

REVIEW FOR ACCREDITATION
OF THE
COLLEGE OF PUBLIC HEALTH AND HUMAN SCIENCES
AT
OREGON STATE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the College of Public Health and Human Sciences at Oregon State University (OSU). The report assesses the college's compliance with the *Accreditation Criteria for Schools of Public Health, amended June 2011*. This accreditation review included the conduct of a self-study process by school constituents, the preparation of a document describing the school and its features in relation to the criteria for accreditation, and a visit in November 2013 by a team of external peer reviewers. During the visit, the team had an opportunity to interview college and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the college and verify the self-study document.

Founded in 1868, OSU's main campus is located in Corvallis, Oregon, in the southern Willamette Valley. OSU also has 15 Agricultural Experiment Stations, 35 county Extension offices, the Hatfield Marine Sciences Center and the OSU-Cascades campus in Bend, Oregon. The student body totals more than 25,000 and includes representatives from all 50 states and more than 100 countries. The university offers more than 200 undergraduate degrees and more than 80 graduate programs, including at least 20 degrees offered fully online.

Since 1996, OSU has been part of the CEPH-accredited Oregon MPH Program, a collaborative program between OSU, Portland State University and the Oregon Health and Science University. In July 2014, following the current accreditation review, OSU will transition out of the collaborative program and operate as an accredited, single-unit college of public health. The two remaining partners of the collaborative program will continue together.

OSU's College of Public Health and Human Sciences offers degrees in public health, nutrition, exercise sciences and human development and family sciences. The college began building its infrastructure in 2007 and contains two schools (similar to departments in other settings) and three centers. The college has experienced significant growth in the degrees it offers and the resources it has to work with in recent years. Continued growth is expected in the near future.

Characteristics of a School of Public Health

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

- a. The school shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education.
- b. The school and its faculty shall have the same rights, privileges and status as other professional schools that are components of its parent institution.
- c. The school shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research, and service. Using an ecological perspective, the school of public health should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem-solving, and fosters the development of professional public health concepts and values.
- d. The school of public health shall maintain an organizational culture that embraces the vision, goals and values common to public health. The school shall maintain this organizational culture through leadership, institutional rewards, and dedication of resources in order to infuse public health values and goals into all aspects of the school's activities.
- e. The school shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. As a minimum, the school shall offer the Master of Public Health (MPH) degree in each of the five areas of knowledge basic to public health and a doctoral degree in at least three of the five specified areas of public health knowledge.
- f. The school shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.

These characteristics are evident in the OSU College of Public Health and Human Sciences. The college is located in a regionally accredited institution, and the college and its faculty enjoy the same rights, privileges and statuses as other professional colleges at the university. The college is organized into two schools, with programs housed within the schools. The programs align with core public health knowledge areas as well as allied health fields such as nutrition and exercise science. Faculty and students, however, collaborate across areas of study to address public health issues. The college's strong links with the practice community, including the use of Extension faculty members with significant public health experience outside of academia, contribute to the college's emphasis on community engagement in problem solving.

The college's organizational culture emphasizes public health values and goals. Faculty members' and students' research and service work and the work done in the college's three centers provide evidence of the college's commitment to practice applicability.

The college offers the Master of Public Health degree in the five core areas of public health knowledge, PhD degrees in environmental and occupational health and safety, health policy and health promotion and health behavior and BS degrees in health management and policy and health promotion and health behavior. In addition to public health degrees, the college also offers BS, MS and PhD degrees in exercise and sport science, nutrition and human development and family studies.

1.0 THE SCHOOL OF PUBLIC HEALTH.

1.1 Mission.

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

This criterion is met. The college has a clearly formulated and publicly stated mission with supporting goals, objectives and values. Groups of faculty, staff and students provided input during the development of the mission. Values were developed during the college's Leadership Development Program and over a two-week period during which faculty, staff and students provided feedback. Faculty and staff discussed goals and objectives at a two-day retreat, and the administrative team approved the goals and objectives at a subsequent two-and-a-half-day retreat. The college's mission is as follows:

Inspired by our mission as a leading land grant university, we create synergy in teaching, research, and outreach to develop the next generation of globally minded public health and human sciences professionals. Through interdisciplinary research and innovative curricula, we advance knowledge, policies, and practices that improve population health in communities across Oregon and beyond.

The self-study articulates five goals related to instruction, research, service, human resources and infrastructure by which the college intends to attain its mission. The self-study links between three and seven objectives—with specific indicators—to each goal. The college developed the goals and objectives to be consistent with those of the university's strategic plan.

