

REVIEW FOR ACCREDITATION  
OF THE  
PUBLIC HEALTH PROGRAM  
AT  
OLD DOMINION UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

June 1-2, 2020

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CRITERIA:

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

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## INTRODUCTION

Old Dominion University (ODU) was founded in 1930 as the Norfolk Division of The College of William and Mary. ODU became an independent public institution in 1962 and gained university status in 1969. Located in Norfolk, Virginia, ODU is Virginia’s metropolitan, public doctoral research university. One of ODU’s priority populations is those who serve in the nation’s armed forces, and approximately 25% of ODU students have a military affiliation.

ODU includes six academic colleges, the Perry Honors College, and the Graduate School. ODU offers 57 bachelor’s, 44 master’s, and 21 doctoral degrees, in addition to specialist and certificate programs. The university supports a total student enrollment of about 24,200 students and employs approximately 870 full-time faculty, 620 part-time faculty, and about 1,500 professional staff and classified employees. ODU is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and nationally recognized by over 30 specialized and professional accrediting agencies or societies.

The MPH program is housed in the School of Community and Environmental Health (SCEH), and the program director reports to the chair of this school. In addition to the MPH program, the school also includes a BS in environmental health, a BS in health sciences, and a BS in public health; these undergraduate degrees are not part of the unit of accreditation. The SCEH is housed in the College of Health Sciences, along with schools of dental hygiene, medical diagnostic and translational sciences, nursing, and rehabilitation sciences.

The MPH program at ODU was previously a joint initiative of ODU and Eastern Virginia Medical School (EVMS); this joint program maintained CEPH accreditation since 1999. In January 2018, the two institutions amicably agreed to terminate the joint agreement, and the last joint MPH class graduated in spring 2020. The freestanding ODU MPH program accepted its first student cohort in fall 2019 and had an enrollment of 48 students (26 in the global environmental health (GEH) track, 20 in the health behavior and health promotion (HPRO) track, and two undecided) at the time of the site visit. The program has eight primary instructional faculty who support both campus- and distance-based formats of the program.

This is the program’s first review for CEPH accreditation as a single institution public health program. Due to COVID-19-related restrictions on travel and gatherings, this site visit was conducted via distance technology, with all attendees participating via the Zoom platform with video. The distance-based visit will be followed by an on-campus visit when it is safe to do so, within one year of the accreditation decision resulting from this visit.

<b>Instructional Matrix - Degrees and Concentrations</b>					
			<b>Campus based</b>	<b>Executive</b>	<b>Distance based</b>
<b>Master's Degrees</b>		<b>Academic</b>	<b>Professional</b>		
Global Environmental Health			MPH	MPH	MPH
Health Behavior and Health Promotion			MPH	MPH	MPH

**A1. ORGANIZATION & ADMINISTRATIVE PROCESSES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, implementation		The program has four standing committees, two student leadership groups, and ad hoc committees as needs arise. Membership, meeting frequency, and responsibilities of each committee or group are clearly outlined. Each standing committee has at least one primary faculty member, one track coordinator, and a student representative. While some committee members are invited, such as members of the Community Steering Committee, others, such as the Program Planning and Evaluation Committee, are selected based on their strengths and expertise. Program faculty are encouraged to serve on at least one committee.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> <li>• degree requirements</li> <li>• curriculum design</li> <li>• student assessment policies &amp; processes</li> <li>• admissions policies &amp; decisions</li> <li>• faculty recruitment &amp; promotion</li> <li>• research &amp; service activities</li> </ul>		The Curriculum Committee has track-specific subcommittees that review curricula and procedures to ensure compliance. The Program Planning and Evaluation Committee monitors program effectiveness; the Recruitment and Admissions Committee reviews recruitment and outreach efforts, applications from prospective students, and enrollment trends and provides recommendations for the award of scholarships.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The Community Steering Committee provides guidance on program relevance to the public health field. Student leadership groups provide engagement opportunities to students and serve as a link between students and the program. Ad hoc committees include the Accreditation and Institutional Effectiveness Self-Study Committee and		

		<p>the Leadership Committee. These task-specific committees consist of track coordinators, primary faculty, adjunct faculty, students, and external stakeholders. The program's committee structure provides faculty and students with the opportunity to participate in program decisions.</p> <p>Degree requirements and curriculum design discussions start with program faculty. Faculty recommendations are forwarded to the Curriculum Committee. The committee may seek input from students, alumni, and the Community Steering Committee before forwarding recommendations to the program director. Recommendations are discussed with the chair of the school before submission to the university's Graduate Curriculum Committee for approval.</p> <p>The MPH Curriculum Committee uses an approved process for student assessment. Students failing to meet academic policies, as outlined by the Graduate School, may file an appeal. Program advisors are included in the process.</p> <p>Admissions policies and/or decisions are clearly outlined. The MPH Recruitment and Admissions Committee reviews policies and guidelines each year and recommends changes as needed. Committee members (excluding the student representative) make recommendations to the MPH director, who finalizes the process.</p> <p>Faculty recruitment follows ODU's policies, procedures, and training. Potential applicants make open presentations and meet with the search committee, chair, and dean. The Faculty Recruitment Search Committee follows the same process as the other committees to ensure representation of faculty and other stakeholders.</p>		
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		<p>ODU has expectations for faculty to be involved in research and service activities. The school's Promotion and Tenure committee, the school chair, and the college dean review tenure-track faculty activities annually. The school's Promotion and Tenure Committee reviews all promotion and tenure materials before forwarding to the college and university committees.</p> <p>Faculty members are actively involved in diverse institutional decision-making activities. Primary faculty members' activities include chairing or serving as members on the university's Taskforce on Inclusive Excellence, the university's Steering Committee, the college's Curriculum Committee and Assessment Committee, the Faculty Senate, the Prior Learning Assessment Committee, and the Graduate Administrators Council, as some examples.</p> <p>The program has a small cadre of adjunct faculty—two individuals—who have longstanding relationships with the program and are well-integrated into program operations and decision making. Adjunct faculty are invited to program meetings, retreats, and other related events. Minutes, reports, and other resources are shared with adjunct faculty through email and an online resource box for easy accessibility.</p>		
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**A2. MULTI-PARTNER SCHOOLS & PROGRAMS**

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

**A3. STUDENT ENGAGEMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		<p>Students' participation in the decision-making process is demonstrated through their representation on all four standing committees (Program Planning and Evaluation, Recruitment and Admissions, Community Steering, and Curriculum). The student representative on the Recruitment and Admissions Committee assists with recruitment and marketing of the program. Student representatives help with the dissemination of information between faculty and students.</p> <p>The program also uses formal and informal methods such as course evaluations, surveys, and direct communication with faculty to collect student input for program improvement activities.</p> <p>Students' participation in governance is demonstrated through the MPH Student Leadership Committee and the Public Health Student Association. The program provided meeting minutes for both groups, and reviewers were able to validate active engagement among students.</p>	<p>Click here to enter text.</p>	
Students engaged as members on decision-making bodies, where appropriate				



**A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH**

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

**A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH**

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

**B1. GUIDING STATEMENTS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		Site visitors determined that the program has clear guiding statements that support resource allocation, decision making, and the public health needs of communities, including the workforce.  The program's mission is "to work to improve public health in Hampton Roads, the Commonwealth of Virginia, the nation and around the globe through innovative and transdisciplinary teaching, research, practice and service." The vision is "to be a center of excellence for the advancement and application of knowledge in public	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				

