidelines for student advisement from the Graduate School. The college recently focused its efforts to improve workload relative to career counseling by increasing the number of staff who provide career counseling to undergraduate students as well as providing workshops for students. The MPH degree program has a robust two-year professional development program that is designed to help students focus their goals and develop the professional skills needed to successfully start their careers. Site visitors met with alumni who also described an active public health alumni network that supports current students through coaching and mentoring. One alumnus described to site visitors that he was hired in his position due to his alumni mentorship. The alumni network also provides career programming, including participation in activities for students throughout the year and assists in mock interviews.

Contrary to anecdotal evidence, student exit surveys indicate some dissatisfaction with career services and describe the college and university as not meeting the desired level of quality relative to student expectations. Undergraduate majors and faculty also indicated an overall concern regarding sustainability to provide administrative support as well as robust advising services for students should the college experience enrollment growth.

For formal complaints, there are established student grievance procedures described in the student handbook and also available online. In the last three years, the college had two student grievances, neither of which was substantiated. The college reported no current filed or open student grievances.

Agenda

COUNCIL ON EDUCATION FOR PUBLIC HEALTH
ACCREDITATION SITE VISIT

Ohio State University
College of Public Health

October 17-19, 2016

Monday, October 17, 2016

9:30 am   <u>Meeting with Core Leadership Team</u>
           William Martin, Dean and Professor
           Michael Bisesi, Senior Associate Dean for Academic Affairs
           Pamela Salsberry, Professor and Associate Dean for Community Outreach and Engagement
           Christopher Weghorst, Professor and Associate Dean for Research
           Ann Florentine, Assistant Dean for Administration and Finance
           Gary Snyder, Director of External Relations
           Kellie Archer, Professor and Chair, Division of Biostatistics
           William Miller Professor and Chair, Division of Epidemiology
           Phyllis Pirie, Professor and Chair, Division of Health Behavior and Health Promotion
           Thomas Wickizer, Professor and Chair, Division of Health Services Management and Policy
           Joanne Pearsol, Co-Chair, Diversity and Inclusion Committee
           Marcel Yotegieng, Co-Chair, Diversity and Inclusion Committee

10:45 am   <u>Break</u>

11:00 am   <u>Meeting with Self-Study Workgroup</u>
           Michael Bisesi, Senior Associate Dean for Academic Affairs
           Pamela Salsberry, Associate Dean for Community Outreach and Engagement
           Christopher Weghorst, Associate Dean for Research
           Ann Florentine, Assistant Dean for Administration and Finance
           Amy Ferketich, Professor, Epidemiology
           Mira Katz, Professor, Health Behavior and Health Promotion
           Gail Kaye, Professor, Health Behavior and Health Promotion; Director of Undergraduate Programs
           Eric Seiber, Professor, Health Services Management and Policy
           Kynthia Droesch, Director, Office of Academic Programs and Student Services
           Margaret Murphy, Instructional Designer
           Joanne Pearsol, Associate Director, Center for Public Health Practice
           Teri Roberts, Program Assistant
           Melissa Sever, Senior Program Manager, Center for Public Health Practice
           Don Shymanski, Director, Information Services
           Renee Watts, Facilities Manager
           Dawn Williams, Assistant Director, Office of Academic Programs and Student Services

11:45 am   <u>Break</u>

12:00 pm   <u>Lunch Meeting with Students</u>
           Caleb Ball, BSPH Candidate
           Montgomery Burgoon, BSPH Candidate
           Daniel Collins, MPH Candidate
           Tyler Gorham, MPH/PhD Candidate
           Jessica Horan, MPH Candidate
           Sarah Jossart, BSPH Candidate
           Brittney Keller-Hamilton, PhD Candidate
           Jamie Luster, MPH Candidate
           Anthony Nixon, MPH Candidate
           Rachel Perovsek, MPH Candidate
           Laura Prater, PhD Candidate
           Joyce Rudy, MS Candidate
           Barret Zimmerman, MHA Candidate

1:30 pm   <u>Break</u>

1:45 pm	Meeting with Instructional Programs Group 1a: MPH Professional Graduate Degree Specializations

1:45 pm   Meeting with Instructional Programs Group 1a: MPH Professional Graduate Degree Specializations
Mira Katz, Professor, Health Behavior and Health Promotion
Sharon Schweikhart, Graduate Studies Committee Chair, Professor, Health Services Management and Policy
Thomas Albani, Student Representative
Chloe Beverly, Student Representative
Philip Binkley, Professor, MPH-CTS Program
Cindy Clouner, Student Representative
Courtney Hebert, Professor, MS-BMI Program
Armando Hoet, Professor, MPH-VPH Program
Darryl Hood, Professor, Environmental Health Sciences
Elizabeth Klein, Professor, Health Behavior and Health Promotion
Randi Love, Professor, MPH-PEP Program
Abigail Shoben, Professor, Biostatistics
Kynthia Droesch, Director, Office of Academic Programs and Student Services
Dawn Williams, Assistant Director, Office of Academic Programs and Student Services
Margaret Murphy, Instructional Designer