The college shares the values of the university, which include accountability, diversity, respect, responsibility and truth. In addition, the college also identifies dedication to health care and compassion, innovation, continuous improvement and cooperation and collaboration as part of its values. These additional values address important aspects of public health and emphasize the contributions that the college brings to the university as a whole. The mission, goals and values are prominently displayed in the lobby of the college's administrative building.

The mission, values and goals were disseminated to the college community and stakeholders through the college's website, newsletters and other college publications during their development. The mission, goals, objectives and values are available to the public on the college's website. The self-study indicates

that college leaders plan to perform a comprehensive review of the mission, values and goals in 2014-2015 and that periodic review will be based on input from internal and external stakeholders.

1.2 Evaluation and Planning.

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

This criterion is met. The college has developed and uses data information systems, with timetables for data collection and training of faculty to use the systems. The college collects data quarterly and evaluate the data annually.

College administrators use data from several sources including annual reviews of faculty, staff and administrators; competency reporting by faculty of student preparation; internship preceptor surveys; student exit surveys; alumni surveys; employers' assessments; and Community Advisory Council feedback. The college administers surveys periodically (ranging from quarterly to annually) depending on the survey. The self-study shows that most targets are being met. For new indicators without data, the college notes what information will be collected and when.

The college's evaluation and planning process is initiated by the leadership team, and faculty members are selected by the leadership team to participate. College leaders, individuals, standing committees and ad hoc groups share responsibility for tracking and maintaining progress toward the college's objectives. These individuals and groups include the dean, three associate deans, co-directors of each school and the accreditation and assessment manager.

College planning occurs at a summer retreat during which the administrative team and representative faculty and staff monitor, report and evaluate data and progress made toward achieving the mission, goals and objectives. In the fall, the administrative team presents the results of the summer retreat and plans for the following year to faculty and staff. This meeting provides an opportunity for input and discussion.

The college prepared a self-study through a process that was inclusive of many faculty, staff, students and external stakeholders. The minutes of the Steering Committee meetings identify specific steps that the groups took in the process. Preparation of the self-study and initiation of meetings began in August 2011, at which time the college administrators gave the Steering Committee its charge and the committee established a schedule of regular meetings. The committee organized subcommittees and identified co-chairs and members for the subcommittees. During the site visit, it was evident that faculty and students

were actively engaged in the development of the self-study and that the college actively sought and received input from alumni and professionals in the region.

While the site team found the evaluation and planning process to be basically sound, concern was nonetheless expressed related to the college's early stage of development of its evaluation and planning processes. The college began monitoring many of its objectives in 2011, and while the data are still minimal, this is to be expected based on fact that OSU is in the process of transitioning out of the collaborative program during the summer of 2014, and will operate as an accredited, single-unit college of public health. The collection of data on the school's performance against all of its objectives is certain to improve after the transition.

1.3 Institutional Environment.

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

This criterion is met. OSU is accredited by the Northwest Commission on Colleges and Universities through 2018. The university also responds to 13 specialized accreditors for professions such as teacher education, range management, engineering, veterinary medicine, forestry, business and dietetics.

OSU is organized into 11 colleges, which are grouped into four divisions: health sciences, business and engineering, earth systems science and arts and sciences. These divisions align with the university's "signature areas of distinction." The College of Public Health and Human Sciences is grouped with pharmacy and veterinary medicine in the Division of Health Sciences.

The college has the same level of independence and status as other professional colleges on campus. The dean reports directly to and works at the pleasure of the provost. The dean has administrative, academic, research, outreach and budgetary oversight of the college.

OSU is one of seven public higher education institutions in Oregon governed through the Oregon University System. The chancellor is responsible for carrying out the Oregon State Board of Higher Education's statewide goals and initiatives and implementing legislatively identified and required fiduciary compliance procedures, the governor's policies and all directives related to higher education.

Within the college, the dean has primary responsibility for fiscal planning and management. She works closely with the manager of the Health Sciences Business Center and other college leaders to 1) forecast the OSU and college budgets, 2) align the budget with the college's strategic plan and 3) distribute the budget to the two schools and programs within the college. The dean has complete autonomy and authority to allocate the college's education and general fund budget, which supports day-to-day operations. These funds make up the majority of college funds and include revenue from tuition and fees,

state appropriations, indirect cost recovery and other university allocations. The dean has the authority to establish and fill new positions in the college, such as named endowed chairs, directors, professors and scholars and fund them with available development funds and resources.