Guiding statements reflect aspirations & respond to needs of intended service area(s)		health.” These statements express the program’s plans to address the areas of teaching, research, practice, and service.		
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		<p>To meet the stated mission and vision, the program has developed five goals:</p> <ol style="list-style-type: none"> <li>1. To function as a local, regional, national and international center of excellence in public health, integrating education, service, practice, research and scholarly activity.</li> <li>2. To attract diverse students, and faculty from the local, regional, national and international community.</li> <li>3. To prepare students to be knowledgeable and proficient in public health practice.</li> <li>4. To serve communities through education and training that develops a public health workforce and translates public health knowledge into practice.</li> <li>5. To conduct and advance public health research and scholarship and to disseminate knowledge that responds to public health challenges.</li> </ol> <p>The program outlines eight core values, which include professional ethics, excellence, respect, inclusiveness, diversity, equity, human rights, and being part of the community.</p> <p>The program’s guiding statements focus on preparing students to work in local, regional, national, and international communities, and emphasize excellence in research and scholarly activity. Inclusiveness, diversity, and equity are enshrined in the core values.</p>		

**B2. GRADUATION RATES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The program consistently exceeds the graduation rate threshold of 70%. Graduation rate data presented in the self-study reflect the joint EVMS-ODU program, since the current academic year represents the first year of independent operations for ODU. Full-time students can complete the degree requirements in two years (five terms). Part-time students have six years from the date of matriculation to complete the degree requirements. Beginning with students who entered in 2010, the program reports rates between 79% and 100% each year. These rates represent cohorts of between 41 and 56 students.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

**B3. POST-GRADUATION OUTCOMES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The program reports high rates of positive post-graduation outcomes among its graduates. For graduating students between 2016 and 2018 for whom post-graduation outcomes are known, 100%, 97%, and 100% reported being employed, enrolled in additional education, or not seeking employment by choice. Only one graduate during this period reported still actively seeking employment or enrollment in further education at one year post-	Thank you for the helpful feedback. After the site visit, the program succeeded in gathering additional information about alumni. Please see Attachment A -- updated B3 chart for the 2019 EVMS/ODU Joint Program graduates.	Information provided with the program's response to the site visit team's report indicates that the program has addressed the team's concern. The Council acted to change the team's finding of partially met to a finding of met.
Chooses methods explicitly designed to minimize number of students with unknown outcomes				

<p>Achieves rates of at least 80% employment or enrollment in further education for each public health degree</p>		<p>graduation. As in other criteria, the data represent graduates of the joint EVMS-ODU program.</p> <p>The program relies on self-reported survey data from alumni, supplemented by social media searches and individual communications with faculty and staff, to collect this information. Surveys have typically produced low response rates (around 10%), and the program has improved the number of known outcomes through implementing supplemental data collection methods and offering incentives to complete the survey. Over the last three years, unknown outcomes have declined from 52% to 26% and 23%.</p> <p>The concern relates to the fact that the program has not yet provided sufficient evidence of student success in the form of positive post-graduation outcomes, due to the limited available data. The proportion of students with unknown outcomes has substantially decreased over the reporting period, but the number is still significant in absolute terms; in the most recent group of graduates, six of 23 individuals have unknown outcomes. The program has not yet fully implemented data collection methods that are designed to reduce the number of students with unknown outcomes. The program notes in the self-study that faculty and staff plan to work closely with the ODU Alumni Office to continue to improve data quality and completeness. Faculty also attribute some of the difficulty in obtaining accurate information to the fact that graduates from the EVMS-ODU program may have felt less allegiance and/or connection to ODU and were therefore less inclined to respond to surveys or requests for information.</p>	<p>Going forward, the ODU MPH program will be contacting graduates via email and phone at least once a year. This will enable us to continue to effectively engage alumni in the program. This will also enhance our existing students' capacity to network and learn from the alumni. In addition, per our plan to engage alumni as practicing public health professionals, the additional contact opportunities will help keep alumni informed about ODU's MPH program and its plans so they can assist with ILE, APE and other aspects of the program.</p>	
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**B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		<p>The data presented in the self-study represent results from two recent alumni surveys and include responses from the EVMS-ODU joint MPH program. The first, sent in October 2017, went to the classes of 2013 through 2017 and received 24 responses. The survey asked a variety of questions about employment sector, salary, change in salary before/after program completion, debt incurred, and a Likert scale question that asks students to rate “the education and training [they] received through the MPH Program in the following disciplinary areas,” followed by a list of the core and cross-cutting disciplines that the curriculum was based on at the time.</p> <p>The second survey, sent in October 2018, went to the classes of 2014 through 2018 and received 18 responses. The survey also asked general questions about employment sector and job promotions based on degree completion, as well as a series of questions about the quality of academic guidance, career guidance, and faculty interactions. Finally, the survey asked students about their overall perceptions of the program’s role in preparing them for the workforce and about their specific opinions about preparation in the core and cross-cutting curricular areas that they completed.</p> <p>The 2018 survey results indicate high levels of satisfaction with the program’s preparation of students to apply skills in the areas of communication and epidemiology. Results</p>	<p>Thank you for the helpful feedback. The ODU MPH program plans to contact graduates from multiple cohorts, via email and phone, at least once a year. Towards the end of their graduating year, the students will have the opportunity to participate in an exit survey. This survey will gather qualitative feedback from the soon-to-be alumni and the program will use this feedback to inform and update ILE, APE and program coursework. In addition, an alumni survey, as well as the email and phone call contact points, shall provide insight into what skills are needed for graduates to be successful, as the field of public health continues to evolve.</p>	
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data address alumni perceptions of success in achieving competencies				
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements				

		<p>indicate lower levels of agreement that the program prepared students in public health policy and biostatistics, though students still felt well prepared, on balance. The 2017 survey results show 21% rating the program's content in health behavior and biostatistics as "not very useful." In all of the results, the small number of responses limits the value of percentages, but these data points were among the more notable or anomalous. Results from the survey all showed that, overall, 81% of students reported that the knowledge and skills gained from the MPH program were very useful or somewhat useful in their post-graduate employment.</p> <p>The program is continuing to engage in examination and revision of its methodology to gain more useful information from alumni because current data reflect the EVMS-ODU joint MPH program. The ODU program has begun to develop its own approach to engaging alumni and gathering accurate, actionable data at both the program level and the student level. The program plans to deploy this approach for the 2021 academic year, when they will be able to collect data from students who completed the full program at ODU only. The program has already begun to build what it hopes will be a basis for greater alumni engagement, priming current students for engagement with the program after graduation by noting the importance of alumni networks and highlighting opportunities to serve as preceptors, maintain professional networks, serve on program committees, etc. The program also plans to incorporate alumni involvement into events such as new student orientation and student association meetings. Students who met with site visitors were very engaged in the program and expressed enthusiasm for continuing engagement after graduation,</p>		
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		<p>highlighting their strong relationships with faculty and their desire to maintain connections with ODU.</p> <p>The commentary relates to the opportunity to improve the usefulness of data by gathering information from a broader group of alumni. The program has laid the foundation for more robust alumni engagement in the future, and it will be important to monitor the success of these efforts.</p>		
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**B5. DEFINING EVALUATION PRACTICES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		<p>The program has an evaluation plan that defines the data collection tools and responsible officials for all five outlined goals.</p> <p>For example, the chair, program director, accreditation director, and faculty are responsible for monitoring memoranda of agreements for collaborations with local, regional, national, and international organizations. The Curriculum Committee, public health faculty, and the accreditation director are responsible for curriculum review and the faculty annual survey. The program director, Community Steering Committee, and faculty collect community health indicator data and community surveys.</p> <p>The goal of attracting and maintaining a diverse student body and faculty is assessed using student admission and enrollment data, faculty recruitment data, and student and faculty demographic data.</p>	<p>Click here to enter text.</p>	
Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review				