2:45 pm   Break

3:00 pm   Meeting with Instruction Programs Group 1b: MHA Professional Graduate Degree
Sharon Schweikhart, Graduate Studies Committee Chair, Professor, Health Services Management and Policy
Olivia Moskaluk, Student Representative
Brian Hilligoss, Professor, Health Services Management and Policy
Eric Seiber, Professor, Health Services Management and Policy
Thomas Wickizer, Professor and Chair, Division of Health Services Management and Policy

3:30 pm   Site Visit Team Executive Session and Resource File Review

5:00 pm   Adjourn

Tuesday, October 18, 2016

8:30 am   Meeting on Instructional Programs Group 2: BSPH, MS and PhD Academic Graduate Degrees
Gail Kaye, Professor, Health Behavior and Health Promotion; Director of Undergraduate Programs
Motomu Ibaraki, Professor, Environmental Health Sciences
Cindy Colen, Professor, Sociology
Kynthia Droesch, Director, Office of Academic Programs and Student Services
Heather Kerr, BSPH Academic and Career Advisor
Guy Smalley, Academic Advisor
Eric Seiber, Professor, Health Services Management and Policy
Rebecca Andridge, Professor, Biostatistics
Bilen Berhane, Student Representative
Rachel Besse, Student Representative
Ashely Felix, Professor, Epidemiology
Brenda Clark, Adjunct Professor
Amy Ferketich, Professor, Epidemiology
Darryl Hood, Professor, Environmental Health Sciences
Mira Katz, Professor, Health Behavior and Health Promotion
Michael Pennell, Professor Biostatistics
Sharon Schweikhart, Graduate Studies Committee Chair, Professor, Health Services Management and Policy

9:45 am   Break

10:00 am   Meeting on Research, Service and Workforce Development
Christopher Weghorst, Associate Dean for Research
Kathy Renick, Former Director of Research Administrative Services
Scott Erbe, Research Administrator
Valerie Delmonico, Grants & Contracts Specialist
Pamela Salsberry, Associate Dean Outreach and Engagement
Andy Wapner, Professor and Director, Center for Public Health Practice
Joanne Pearsol, Associate Director, Center for Public Health Practice
Melissa Sever, Senior Program Manager, Center for Public Health Practice
Lauren Phelps, Research Specialist, Center for Health Outcomes, Policy and Evaluation Services

11:15 am   Executive Session

12:00 pm   Lunch with Alumni and Community Stakeholders
Deena Chisolm, Program Director, Nationwide Children's Hospital
Patricia Gabbe, Founder, Moms2B

Lois Hall, Executive Director, Ohio Public Health Association
Mysheika Roberts, Assistant Health Commissioner, Columbus Public Health
Brandi Robinson, Deputy Director, Ohio Department of Public Health
Reem Ali, MPH 2011
Jason Benedict, MS 2016
Travis Johnson, MS 2016
Kaedra Jones, MPH 2010
David Kline, PhD 2015

1:30 pm	Break	

1:45 pm   Meeting with University Leadership
Bruce A. McPheron, Executive Vice President and Provost
W. Randy Smith, Vice Provost for Academic Affairs

2:15 pm   Executive Session

3:00 pm   Meeting with Faculty Related to Faculty Issues, Student Recruitment and Advising
Sandra Tanenbaum, APT Committee Chair, Professor, Health Services Management and Policy
Randall Harris, Professor, Epidemiology
Mira Katz, Professor, Health Behavior and Health Promotion
Stanley Lemeshow, Professor, Biostatistics
Jiyoung Lee, Professor, Environmental Health Sciences
Kynthia Droesch, Director, Office of Academic Programs and Student Services
Dawn Williams, Assistant Director, Office of Academic Programs and Student Services
Jon Bullock, Undergraduate Recruitment Coordinator, Graduate Marketing and Admissions Co-coordinator
Heather Kerr, BSPH Academic and Career Advisor
Guy Smalley, Academic Advisor
Olorunfemi Adetona, Professor, Environmental Health Sciences
Rebecca Andridge, Professor, Biostatistics
Brian Hilligoss, Professor, Health Services Management and Policy
Ayaz Hyder, Professor Environmental Health Sciences
Abigail Shoben, Professor, Biostatistics

4:00 pm   Executive Session

5:00 pm   Adjourn

Wednesday, October 19, 2016

9:00 am   Executive Session and Report Preparation

12:30 am   Exit Briefing