Each school within the college is responsible for faculty appointments, promotion and retention. The dean retains the authority for hiring faculty appointed to a unit in the college. Curriculum committees established in each school and at the college level are responsible for academic standards and policies specific to public health degrees. Faculty members are primarily responsible for the development of undergraduate and graduate programs, courses, curricula and degree requirements. Graduate faculty members are also responsible for student recruitment, advising and admissions standards.

1.4 Organization and Administration.

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

This criterion is met. The dean is the chief administrator and is appointed by the executive vice president and provost. The dean's administrative team includes three associate deans (research and graduate programs, undergraduate programs and outreach and engagement), three directors (development, external relations and communications and alumni relations), two managers (business center and accreditation and assessment) and one executive assistant.

The college's academic organization is somewhat unique in that there are two schools within the college: the School of Biological and Population Health Sciences (including athletic training, biostatistics, environmental and occupational health and safety, epidemiology, exercise & sport science, international health and nutrition) and the School of Social and Behavioral Health Sciences (including health management and policy, health promotion and health behavior, human development and family sciences and the public health undergraduate program). Each school has two co-directors (one from the public health science disciplines within the school and the second from the other health sciences). These four co-directors are appointed by and directly report to the dean.

Finally, there are three research centers (Center for Healthy Aging Research, Hallie E. Ford Center for Healthy Children and Families and the Moore Family Center for Whole Grain Foods, Nutrition and Preventive Health) whose directors report to the dean through the associate dean for research and graduate programs. Each associate dean, manager, center director and academic program director has clearly defined roles and responsibilities within the college.

As stated in the self-study and emphasized during the site visit, the two-school organizational structure was purposely designed to promote integration for collaborative teaching, research and service. Collaboration across the various disciplines within the college has been enhanced since this structure was put in place. Although the self-study stated that students reported some frustration with determining where their respective academic programs and faculty were located, discussions during the site visit with the students did not support this concern.

The college supports collaborative efforts at the university, division, college and school levels. These efforts include student opportunities to take courses anywhere on campus, faculty joint appointments, research integration, dual academic programs, creation of a community of scholars to conduct multi-disciplinary research, potential development of an interdisciplinary graduate program, the new organizational structure in the college and interdisciplinary training offered by the research centers.

1.5 Governance.

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

This criterion is met. The college's administrators and faculty have clearly defined rights and responsibilities concerning college governance and academic policies. Governance documents are made available to all faculty and staff on the college website, and governance is overseen primarily by four standing committees.

The Administrative Team, composed of the associate deans, school co-directors, center directors, the Extension director and other members of the administration, advises the dean and oversees college-wide initiatives and operations.

The college's Promotion and Tenure Committee evaluates faculty candidates for promotion and indefinite tenure and then makes recommendations to the dean. The eight committee members are elected by the college faculty and represent both schools and the Extension program.

The college's Curriculum Committee reviews curriculum proposals that have previously been approved at the school level to ensure that the programs are consistent with the college's mission and goals. The committee also assures that curriculum proposals follow university policies and procedures. The six members (a public health faculty member from each school, a human development and family sciences faculty member and an exercise and sport science or nutrition faculty member) are appointed by the dean following recommendation by the school co-directors.

The college's Equity, Inclusion and Diversity Committee is charged with developing and updating the College Equity, Inclusion and Diversity plan and with work related to diversity in the college. Students, faculty and staff serve of this 10-member committee. The dean appoints the chair and invites other members after consulting with the school co-directors.

Other committees include awards committees, promotion and tenure committees at the school level, curriculum committees at the school level, as well as a public health curriculum committee.

Two student organizations operate within the college: the Undergraduate Student Council and the Graduate Student Council. While the Graduate Student Council appears to be quite active, not all undergraduate students were familiar with the activities of the Undergraduate Student Council. Students who met with the site team indicated that the Graduate Student Council provides graduate students with opportunities to get involved with the college to enhance their educational experience as well as the experience of future students. A representative from the Undergraduate Student Council told site visitors that increasing the organization's visibility and participation by students is a priority.

Policy development is vested in the dean, the remainder of the administrative team and the faculty. College policies are approved at the school level first, then go through a process to ensure policies do not differ between schools. Planning is carried out in an interactive manner and includes the appropriate committees and/or the dean, the associate deans and the school co-directors.

The dean develops the budget along with the manager of the Health Science Center, the associate deans and the school co-directors. Undergraduate admissions are managed centrally at the campus level while graduate recruitment and admissions are the responsibility of the faculty and staff in each college discipline.

Faculty recruitment is governed by OSU policies from the Office of Human Resources. Faculty searches are begun at the academic unit level. Units submit position descriptions to the dean for approval; subsequently, a search committee is formally charged and a search process ensues. After a list of acceptable candidates is formed, the list is forwarded to the school co-directors and the dean. The school co-directors negotiate the faculty hire after obtaining approval from the dean.