		<p>The program also uses graduation data, the mid-program survey, student self-assessments, the exit survey, competency evaluation data, the alumni survey, the faculty assessment survey, and the employer survey to monitor success related to its goals.</p> <p>The program's evaluation tools have been compiled into a manual by the Program Planning and Evaluation Committee with assistance from the university's Office of Institutional Effectiveness and Assessment. The manual was reviewed by faculty and stakeholders to ensure its effectiveness in capturing the needed data. Specifically, tools such as student self-assessments, the mid-program survey, exit survey, competency data, alumni survey, and faculty activity system, together, measure student success and the advancement of public health.</p> <p>Data reports and summaries provide information on program standing and areas needing improvement. Reports and summaries are shared with faculty and other stakeholders in meetings and online.</p> <p>The program provided evidence of implementation of the program's evaluation activities during this initial period of independent operation outside of the collaborative program's structure. During the site visit, faculty discussed the Program Planning and Evaluation Committee's plans to review the evaluation tools and modify them as needed.</p>		
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**B6. USE OF EVALUATION DATA**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		<p>Since beginning independent operations, the program has discussed evaluation data at its meetings in October and November 2019 and March and May 2020, which resulted in changes including the addition of leadership competencies and self-awareness components in one course; the development of advanced courses in biostatistics and epidemiology; and the addition of practice lab experiences. These changes were based on feedback gathered from fall 2019 baseline data.</p> <p>Data collected in spring 2020 and in the future will be used to make additional improvements to the program.</p>	Click here to enter text.	
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)				

**C1. FISCAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		<p>The program has adequate financial resources to support its mission, goals, and degree offerings. During the operation of the EVMS-ODU program, each university tracked finances independently, so the program can present longitudinal budget data. The program has maintained stable revenue since 2015 of \$2.2 million to \$2.4 million per year; revenue for its first year as a freestanding program (2019) remained within this range. Site visitors verified that revenues and expenditures for</p>	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit				

		<p>2019-2020 were estimates based on the proportion of the school's total faculty FTE allocated to the program; in previous years, the combined program maintained an itemized budget.</p> <p>The program's financial stability enabled it to fund five graduate assistantships in the 2019-2020 academic year. University leaders who met with site visitors noted that they regard the program as one of the university's flagship programs, as evidenced by their commitment to fund two additional faculty lines for the 2020-2021 academic year.</p> <p>Faculty salaries are funded through line-item budgetary appropriations from the state. Requests for new faculty or staff positions are routed through the dean and provost, who prioritize requests for consideration by the Office of Administration and Finance, which prepares the university's state budget proposal.</p> <p>The program funds operational costs through the school's annual budget allocation, which is determined through the university budget process. The school also has a small amount of endowments and gift funding that can be used to support student activities. Funds are included in the school's base budget for faculty development and travel (\$14,802 for the program in 2019-2020).</p> <p>The program's budget also benefits from the school's receipt of technology fee funds for online course offerings. The university shares 10% of the technology fees with college deans, who share funds with schools, departments, and/or programs. The program also generates funding through indirect cost recovery associated with grants and contracts. Principal</p>		
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		investigators and co-principal investigators receive 10% of indirect costs recovered by the university; the school receives 12.5%. These funds totaled approximately \$9,500 in the program's budget for the most recent academic year.		
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**C2. FACULTY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		<p>The program has sufficient faculty resources to sustain its core functions and to support the fulfillment of its mission and goals. The program has eight primary instructional faculty (PIF) at 1.0 FTE each. Three are assigned to each MPH concentration (called tracks by the program), and two serve as instructors for required courses in each track. In addition, two non-PIF support the program. During the site visit, reviewers learned that the university extended two new permanent faculty lines to the program. Program leaders noted that one of these lines has been filled, with the new faculty member scheduled to begin employment a month after the site visit (in July 2020). At the time of the site visit, program leaders had offered the second position to an individual and were engaged in negotiations.</p> <p>During the program's first year of independent operations, each PIF provided general advising and career counseling to an average of six students, with minor variations in a few cases (e.g., the school chair). The program had not yet</p>	<p>Click here to enter text.</p>	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable	N/A			
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				

Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A	<p>implemented its integrative learning experience, since that occurs in the program's second year. For the integrative learning experience offered by the EVMS-ODU program, each ODU faculty member advises an average of seven students, with a minimum of one and a maximum of 17.</p> <p>The self-study suggests that students are satisfied with class sizes and availability of faculty outside of the classroom. Data from the most recent academic year indicated that 82% of students were satisfied with faculty advising, and 97% of students were satisfied with class size. Faculty attribute the somewhat lower positive ratings on the advising item to the change inherent in the split from the EVMS-ODU program to a single institution program. Qualitative data from students includes very positive feedback about faculty availability, reporting that faculty were helpful, interactive, and communicative. Students who met with site visitors uniformly praised faculty as responsive, helpful, and supportive. Students specifically mentioned faculty's responsiveness during the transition to online learning forced by COVID-19. They indicated that faculty were preemptive in communicating changes and responded to emails almost instantaneously, offering to take Zoom or phone meetings in addition to providing information by email.</p>		
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	N/A			
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)				
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)				

**C3. STAFF AND OTHER PERSONNEL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		<p>The program has sufficient staff and personnel support to fulfill the mission and goals; the school chair noted that personnel resources are a strength, as the program is better resourced, in terms of staff, than comparable programs in the college. The program has 2.5 FTE of dedicated staff support, including the accreditation director, administrative assistant, and marketing assistant. Additionally, instructional design specialists are regularly engaged in assisting faculty with online course design, though they are not represented in this FTE allocation.</p> <p>The program's staff capacity was also enhanced by the employment of five graduate assistants in the 2019-2020 academic year.</p>	<p>Click here to enter text.</p>	
Staff & other personnel resources appear sufficiently stable				

**C4. PHYSICAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		<p>The program has adequate physical resources to support faculty, staff, and students. Faculty have their own offices in the Health Sciences Building, where the program office is located. Instruction takes place in technology-equipped classrooms dedicated to the school and program. Students have access to study space in the Health Sciences Building, and graduate assistants have dedicated, shared office space and equipment. Online students who live in the</p>	<p>Click here to enter text.</p>	
Physical resources appear sufficiently stable				

		region and wish to approximate a classroom experience have the option of viewing classes remotely from one of several Higher Education Learning Centers in the Hampton Roads area, and faculty who live closer to such centers may broadcast classes from these classrooms, as well.		
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**C5. INFORMATION AND TECHNOLOGY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		Students and faculty have access to the library resources of the university and other libraries in the consortia to which the university belongs, including the Virtual Library of Virginia. Computer labs on campus are open 24 hours a day, and university-based technical assistance with hardware and applications is available.  Faculty and students interviewed during the site visit reported that the transition to 100% online learning during the COVID-19 pandemic caused little disruption due to the program's pre-existing information technology resources and longstanding delivery of the curriculum in both distance- and campus-based formats. Campus-based students expressed regret about the inability to interact face-to-face with their professors during the pandemic and said that they are looking forward to returning to campus-based instruction, but all acknowledged that the technology and other support had been seamless.  Student satisfaction surveys suggest that students are highly satisfied with the quality of library and instructional technology resources available to them. Faculty, staff, and	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable				

		students also report satisfaction with the access to and support for hardware and software needed for coursework and research.		
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**D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>Each foundational learning objective is appropriately covered in the curriculum. The program identifies one course, MPH 600: Introduction to Public Health Practice, that provides foundational public health knowledge. The syllabus lists course objectives organized with corresponding student learning objectives. Each objective is clearly worded to match the 12 defined foundational public health learning objectives as stated in this criterion. MPH 600 is a nine-week online course divided into four blocks organized around the three core functions of public health: assessment, policy development, and assurance. The syllabus also notes that the course introduces elements related to epidemiology, behavioral sciences, health administration, and environmental health.</p> <p>The didactic coverage described in the detailed course schedule links topics, learning outcomes, and assignments. Students are assessed through four quizzes and a final exam.</p> <p>Reviewers validated the syllabus' coverage of all 12 defined learning objectives, as noted in the D1 worksheet.</p>	Click here to enter text.	