Faculty members are evaluated according to their respective position descriptions, and the college follows the OSU promotion and tenure process and guidelines. Workshops on the promotion and tenure process are offered regularly for any faculty member who chooses to attend. The promotion and tenure process includes reviews by external reviewers, graduate students, the school Personnel Committee, co-

directors, the college's Promotion and Tenure Committee, the dean, the university's Promotion and Tenure Committee and, finally, the provost and university president.

Academic standards and policies are set by the academic program faculty members and are monitored and enforced by the OSU Registrar's Office for all students and the Graduate School for graduate students. Curricular development, which is the responsibility of the faculty, begins with faculty in the respective school Curriculum Committee, goes to the school faculty, moves to the college Curriculum Committee and then through various offices on campus.

Research and service expectations for faculty are clearly articulated in the OSU Faculty Handbook and are specified in each faculty member's position description.

Students are afforded opportunities to participate in governance of the college through college committee and student council memberships.

Although the site team initially had concerns that faculty are appointed rather than elected to membership on virtually all committees, on-site discussions with the site team indicated that the dean consults with co-directors and requests faculty volunteers to serve on committees. Faculty who met with site visitors did not perceive that this appointment process was any indication that the opportunity for faculty to participate in governance was diminished.

1.6 Fiscal Resources.

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

This criterion is met. Fiscal resources for the college come from the following sources: 1) the university's Education and General Fund (E&G) from the resource allocation model and tuition revenue; 2) an E&G fund from summer sessions, E-campus incentive funds and indirect cost recovery; 3) grants and contract funds; 4) Extension programs; and 5) gift funds. Importantly, a significant portion of the college's fiscal resources come from the provost through hiring initiatives. The provost told site visitors that he is very supportive of the college and plans to increase his investment in the college through significant additional faculty hiring (ie, as many as 25 more faculty members). The resources for this kind of investment are the direct result of the strategic enrollment of a greater proportion of out-of-state and international students as well as a major increase in the overall size of the student body. Table 1 shows the college's sources of funds and expenditures for the last two years.

Funds from the state are allocated to the seven institutions in the system according to legislative directives, Board policies and the resource allocation model. The E&G funds are distributed to the college

based on two sets of calculations: a base-budget model based on historic patterns and an entrepreneurial model that includes resources from summer sessions and distance learning programs.

The college has direct control over tuition increases for MPH students and is allowed to justify tuition increases above the set tuition for all master's degrees. This incremental tuition is returned directly to the college. The college receives 26% of the indirect cost recovery from grants and contracts. Although some faculty and center directors reported at the site visit that they would like to receive some of these indirect cost dollars to grow their research, they said that they understood the rationale of the dean to use this money in support of the college research infrastructure (including staff, space, seed funds, etc.).

Table 1. Sources of Funds and Expenditures by Major Category, 2011-2012 to 2012-2013		
	2011-2012	2012-2013
Source of Funds		
E&G Base Budget	\$11,133,201	\$10,138,397
E&G RCM	\$4,199,981	\$5,685,781
Grants/Contracts	\$14,657,425	\$15,297,939
Statewide Public Service Funds – Extension	\$5,902,617	\$5,974,880
Agricultural Experiment Station	\$277,399	\$310,079
Designated Operation Royalties	\$2,400,461	\$2,468,920
Gifts	\$620,302	\$701,653
Auxiliaries	\$140,778	\$125,400
University Funds	\$6,257,148	\$4,784,145
Total	\$45,589,312	\$45,487,194
Expenditures		
Faculty Salaries	\$8,367,493	\$7,470,758
Staff Salaries	\$310,710	\$400,757
Graduate Assistant and Student Worker Pay	\$1,724,282	\$1,587,778
Benefits	\$5,394,226	\$5,107,986
Operations	\$2,413,443	\$1,971,710
Grants/Contracts	\$16,165,692	\$15,614,644
Statewide Public Service Funds – Extension	\$6,257,168	\$6,657,175
Agricultural Experimental Station	\$311,120	\$285,153
Designated Operation Royalties	\$2,745,256	\$2,804,121
Gifts	\$701,653	\$628,550
Auxiliaries	\$187,688	\$140,241
Total	\$44,578,731	\$42,668,873

The college has identified three outcome measures by which it assesses the adequacy of its fiscal resources. These measures are the percent of the total budget that is designated as reserve funds, the amount of sponsored grant dollars per primary faculty member and the percent increase each year in extramural funding. The college has exceeded the target for its first measure in each of the last two years and shows positive trends in the data related to the other two measures.

1.7 Faculty and Other Resources.

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

This criterion is met. The college has faculty, staff and other resources to fulfill its stated mission, goals and objectives. The college has between five and eight primary faculty members in each of the five core public health knowledge areas. The faculty complement has grown substantially in the last three years, and the college plans to hire four additional primary faculty members in the next year.

The college maintains low student-faculty ratios (SFRs) in each discipline. Biostatistics has the lowest SFR at 0.9:1, while health promotion and health behavior has the highest at 6.2:1. In addition to the five core knowledge areas, the college also offers a track in international health. This track has two primary and three secondary faculty members for SFRs of 7.5:1 (by primary faculty only) and 6.6:1 (by primary and secondary faculty). The college offers doctoral degrees in three tracks: environmental and occupational health and safety, health policy and health promotion and health behavior. In 2012-2013, 12, 13 and 20 students, respectively, were enrolled in each track. Given the relatively low SFRs in each track, the college has sufficient capacity to teach and mentor these doctoral students.

In 2012-2013, there were 630 BS in public health students, 1,111 BS in exercise science and athletic training (combined) students, 1,158 BS in human development and family sciences students and 222 BS in nutrition students. Despite the relatively large undergraduate student body, students who met with site visitors said that faculty are extremely accessible and always willing to help with any student needs.

In addition to faculty, the college has administrators and staff members to further support its mission. The Dean's Office has 12 administrators and seven support staff members. The two schools in the college have a total of four administrators and five staff members. PHHS Extension has 18 administrators and eight staff members.

The college's teaching, research, administrative and office space is located in several buildings on campus. Graduate students supported by assistantships are provided with offices grouped according to discipline. The college has 10 laboratories that are designed and used for studies in environmental and occupational health and safety, nutrition, athletic training teaching, exercise science, sport and exercise psychology, human performance, biomechanics, child development, bone research, sports medicine and disabilities, physical activity assessment and sport pedagogy.

Computer services and labs are centralized across the university. Faculty, staff and students in the college have access to numerous services provided by OSU such as a high-speed wired network, a wireless network, free and discounted licensed academic software, helpdesk services, multimedia

equipment checkout and website hosting. OSU also provides tools for instruction such as the Blackboard learning management system, Smartboard interactive symposia in classrooms and educational technology workshops. In addition to university-wide resources, the college maintains more than 300 faculty and staff workstations, 80 laptop computers, secure file hosting, wired and wireless internet access and dedicated computer support for off-campus faculty during research and outreach activities.

Those affiliated with the college have access to the resources of the OSU library system, which includes subscriptions to about 34,000 serials and access to 72,000 electronic journal titles. OSU participates in a reciprocal materials borrowing arrangement among 37 university, college and community college libraries in the region. Professional subject specialists and instruction librarians provide guidance in accessing and using library resources and in developing research strategies. Librarians offer course-integrated instruction, one-on-one research assistance and research workshops at the undergraduate and graduate levels.

Faculty and staff affiliated with Extension programs are additional resources for the program. These individuals and programs are located on campus and in 36 counties in Oregon, and they promote healthy communities, healthy families and healthy individuals across the state.

On-site discussion of resources indicated that faculty, staff and students deem them appropriate. Students highlighted the offerings of the library, including private study space and laptop computers that can be reserved for an entire term. Part of the college is housed in a new building, and other parts are located on renovated floors.

1.8 Diversity.

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

This criterion is met with commentary. Several policies and plans related to diversity exist at multiple levels of the university system. These include policies on discrimination, harassment and bullying. OSU has an objective for creating and maintaining a climate of nondiscrimination that promotes respect for all members of the university community. In 2009, the Oregon State Board of Higher Education adopted a comprehensive diversity policy for the Oregon University System. The university's 2009 Strategic Plan: Phase II (2009-2013) addressed achieving and sustaining a diverse working and learning community. In May 2011, the university's president announced the formation of the Office of Equity and Inclusion, an initiative to integrate several separate offices. Later that summer, the president called for a comprehensive self-study of the OSU community in examining equity, inclusion and diversity throughout the university. In fall 2012, the dean appointed a standing Equity, Inclusion, and Diversity Committee to oversee systematic work related to diversity within the college and to build on the work of the university.

The college upholds all federal and state laws and regulations, as well as the Oregon University System and OSU equal opportunity policies. The Office of Equity and Inclusion maintains policies that support a climate free of harassment and discrimination and offers education and training.