D1 Worksheet

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



**D2. MPH FOUNDATIONAL COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The program provides students with instruction and assessment on the 22 foundational competencies through a series of seven required courses, including MPH 610, the introductory course referenced in Criterion D1, as well as six required courses in the following areas: social and behavioral sciences; statistics for public health; epidemiology; environment, society, and health; systems thinking and management; and research methods.</p> <p>Reviewers were able to validate didactic preparation and appropriate assessment for all foundational competencies, as noted in the D2 worksheet.</p>	Click here to enter text.	

D2 Worksheet

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

**D3. DRPH FOUNDATIONAL COMPETENCIES**

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

**D4. MPH & DRPH CONCENTRATION COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The program defines five competencies that are distinct and more advanced than any of the foundational competencies for each track. The program maps the competencies for each track to four track-specific courses.	Click here to enter text.	
Assesses all students at least once on their ability to demonstrate each concentration competency		Examples of how students demonstrate their ability to perform the defined competencies include a program analysis report and presentation, risk communication roundtables, and policy assessments. In several cases, track competencies appropriately build on foundational competencies. For example, health behavior and health promotion students receive additional didactic instruction in stakeholder mobilization and create a stakeholder engagement plan for a specific initiative in MPH 640: Health Disparities and Social Justice, building on foundational competency 13. Both tracks build on the communications skills identified in the foundational competencies with advanced training and assessment in track-specific communication skills and theoretical models, including risk communication (global environmental health students) and communications		
If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES)	N/A			

		plans informed by health literacy (health behavior and health promotion students). The D4 worksheet presents the competency statements by track and reviewers' analysis of each.		
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D4 Worksheet

<b>MPH Global Environmental Health Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Analyze environmental health problems from a global health perspective	Yes	Yes
2. Evaluate risks posed by environmental health hazards using risk assessment methods	Yes	Yes
3. Recommend approaches for preventing and addressing environmental health hazards	Yes	Yes
4. Critically assess policymaking processes related to environmental health and governance	Yes	Yes
5. Develop a plan for communicating complex, technical environmental risk information in a high stress situation	Yes	Yes

<b>MPH Health Behavior and Health Promotion Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Plan a health communication project that addresses the needs of the priority population	Yes	Yes
2. Design an evaluation plan to assess health programs	Yes	Yes
3. Analyze public health problems using a multi-level approach grounded in a social behavioral framework	Yes	Yes
4. Recommend an approach to disseminate health promotion content	Yes	Yes
5. Create a plan for engaging relevant key stakeholders	Yes	Yes

**D5. MPH APPLIED PRACTICE EXPERIENCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		<p>All MPH students complete an individual applied practice experience (APE) during the final year of enrollment. The self-study also notes that the program has intentionally placed applied experiences throughout the required curriculum: a series of practice labs in required classes present students with problem- or scenario-based activities, and these activities are intended to prepare students for the APE. The practice lab deliverables become part of each student's e-portfolio that is used to document competency achievement.</p> <p>The APE manual describes in detail how preceptors and practice sites are recruited and how students are matched with sites. Site preceptors enter into an agreement with the program that requires them to conduct an exit interview with the student. The process of defining the APE experience requires the student to work with the practicum director (a full-time faculty member with extensive practice ties) and the site preceptor to develop a list of intended outcomes and products, as well as a corresponding set of competencies.</p> <p>The APE process, as defined in the manual, will be implemented for the first time in 2021, when students completing the freestanding ODU program reach the appropriate time in their studies. However, the program can document implementation of an existing practice experience process, developed for the EVMS-ODU</p>	<p>Click here to enter text.</p>	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least 5 competencies, at least 3 of which are foundational				

		<p>program, that complies with this criterion's expectations. The ODU practicum director and faculty have been engaged in supervising experiences for students enrolled in the two ODU-based tracks of the EVMS-ODU program.</p> <p>Students have completed experiences in such venues as state and local health departments, hospitals, and other community organizations. Experiences have addressed areas such as emergency preparedness, vector-borne disease surveillance, and food safety handling practices. The program provided sample work products and documentation of competency alignment from students in each track, and all of the samples included appropriate, high-quality applied work products. For example, one student created a digital data file of tick behavior observations from paper records and prepared a written report analyzing data. Another student developed educational materials, including handouts, posters, and flyers, for a child health promotion initiative, as well as an evaluation report on the initiative's success.</p> <p>The site preceptor provides the practicum director with a written evaluation of the student's work products and contribution to the agency. The practicum director reviews students' practicum work products and evaluations from site preceptors and assigns a pass/fail grade to the student based on review of competency attainment.</p>		
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**D6. DRPH APPLIED PRACTICE EXPERIENCE**

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

**D7. MPH INTEGRATIVE LEARNING EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		<p>Students are encouraged to begin brainstorming areas of interest to shape their integrative learning experience (ILE) topics or themes in the first term as part of the required MPH 612 course. This process is carried through the second term in the required research methods course. The process continues until the final product or paper (including poster) is presented in term 5 in the form of a policy proposal, research grant proposal, program evaluation plan, research article, systematic review article, technical report, or a health education curriculum. The final product will be evaluated by faculty and community stakeholders. The ILE will also involve a capstone course in which students will work in groups to make presentations on cross-cutting topics that are common to their individual projects.</p> <p>Foundational and track competencies are clearly defined for the final product of the ILE. Students choose their own topics or themes. They are required to select at least three foundational competencies, as well as track competencies applicable to their individual projects. The course syllabus</p>	<p>Thank you for your helpful feedback. Program faculty members agree that the ILE syllabus and layout were not sufficiently clear. As a result, the syllabus and layout are currently being revised and an ILE manual with a flowchart and clear instructions is being prepared. In response to the specific question about the MPH 612 course, the high quality product activity in MPH 612 is a concept paper. The concept paper is assessed and graded in MPH 612. The concept paper is then used as a basis for the MPH 616 research methods class the following term, where students prepare a high quality written research proposal. This proposal is assessed and graded in the MPH 616 research methods course. The intention of these term 1 and term 2 assignments is to provide students with an opportunity to</p>	
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

		<p>outlines the grading scale for each required project with outcome description.</p> <p>The program has a track record of implementing and assessing similar competency-based, individual final projects during recent years of participation in the EVMS-ODU program. Evidence provided to reviewers documented appropriate projects and assessments from the faculty and students associated with the ODU tracks of the multi-partner program. Topics include the following: Measuring Tick Encounter Risk through a Course-Based Undergraduate Research Experience; EVMS Healthy Start Loving Steps: A Continuous Quality Improvement (CQI) Plan to Improve Maternal Reproductive Health Planning for Pregnant and New Moms Participating in the EVMS Healthy Start, Loving Steps Program; and The Effects of Indoor Air Quality on Asthma Exacerbation and Allergies.</p> <p>The commentary relates to the early stage of implementation of the current ILE. Because students had just begun the third term of what is intended to be a five-term process, site visitors had some difficulty following the ILE syllabus and layout. Reviewers were not yet able to validate the intended continuity from the term 1 paper through term 5 product (individual written product). With implementation, the program will benefit from clarifying the written protocols governing the sequencing, presentation and grading of the final ILE product.</p>	<p>start integrating and synthesizing concepts and competencies well before the Capstone course. The students do not have to use the concept paper and research proposal from term 1 and term 2 as the basis or topic used in Capstone for the final ILE product. But the two assignments do provide students with valuable experience that they later take into the Capstone course. Once students enter Capstone, they complete a separate, standalone ILE product that is graded in the Capstone course. Using this overall approach, the program introduces the idea of integrative learning early in the student's MPH education, with students later completing a culminating standalone ILE product in Capstone.</p>	
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**D8. DRPH INTEGRATIVE LEARNING EXPERIENCE**

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

**D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM**

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

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

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

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

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

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

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

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

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

**D14. MPH PROGRAM LENGTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		MPH students must successfully complete 43 semester credits to earn the degree. One credit equals one hour of faculty instruction and two hours of additional student work per week for 15 weeks.	<a href="#">Click here to enter text.</a>	

**D15. DRPH PROGRAM LENGTH**

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

**D16. BACHELOR'S DEGREE PROGRAM LENGTH**

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

**D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES**

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

**D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES**

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

**D19. ALL REMAINING DEGREES**

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

**D20. DISTANCE EDUCATION**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		The program offers both of its tracks in a fully distance-based format. These offerings respond to the needs of its student population, which includes many students with full-time employment, as well as individuals affiliated with the military. The program uses both synchronous and asynchronous methods; some courses are offered fully in one of these formats, and some are blended. Program	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				

Curriculum is subject to the same quality control processes as other degree programs in the university		leaders and faculty design each course to best fit the material and learner needs.		
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners		The program receives extensive support from the university's Center for Distance Learning. This includes in-depth instructional design support, as well as technical support. Faculty who met with site visitors praised this programming and support. Nearly all faculty have engaged in the center's workshops and learning opportunities within the last two years. Faculty also praised the one-on-one services of the instructional designers, who combine knowledge of the Blackboard platform with expertise in assessment, course design, and communication. Ample technical support is also available through the university for hardware and software issues.		
Provides necessary administrative, information technology & student/faculty support services				
Ongoing effort to evaluate academic effectiveness & make program improvements				
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification		<p>Site visitors met with students who are completing the program or will soon complete the program in a fully distance-based format. They were grateful for the program's offerings and praised them as high quality. They noted that the various course designs and styles were all effective. One student specifically praised the layout and organization of an asynchronous course she completed; she noted that she had been skeptical of completing such a course, but she found the course well-organized and engaging, due to the structure and design of assignments and to the faculty member's availability and prompt provision of feedback.</p> <p>The program engages in the same quality control mechanisms across both its on-campus and distance based delivery; the program's evaluation manual ensures that faculty and staff regularly capture and review data on</p>		

		<p>student satisfaction, student outcomes, and other indicators.</p> <p>The program provides secure and unique logins for each student and has a range of tools for verifying student identity.</p>		
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**E1. FACULTY ALIGNMENT WITH DEGREES OFFERED**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Faculty teach &amp; supervise students in areas of knowledge with which they are thoroughly familiar &amp; qualified by the totality of their education &amp; experience</p> <p>Faculty education &amp; experience is appropriate for the degree level (eg, bachelor's, master's) &amp; nature of program (eg, research, practice)</p>		<p>Of the program's full complement of eight primary faculty members, all hold either a PhD or an MD degree (or the equivalent, e.g., MBBS). Three have master's degrees from CEPH-accredited units, and three have public health master's and/or doctoral degrees from universities outside the United States. Other PIF hold the appropriate master's and/or doctoral degrees in their fields of instruction, such as social work and biostatistics.</p> <p>The two non-PIF who provide regular instruction have terminal degrees in their fields (i.e., JD, PhD), and one has an MPH from the EVMS-ODU program.</p> <p>There are four tenured and three tenure-track PIF. Two of the PIF are full professors, four are associate professors, and one is at the assistant professor rank.</p> <p>PIF and non-PIF education and expertise are appropriate for the nature of employment and program requirements. Faculty members in the global environmental health track have training in environmental health, environmental</p>	<p>Click here to enter text.</p>	

		science, and/or occupational health. Health behavior and health promotion faculty have diverse expertise: social and behavioral sciences, general public health, and epidemiology.		
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**E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		<p>The primary faculty all have significant prior experience as clinicians and scientists working in health care settings, health departments, and other governmental agencies both national and international. For example, the school chair has served as a medical epidemiologist at NIOSH and WHO.</p> <p>The program involves practitioners with extensive experience in health planning and public health law as adjunct faculty. Faculty make frequent use of guest lectures from practitioner colleagues in federal, state, and local agencies. Practitioners also serve on the Program Steering Committee and provide input into areas of the curriculum that can be strengthened to improve graduates' readiness for the public health workforce.</p> <p>Faculty maintain ongoing practice links with the Virginia Department of Health, the local health departments in the region, the US Navy, the Greater Hampton Roads Population Health Summit Planning Team, and elected officials seeking guidance on environmental public health legislation.</p>	<p><a href="#">Click here to enter text.</a></p>	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

**E3. FACULTY INSTRUCTIONAL EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>The program encourages faculty to participate in ODU's institutional process for development, evaluation, research, scholarship, and support activities to stay current. ODU's Center for Learning and Teaching offers both online and face-to-face teaching improvement support in areas such as course design, use of technology, and high impact practices; resources are available year round to both PIF and non-PIF. The college and school provide orientation to new faculty and mentorship to all faculty. PIF receive professional development and professional travel funds, and they can apply for external research grants to ensure currency. Such activities include ODU research grant awards to three faculty PIF totaling \$17,950, over \$50,000 in external research grants to two other PIF, and several domestic and international conference presentations on various topics to groups such as the American Public Health Association, Canadian Nutrition Society, and Turkish Thoracic Society. Such activities are documented on faculty CVs and assessed during annual faculty evaluation.</p> <p>Faculty instructional effectiveness is assessed using formal and informal tools. The school's Promotion and Tenure Committee formally reviews annual faculty evaluations and teaching or course evaluations. Informal methods include peer review of syllabi and curricula by the MPH Curriculum Committee, use of grading rubrics, anonymous student opinion surveys, and the chair's</p>	<p><a href="#">Click here to enter text.</a></p>	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				

		<p>annual faculty evaluation meetings with individual faculty. Teaching or course evaluations are used for course improvement and for promotion and tenure decisions. Teaching evaluations are part of the criteria in future hiring decisions of non-PIF. Guidelines from the ODU faculty handbook indicate that performance in teaching, research, and service are included in promotion decisions.</p> <p>Indicator data reported in the self-study document demonstrate consistent use of the Curriculum Committee as a mechanism to review course syllabi to ensure currency; much of the curriculum has been revised in the last three years to ensure compliance with revised accreditation criteria and to prepare for independent operation outside of the multi-partner structure. Data indicate a steady increase in the number of faculty using grading rubrics for their courses.</p>		
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**E4. FACULTY SCHOLARSHIP**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>ODU requires its departments and schools to outline clear guidelines for evaluating faculty research and scholarly activity. The school's guidelines focus on publications, presentations, grants and contracts, instructional/educational research, awards, and applied scholarly activity. Emphasis is placed on quality rather than quantity in addition to the ranking and discipline of the faculty member under consideration. Site visitors confirmed that the MPH program is guided by these policies and is</p>	<p><a href="#">Click here to enter text.</a></p>	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				



Faculty integrate their own experiences with scholarly activities into instructional activities		committed to maintaining a sound research and scholarly agenda to ensure academic excellence of both faculty and students.		
Students have opportunities for involvement in faculty research & scholarly activities		<p>In addition to outlined policies, ODU has made available support services through the Office of Research, Institutional Review Board (plus college-level IRB committees), ODU Center for Global Health, intramural funding, research methods training and opportunities, and research seminars and presentations to facilitate research and scholarly activities. These services are available to PIF, non-PIF, and students. In addition, MPH students have been invited to participate in public health research seminars and conferences such as the Virginia Public Health Association annual conference, ODU College of Health Sciences Research Day, and the ODU Graduate Research Achievement Day.</p> <p>The self-study provides several examples of how program faculty are actively engaged in research and how they apply their research activities in their teaching. One PIF uses his research expertise in chemical toxicity and exposure in the environmental risk assessment and decision analysis courses. The grant writing for public health practice course is taught by a faculty member with vast experience in grant writing who has secured substantial funding in recent years. Faculty teaching biostatistics, research methods, and epidemiology courses have consistent research and publication records and use their own articles and/or data in their classes.</p> <p>There is a clear record of MPH students' involvement in faculty research activities. Student participatory activities include literature search, data collection and</p>		