The college's diversity and cultural competence-related goals are consistent with and supported by OSU's mission and strategic plan, as well as the Office of Equity and Inclusion's goals. The college uses a variety of strategies to achieve its goal to "attract, support and sustain excellence in a diverse complement of faculty, staff and students."

The college incorporates curricula that include a focus on competence in diversity and in cultural considerations. This emphasis is present at undergraduate and graduate levels and reflected in policies, course competencies and measurable learning objectives. As one example, the site visit team heard from a faculty member that the undergraduate human development and family sciences program has identified its competencies as an area in which to incorporate a greater focus on diversity. As another example, one of the MPH core competencies is to "Enact cultural competence and promote diversity in public health research and practice," and students at all levels participate in research with college faculty members who have research programs focused on health disparities.

Faculty recruitment at the university level emphasizes recruiting a diverse pool of applicants as evidenced by language in position announcements. The site visit team reviewed two position descriptions for faculty that included language about diversity. The team also heard from one student who served on a faculty search committee about how diversity was a focal area of the search. Faculty search committees typically include a search advocate: a faculty member trained in equity and diversity by OSU's Office of Equity and Inclusion, who participates equally with other members of the committee. The college uses a full range of recruitment and outreach efforts to advertise job openings and targets organizations that may have greater contact with potential diverse applicants, such as minority-serving institutions. Additionally, the college makes proposals to the provost on a case-by-case basis for financial support to hire faculty members from diverse backgrounds and recently hired two faculty members under the Tenured Faculty Diversity Initiative. The college follows all anti-discrimination policies set forth by the Oregon University System, OSU and the union representing classified employees to hire and retain a diverse staff. During the site visit, the provost stated that he wants to see an increase in new faculty from diverse backgrounds across the university.

Regarding policies and plans to recruit and admit a diverse student body, the university's 2009 Strategic Plan: Phase II (2009-2013) set a goal to increase the number of US minority students enrolled at OSU to 18% by 2012-2013 (from a baseline of 13% in 2002-2003). The provost told the site visit team that the university has met this goal: the rate of domestic minority students at the university was 20.6% for the

current academic year. The faculty of each school will continue to recruit a diverse student population for the MPH and PhD programs, working closely with the Provost's Office and the Graduate School to attract students from underrepresented groups. Using funding from the University Graduate Laurels Block Grant program, the college has increased the number of graduate students in the MPH program from educationally underrepresented groups to advance OSU's diversity goals. The college also participates in diversity recruitment efforts at the undergraduate level.

The college has identified four underrepresented groups for which it is striving to improve representation: 1) Hispanic/Latino students; 2) American Indian/Native American students; 3) Hispanic/Latino staff; and 4) Hispanic/Latino faculty. The college has set enrollment targets that mirror US census data for Oregon.

The 10 members of the college's Equity, Inclusion and Diversity Committee represent faculty, staff and students from across the college who volunteer to serve. The committee developed the college's Equity, Inclusion and Diversity Enhancement Plan with broad input from college stakeholders over the course of several years. Evaluation of the policies and activities related to diversity is completed annually against measurable targets outlined in the plan. After analysis of data provided by the Equity, Inclusion and Diversity Committee and a review of its report, the dean and administrative team solicit advice from faculty and meet with members of the committee to plan activities to enhance diversity as well as potential changes in policy and/or procedures. The committee's first two priorities have been accomplished: 1) finalizing the plan and 2) identifying strategies to enhance diversity and cultural competence in the college.

The commentary relates to the early stage of development of a comprehensive strategy for recruiting underrepresented students, particularly for the MPH program. Although the plan has objectives and strategies across several areas, at the time of the site visit, these were mainly process-oriented (ie, establish partnerships) rather than quantifiable (eg, a specific number of partnerships). The dean told the site visit team that this process-oriented focus was intentional to give the college time to build its infrastructure. The college has established four outcome measures for faculty, student and staff diversity, but it has not established a timeframe by which to achieve these targets. Instead, the college anticipates incremental increases.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Degree Offerings.

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

This criterion is met. The college offers the MPH degree in the five core areas of knowledge basic to public health as well as in international health. The college also offers doctoral degrees related to three core areas as well as additional programs at the bachelor's, master's and doctoral levels. Table 2 presents the college's degree offerings.