		<p>management, evaluation, and report writing. Students have submitted presentation abstracts and papers as part of this partnership. Based on self-reported data, 14 students reported submitting an abstract, poster, or article during the past year.</p> <p>The program presented data on its outcome measures for research activities, publications, and presentations over the past three years. All PIF have participated in research activities in each of the last three years, and the program has exceeded its annual targets for an average of one article per PIF published in peer-reviewed journals and one presentation per PIF at a professional meeting. In the latter category, actual performance has been twice the target level in each of the last three years.</p>		
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**E5. FACULTY EXTRAMURAL SERVICE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		Program faculty are expected to provide service to the community and profession; service is a component of the annual faculty evaluations.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		<p>The program supports faculty service by providing funding for participation at local, state, and national service-related meetings and activities.</p> <p>The self-study cites several examples of faculty service that are integrated into instruction, including experience in the regional (Hampton Roads) community health assessment and planning initiative, which provides</p>		

		<p>population health data available to students for course projects, advising the International Association of Firefighters on hazardous materials handling, and assisting local health departments in program evaluation. Hazardous materials handling is addressed in various environmental health track courses.</p> <p>Students become involved in faculty service through the examples described above and through the program's support for a very active local Medical Reserve Corps unit, in which students are encouraged to enlist as volunteer members.</p> <p>The program has chosen three service indicators and set targets for each: primary faculty participating in service activities, faculty-student service-learning opportunities, and community-based service projects. The program has exceeded its targets for these indicators in each of the last three years.</p>		
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**F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program engages with external stakeholders primarily through the Community Steering Committee. The Community Steering Committee includes alumni, program faculty, and community practitioners, in addition to external leaders in the community. The Community Steering Committee meets at minimum twice per year and members serve a two-year term with the option for renewal. This committee is responsible for identifying	<a href="#">Click here to enter text.</a>	
Ensures that constituents provide regular feedback on all of these:				

<ul style="list-style-type: none"> <li>• student outcomes</li> <li>• curriculum</li> <li>• overall planning processes</li> <li>• self-study process</li> </ul>		<p>priorities and areas of need within the community and assisting in addressing them, building the MPH program by increasing program visibility and credibility, and for contributing to the evaluation of the school and MPH program. Since the ODU program began operating independently, the Community Steering Committee has met four times, in August and October 2019 and in February and May 2020. In addition to the meetings, committee members completed a survey addressing program strengths and areas of growth, workforce needs, and related matters.</p>		
<p>Defines methods designed to provide useful information &amp; regularly examines methods</p>		<p>Community Steering Committee meetings and the survey have provided direct and indirect feedback on the curriculum and its relevance to practice needs. The program also uses feedback from practicum preceptor evaluations and alumni evaluations to inform its curricular evaluation and planning. Committee discussions and survey results have suggested opportunities to strengthen training in leadership and communication skills, in particular. Committee members have also discussed the potential for adding an MPH track in occupational and/or industrial hygiene, based on local workforce needs, particularly in the local military workforce.</p>		
<p>Regularly reviews findings from constituent feedback</p>		<p>The program discussed substantive areas of the self-study document during committee meetings and solicited written feedback on key areas. Meetings and the survey have also invited comments on the program's guiding statements and evaluation processes. In addition to the Community Steering Committee, faculty have gathered information on area practice and research needs through faculty and staff contacts with other MPH programs in</p>		

		<p>Virginia and through faculty members' community engagements.</p> <p>The Community Steering Committee has been the primary source of information on graduates' workforce preparation. Focused discussion on this topic has been an agenda item at meetings, and the program plans to continue to explore this area as graduates enter the workforce from the ODU program's independent operation, rather than as graduates of the multi-partner program.</p> <p>Reviewers validated through minutes and documentation that constituent engagement related to curriculum, planning, and student outcomes occurs.</p> <p>Community Steering Committee members met with site visitors and expressed enthusiasm for their involvement. They recounted robust discussions and praised program leaders for their transparency in the provision of data to inform committee meetings. Several were employers of graduates and/or supervisors of student practice experiences; they praised graduates' preparation and expressed enthusiasm for the program's potential growth in the next few years.</p>		
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**F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		<p>Students' introduction to community and professional service occurs through coursework and through program distribution of notices highlighting potential extracurricular events. Students are informed about community engagement, professional development, and service activities via email and various announcements. Students who met with site visitors indicated that they often receive daily announcements of potential opportunities for engagement in community and professional service.</p>	<p><a href="#">Click here to enter text.</a></p>	
<p>Opportunities expose students to contexts in which public health work is performed outside of an academic setting &amp;/or the importance of learning &amp; contributing to professional advancement of the field</p>		<p>The self-study provides examples of community service activities in which MPH students have participated within the last three years. In 2019 and 2020, students have been highly engaged in the Norfolk Medical Reserve Corps. One student who met with site visitors had recently completed the Medical Reserve Corps' training to perform contact tracing and expected to soon begin that work on a volunteer basis. In the last three years, while operating in the multi-partner program, students have created events for National Public Health Week and engaged in fundraising and/or public events for Hope House, the American Heart Association, and Habitat for Humanity.</p> <p>Since the program began freestanding operations in fall 2019, the Public Health Student Association has taken an extremely active role in community engagement with a few chosen key partners. Site visitors met with student</p>		

		<p>association leaders and members. The Public Health Student Association has focused its regular engagement with a local food bank and a local nursing home. Student members also have volunteered at a Habitat for Humanity event.</p> <p>Public Health Student Association leaders and members who met with site visitors said that they were proudest of their role in organizing a series of Public Health Talks webinars, which have been widely attended by students, faculty, and community partners. Students have organized and convened the webinars, including a recent webinar with three epidemiologists (one program faculty member and two external epidemiologist practitioners) discussing COVID-19. Another recent webinar featured the university's vice president of public affairs discussing how to present public information when it is constantly shifting. Students were very proud of their work pulling together this series, particularly when they had to shift to coordinating the planning from a distance when campus learning was discontinued.</p>		
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**F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a professional community or communities of interest & the rationale for this choice		The program seeks to provide professional development opportunities to community partners, local and state health departments, and other public health organizations	Click here to enter text.	

Periodically assesses the professional development needs of individuals in priority community or communities		<p>in the Hampton Roads Area, which comprises six cities. The rationale behind this choice is to address myriad issues contributing to the drop in Virginia’s overall health ranking and emerging challenges particularly relevant to the program’s local (coastal) setting, such as climate change.</p> <p>The program uses the Community Steering Committee as a primary mechanism for assessing professional development needs. The program facilitates structured Community Steering Committee discussion of emerging workforce needs twice per year, with additional discussion occurring as needed. The program also uses input from community practice preceptor evaluations of students to better understand knowledge and skills that are important to the workforce.</p> <p>The initial Community Steering Committee survey highlighted priority areas for training, including the following: leadership, communication/public messaging, and cultural sensitivity. Discussion during one of the committee’s meetings highlighted training needs in sea level rise and disaster response.</p>		
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**F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		The program delivers formal, scheduled professional development activities at a minimum of three times per year. Program faculty choose topics based on formal and informal feedback from community agencies, public health practitioners, faculty, and students. The self-study	Click here to enter text.	