Table 2. Degrees Offered		
	Academic	Professional
Bachelor's Degrees		
Health Management and Policy		BS
Health Promotion & Health Behavior		BS
Athletic Training		BS
Exercise & Sport Science		BS
Human Development & Family Sciences		BS
Nutrition		BS
Master's Degrees		
Biostatistics		MPH
Environmental & Occupational Health & Safety		MPH
Epidemiology		MPH
Health Management & Policy		MPH
Health Promotion & Health Behavior		MPH
International Health		MPH
Exercise & Sport Science	MS	
Exercise & Sport Science: Physical Education Teacher Education	MS	
Human Development & Family Studies	MS	
Nutrition	MS	
Doctoral Degrees		
Environmental & Occupational Health & Safety	PhD	
Health Policy	PhD	
Health Promotion & Health Behavior	PhD	
Exercise & Sport Science	PhD	
Human Development & Family Studies	PhD	
Nutrition	PhD	
Joint Degrees		
Veterinary Medicine		DVM-MPH

The MPH program of study includes core coursework, a field experience, a culminating experience, track-specific required courses and electives. Each track maintains a list of approved electives that have been reviewed for coverage of competencies. Students who wish to take different electives must provide syllabi to faculty advisors for approval. Some students who met with site visitors said they would like more choice in courses related to their track.

2.2 Program Length.

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

This criterion is met. All MPH students complete between 59 and 63 quarter credits to earn the degree. Students may take up to seven years to complete the degree; however, full-time students can complete the degree in two years, and part-time students generally finish in three to four years. No student has been awarded the MPH degree for fewer than 56 quarter credit (the equivalent to 42 semester credits) units in the last three years.

OSU is on the quarter system, and each quarter is 10 weeks in length. One quarter credit is equivalent to three hours of work in and out of the classroom.

2.3 Public Health Core Knowledge.

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

This criterion is met. MPH students obtain knowledge in the five core areas of public health through successful completion of five core courses. Table 3 presents the required core courses for MPH students.

Core Knowledge Area	Course Number & Title	Credits
Biostatistics	H524 – Introduction to Biostatistics	4
Epidemiology	H525 – Principles of Epidemiology	4
Environmental Health Sciences	H512 – Introduction to Environmental and Occupational Health and Safety	3
Social & Behavioral Sciences	H571 – Principles of Health Behavior	3
Health Services Administration	H533 – Health Systems Organization	3

Review of the syllabi for core graduate-level courses showed lists of essential core knowledge in each public health domain and the relevant associated learning competencies or learning objectives. Students receive a breadth and depth of training in these five courses.

A student may replace a core course with another course if that student has advanced education in that core discipline. Waivers are based on review of the syllabi and content of the course previously taken by the student and are approved by the student’s advisor and faculty involved with approving the student’s program of study. If a course waiver is approved, the student must take an elective course in lieu of the waived course.

2.4 Practical Skills.

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

This criterion is met. A public health internship (also called a field experience or organizational experience depending on track) for a minimum of six credits equaling 200 contact hours is a requirement for the MPH degree. Waivers are not permitted. The internship is intended to provide an opportunity to demonstrate measurable track and program competencies. Internships can have a domestic or international health focus, depending on a student's track and interests.

Students typically enroll in the internship after completing all required coursework and generally complete the experience over the summer or during one or two quarters. Structure and evaluation of the internship are managed through registration in a course designed specifically for the experience. In preparation for the internship, students must complete the application and learning contract, which identifies learning objectives, activities, the anticipated timeline and outcomes. The contract must be signed by the preceptor, MPH internship coordinator and faculty advisor. The internship course (H510) includes resources such as a webpage, handbook and a web-based student orientation. There is also a web-based orientation for preceptors.

In fall 2011, the college appointed a faculty member (.50 FTE) trained in public health to serve as the MPH internship coordinator. In spring 2012, the college recruited and hired an MPH-trained individual (in place of the .50 FTE position) to serve full time as the MPH internship coordinator. This individual oversees all facets of the practice experience and is the instructor of record for all MPH internships. Findings from the MPH internship satisfaction survey for 2011-2012 supported the need for a full-time MPH internship coordinator. A portion of the MPH internship coordinator's FTE is reserved for identifying new internship sites, developing and maintaining relationships with internship preceptors and conducting site visits, particularly for new internship sites.

During meetings with students, alumni and members of the community who have served as internship preceptors, the site visit team heard positive feedback about the preparation and quality of student interns, the support the college provides for interns and preceptors, the effectiveness of the MPH internship coordinator and the increasing demand for MPH interns. Some students expressed the need for additional opportunities for internships with professional biostatisticians and epidemiologists; however, this might be a challenge due to the low number of these professionals in county and state health departments in Oregon.