		<p>notes that program faculty regularly receive direct requests from community partners to provide on-demand training for their colleagues and employees.</p> <p>The self-study provides one example of a workforce development activity delivered in response to community needs during the current academic year. This event arose from the program’s close engagement, across both faculty and staff, with the state’s Medical Reserve Corps. Corps representatives asked program faculty to provide training to corps leaders on risk communication for emerging health threats, and faculty created and delivered a session at the Norfolk Department of Health that was attended by practitioners representing several Medical Reserve Corps units.</p> <p>The self-study also provides examples of a number of activities conducted by ODU faculty in response to identified needs during 2017 through 2019 while faculty operated under the auspices of the collaborative program with EVMS. Faculty delivered a webinar on heat stress, aligning with the expressed need for climate-specific programming, that was well attended by employees of the state and local health departments.</p>		
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**G1. DIVERSITY & CULTURAL COMPETENCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		Commitment to underrepresented populations is key to the program. The program’s identified priority groups are	<a href="#">Click here to enter text.</a>	

Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals		first-generation college, socioeconomically disadvantaged, traditionally underrepresented minorities, and military personnel and their families. The program shares its definition with the university as a whole.		
Learning environment prepares students with broad competencies regarding diversity & cultural competence		Faculty, students, and stakeholders have access to university-level success strategies training to ensure an inclusive environment for these populations. The program follows ODU's guidelines on diversity, inclusion, harassment, and discrimination in the hiring process of faculty and staff.		
Identifies strategies and actions that create and maintain a culturally competent environment		The program's values directly focus on the areas of equity, inclusiveness, and diversity. The program's specific goals to address this focus include the following:		
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)		<ul style="list-style-type: none"> <li>a) attract a diverse student body and faculty from local, regional and international communities;</li> <li>b) support and maintain the diversity among student and faculty; and</li> <li>c) ensure that priority populations are included.</li> </ul>		
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)		To achieve the stated goals, the program seeks to reflect the local and regional communities' population diversity. Strategies used in student recruitment efforts are Google and Facebook advertising and ODU-sponsored WebEx informational and other recruitment sessions. The university participates in a consortium effort to assist Hampton Roads-area students from diverse backgrounds and personal experiences in preparing for university study and securing financial aid.		
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies		Faculty recruitment strategies follow ODU guidelines, which include special training for search committees and		
Perceptions of climate regarding diversity & cultural competence are positive				

		<p>outreach fostered by the university's Office of Institutional Equity and Diversity. Faculty regularly discuss diversity and cultural competence at faculty meetings and retreats.</p> <p>The self-study highlights strategies specific to the military population, including scheduling classes from 7-10 p.m. to allow for full-time work, development of practice site partners that are useful to military personnel, and hiring and retaining faculty with military backgrounds or extensive experience with military populations.</p> <p>The self-study reports that 40% of current program faculty and 50% of staff are non-white. Student self-report data indicate that 63% of responding current students identify as non-white (43% Black or African American, 3% Hispanic or Latino, and 17% Asian).</p> <p>Plans adopted to ensure the maintenance of a culturally competent environment include curriculum review by the MPH Curriculum Committee for cultural competence and participation in community engagement activities that relate to priority populations. Documentation indicates that the majority of faculty create a culturally competent learning environment for students through assignments, syllabi, scholarship, and community engagement. Interactions with diverse community organizations such as the Norfolk Naval Shipyard, Navy Medical Center, Medical Reserve Corps, emergency response officers, federal government officials, program alumni, and student practicum projects improve cultural competency.</p> <p>Results from the 2019 faculty perception survey indicated that seven out of the nine PIF engaged in community activities involving diverse populations. The program has</p>		
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		<p>outlined strategies to ensure the maintenance of a culturally competent environment (e.g., increase community engagement activities, expand diverse student recruitment, highlight diversity in the curriculum). Student data from the most recent academic year reflect that 96% of students agreed or strongly agreed that the program is diverse and culturally competent. Seventy-five percent of students indicated that their knowledge was influenced or changed by becoming aware of the perspectives of individuals from different backgrounds.</p> <p>The program provided examples of several interactions with agencies and communities that build students' cultural competence such as the food drive for area food banks, health education at nursing homes, and participation in Military Appreciation Day events. Adjunct faculty in the program use their networks to recruit new students. Scholarship opportunities for minorities and first-generation students have helped to increase the diversity of the student population.</p> <p>The program has a diverse student and faculty population in line with its stated goals. The student population is 43% African American, 39% white, and 10% Asian. The faculty complement is 43% white, 43% African American, and 14% multicultural. Fifty-eight percent of program faculty are female. Faculty have exceeded university and national numbers in terms of diversity, and one faculty member has received three diversity awards (at the university, within the local community, and nationally).</p> <p>The program is in the early stages of gathering data on students' perceptions of the climate related to diversity and cultural competence. Initial data from the spring 2020</p>		
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		End of Year 1 survey revealed that 97% of students view the MPH program as diverse and culturally competent. Results from the 2019 faculty perception survey support this finding. Ninety percent of faculty reported that the MPH program emphasizes diversity and promotes a culturally competent environment.		
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**H1. ACADEMIC ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		<p>Faculty members serve as academic advisors and are trained on how to sequence courses in the program's tracks. Students are assigned to a faculty advisor and must meet with their advisor at least once per semester to discuss student progress, course scheduling, and options for the APE. Advisors can recommend tutoring or study groups for struggling students or refer students to the university's Student Success Center for help.</p> <p>All incoming students are required to attend an in-person or remote orientation to the program. Students and alumni interviewed during the site visit expressed their satisfaction with their access to faculty and the frequent interactions they enjoyed.</p> <p>A significant percentage of students expressed dissatisfaction with advising during the joint EVMS-ODU program's operations in 2018 (19% generally or very dissatisfied); this improved markedly in 2019 when no students expressed any level of dissatisfaction with advising. Results from the spring 2020 student survey</p>	<p><a href="#">Click here to enter text.</a></p>	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

		suggest that student satisfaction with advising remains high. The self-study provides several open-ended student comments from the surveys that showcase positive reviews as well as opportunities for improvement.		
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**H2. CAREER ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		MPH faculty are the primary career advisors; each student is assigned an advisor who has experience relevant to the student's area of career interest. Students and alumni also have access to the university's Career Development Services for such assistance as alumni and employer panels for networking.	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni		MPH faculty are oriented to their roles during onboarding and may be paired with a more senior faculty member for mentoring in this advising role. The university's Career Development Services employs professional staff as career advisors and assigns each college an adviser who specializes in that college's programs.  The self-study presents examples of how faculty have provided career advising to a student seeking to gain relevant experience during deployment with the Navy, to a student preparing to re-enter the workforce after raising children, and to a student transitioning to active duty in the military. Faculty share employment opportunities with alumni via email and through the program's LinkedIn and Facebook pages and have successfully placed several alumni in job openings with a local health insurer.		

		The self-study presents student satisfaction data for 2018 through spring 2020. The 2018 results from the EVMS-ODU program indicate that more students were generally or very dissatisfied with job hunting/assistantships (31%) than they were very or generally satisfied (20%). Likewise, more students were generally or very dissatisfied with interview skills (34%) than were very or generally satisfied (23%) in 2018. Student satisfaction with career advising improved across the board in 2019. Results from the spring 2020 student survey demonstrate sustained improvements in student satisfaction with career advising.		
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### H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		<p>Site visitors verified that complaint policies and procedures are in place and are communicated to students via the graduate catalog and faculty handbook.</p> <p>Students are encouraged to communicate their concerns to program faculty and the program director. The university's Student Outreach and Support Office is dedicated to assisting students in handling complaints that cannot be resolved informally at the program level.</p> <p>The program has not received any student complaints or grievances in the last three years.</p>	<a href="#">Click here to enter text.</a>	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				

All complaints are processed & documented				
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**H4. STUDENT RECRUITMENT & ADMISSIONS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		<p>The program recruits students at on-campus events, public health professional association meetings, and graduate school fairs at other universities.</p> <p>Applicants must have earned a bachelor's degree with at least a 3.0 GPA from an accredited institution, submit two letters of recommendation, and write a statement of interest to be considered for admission. The Admissions Committee reviews applications and makes recommendations regarding acceptance.</p>	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		<p>The program has selected enrollment of priority underrepresented students as its measure of success in enrolling a qualified student body. It defines priority underrepresented students as those from traditionally underrepresented minorities, first-generation students, socioeconomically disadvantaged students, military personnel, veterans, and their families. It has exceeded its target of 60% enrollment from underrepresented groups in each of the last three years.</p>		



**H5. PUBLICATION OF EDUCATIONAL OFFERINGS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		Site visitors verified that catalogs and bulletins are publicly available via the web and accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements. The program's homepage is attractively presented with links to detailed information about admissions, public health careers, courses, costs, and financial aid. The program's website reflects current academic policies and curricular requirements.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

**Council on Education for Public Health Site Visit Agenda  
Old Dominion University Public Health Program**

**Sunday, May 31, 2020**

5:00 pm EDT <b>Site Visit Team Executive Session 1</b>
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**Monday, June 1, 2020**

8:45 am EDT <b>Site Visit Team Executive Session 2</b>
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9:15 am EDT / 8:15 am CDT / 7:15 am MDT / 6:15 am PDT <b>Program Evaluation</b>	
Participants	Topics on which participants are prepared to answer team questions
Dr. Akpinar, Dr. Durgampudi, Mrs. Ewers, MPH	<i>Guiding statements – process of development and review?</i>
Dr. Akpinar, Dr. Durgampudi, Mrs. Ewers, MPH, Mrs. Kirland, Dr. Galadima	<i>Evaluation processes – how does program collect and use input/data?</i>
Dr. Akpinar, Dr. Durgampudi, Mrs. Ewers, MPH	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i>
Dr. Akpinar, Dr. Durgampudi, Mrs. Ewers, MPH	<i>Budget – who develops and makes decisions?</i>
<b>Total participants: 5</b>	

10:15 am EDT <b>Break</b>
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10:30 am EDT / 9:30 am CDT / 7:30 am MDT / 7:30 am PDT	
<b>Curriculum 1</b>	
<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Dr. Durgampudi, Dr. Becker, Dr. Galadima, Dr. Al- Taiar	<i>Foundational knowledge</i>
	<i>Foundational competencies – didactic coverage and assessment</i>
Dr. Durgampudi, Dr. Becker, Dr. Blando, Dr. Anderson, Dr. Szklo-Coxe, Dr. Al- Taiar, Dr. Palmer, Dr. Ewers	<i>Concentration competencies – development, didactic coverage, and assessment</i>
<b>Total participants: 9</b>	

11:45 am EDT  
**Break**

12:30 pm EDT / 11:30 am CDT / 10:30 am MDT / 9:30 am PDT	
<b>Students</b>	
<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
<b>a. Global Environmental Health Concentration:</b> Emily Varvil Hira Nadeem Hector Crespo Cervantes Priyanka Patel Alexis Detki Tashique Thomas Williams Jeanette Foxx Heather Bernich <b>b. Health Behavior and Health Promotion Concentration:</b> Olivia Flick	<i>Student engagement in program operations</i> <i>Curriculum</i> <i>Resources (physical, faculty/staff, IT)</i> <i>Involvement in scholarship and service</i> <i>Academic and career advising</i> <i>Diversity and cultural competence</i> <i>Complaint procedures</i>
<b>Total participants: 9</b>	

1:30 pm EDT  
**Break**

1:45 pm EDT / 12:45 pm CDT / 11:45 am MDT / 10:45 am PDT  
**Curriculum 2**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Dr. Durgampudi, Dr. Kekeh, Dr. Becker	<i>Applied practice experiences</i>
Dr. Durgampudi, Dr. Galadima, <i>Dr. Al-Taiar</i>	<i>Integrative learning experiences</i>
Dr. Akpinar, Dr. Durgampudi, Dr. Galadima, Dr. Blando, Dr. Szklo-Coxe, Dr. Anderson, Dr. Palmer, Dr. Becker, Dr. Ewers	<i>Distance education</i>
<b>Total participants: 11</b>	

2:45 pm EDT  
**Break**

3:00 pm EDT / 2:00 pm CDT / 1:00 pm MDT / 12:00 pm PDT  
**Instructional Effectiveness**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
Dr. Durgampudi, Dr. Galadima, Dr. Becker, Dr. Blando, Dr. Szklo-Coxe, Dr. Anderson, Dr. Palmer, Dr. Kekeh, Dr. Al- Taiar, Dr. Akpinar	<i>Currency in areas of instruction &amp; pedagogical methods</i>
	<i>Scholarship and integration in instruction</i>
	<i>Extramural service and integration in instruction</i>
	<i>Integration of practice perspectives</i>
	<i>Professional development of community</i>
<b>Total participants: 10</b>	

4:00 pm EDT  
**Break**

4:15 pm EDT / 3:15 pm CDT / 2:15 pm MDT / 1:15 pm PDT	
<b>Stakeholder/ Alumni Feedback/Input</b>	
<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
<p><b>Paul Brummond</b>, Chief Operating Officer, Norfolk &amp; Virginia Beach Departments of Public Health</p> <p><b>Maureen Boshier</b>, Retired Public Health Nurse</p> <p><b>Carter Ficklen</b>, Program Manager, Mission Technologies, Inc., NASA Langley Research Center</p> <p><b>Deb Anderson</b>, (retired) Senior Planner, Sentara Healthcare</p> <p><b>Heidi Kulberg</b>, Physician, Meridian Psychotherapy; previous Director of the Virginia Beach Department of Public Health</p> <p><b>Nancy Welch</b>, Physician, Director of Chesapeake Health Department</p> <p><b>Ipek Taffe</b>, Executive and Leadership Coach, Conscient Strategies</p> <p><i>Alumni:</i></p> <p><b>a. Health Promotion and Health Education</b> (joint EVMS/ODU MPH track)</p> <p>Brianna Monk</p> <p>Emily McCague</p> <p>Marissa Gubler</p> <p>Moira Kraemer (Andersen)</p> <p><b>b. Global Environmental Health</b> (joint EVMS/ODU MPH track)</p> <p>Christine Ortiz-Gumina</p>	<i>Involvement in program evaluation &amp; assessment</i>
	<i>Perceptions of current students &amp; program graduates</i>
	<i>Perceptions of curricular effectiveness</i>
	<i>Applied practice experiences</i>
	<i>Integration of practice perspectives</i>
	<i>Program delivery of professional development opportunities</i>
<b>Total participants: 12</b>	

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

5:45 pm EDT  
**Adjourn**

**Tuesday, June 2, 2020**

8:30 am EDT <b>University Leaders</b>	
Participants	Topics on which participants are prepared to answer team questions
Provost Dr. Agho	<i>Program's position within larger institution</i>
Dean Dr. Van Lunen	<i>Provision of program-level resources</i>
Provost Dr. Agho and Dr. Van Lunen	<i>Institutional priorities</i>
<b>Total participants: 2</b>	

9:00 am EDT  
**Break**

9:15 am EDT  
**Site Visit Team Executive Session 4**

1:00 pm EDT / 12:00 pm CDT / 11:00 am MDT / 10:00 am PDT  
**Exit Briefing**