Students work collaboratively with the MPH internship coordinator and their academic advisor to determine an appropriate internship site. The college maintains a database of internship placements in

the office of the MPH internship coordinator. Students may also identify a site on their own, but the internship coordinator must approve the site. If a student is employed in an appropriate public health site where an internship/organizational experience could be hosted, the college permits the student to complete his or her internship requirements at that site. However, to be approved for internship credit, the assignment must be outside the student's employment unit and/or the duties of the internship must be outside the scope of the student's normal job duties. An international internship site must meet all criteria and be approved by the MPH internship coordinator. Although specific requirements for site approval vary by track, the college clearly states criteria that all sites should meet. In the past two years, MPH students have conducted internships at more than 73 sites, ranging from state and county health departments to medical centers to nonprofit agencies.

The college has approved guidelines for preceptor qualifications developed by program faculty in public health. All site preceptors are screened and approved by the MPH internship coordinator. Prospective preceptors are given a handout that describes the role of a preceptor, examples of appropriate projects for an intern and a list of the intern's track-specific competencies. Preceptors must have public health or appropriate health-related credentials and/or public health practice work experience. They must be able to carry out stated responsibilities for the implementation and evaluation of students' internship experiences, including the completion of a student evaluation form. The college has a comprehensive presentation on its website to orient preceptors to the procedures, details and expectations of the internship, including learning objectives for and supervision of interns.

The MPH internship coordinator conducts as many site visits as possible to provide an additional layer of personal contact and gain a first-hand view of the site environment. The faculty advisor for the MPH student also participates in the supervision of the internship experience and provides assurance that the learning objectives of the internship meet the competencies for that track. At the mid-point of the internship experience (week 5 of the quarter, or after completion of the first quarter if students are completing the internship over two quarters), the MPH internship coordinator sends the preceptor a progress evaluation asking for a brief description of internship activities, internship progress and performance.

To encourage an ongoing relationship between the program and site, the college will begin surveying internship preceptors every other year starting in fall 2013. The college seeks to determine the adequacy of preparation of students, identify gaps in training and preparation and stay abreast of performance demands in the field. The site visit team reviewed the survey for preceptors while on site.

Both the preceptor and MPH internship coordinator are involved in the evaluation of the student per established procedures. Students also complete a field experience summary report in which they assess

their own attainment of the track competencies and learning objectives, evaluate the utility of the experience and describe opportunities for integration of curricular content into practice. The student's grade in the course is based on the quality of the following materials:

- Initial application and learning contract
- Field experience summary report
- Field experience evaluation report
- Products developed in field
- Assessments of the site preceptor

Findings from the 2013 exit survey conducted by the college indicate that 85% of MPH students reported that they were satisfied with the process of selecting their field experience site, 89% were satisfied with the support they received from the MPH internship coordinator and 96% reported overall satisfaction with their field experience. These results are based on 30 student responses.

2.5 Culminating Experience.

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

This criterion is met. The culminating experience is an oral examination upon completion of all required coursework for all graduate professional degree programs in the college. This format is consistent with OSU Graduate School degree requirements. The purpose of the oral exam is to provide students with an opportunity to integrate their educational experiences and draw from coursework and the internship to respond to substantive, methodological and theory-based questions. In all tracks, students address questions that assess attainment of program and track-specific competencies. The faculty committee evaluates students' mastery of competencies throughout the curriculum and uses a Competency Assessment Reporting Form for Events specific to each track to assess whether students passed the oral examination. Although the format of the oral exam varies across MPH tracks to reflect differences in disciplinary focus and curricula, the program maintains minimum standards for the culminating experiences across all tracks. The MPH student handbooks contain information about the various formats required by track. As one example, the faculty advisors of students in the health promotion and health behavior track provide one or two comprehensive questions that address a public health problem or issue, and students prepare a presentation to their committee during the final exam and then answer questions. As another example, students in the MS in exercise and sport science: physical education teacher education program must provide a copy of their teaching portfolio to their exam committee and respond to questions based on their portfolio materials relevant to the national standards for their discipline.

2.6 Required Competencies.

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

This criterion is partially met. The college has a clearly presented list of competencies for each degree it confers. The self-study indicates that track and program coordinators created, reviewed and revised competencies with the assistance of a consultant. The coordinators then worked with track and program faculty to generate competencies or revise existing competencies. An electronic survey was sent to students, faculty and community stakeholders, and additional suggestions on competencies were solicited from these groups. Several courses were developed after review and analysis of the core and track competencies, primarily in public health but also in exercise and sport science.

Competencies are listed on the college website, on syllabi, via the electronic tool used by undergraduate students to track their progress, in the Graduate Student Handbook and in the Guide to Success. Relevant coursework and learning experiences have been mapped to the competencies to show how the competencies will be met.

All BS students have a set of seven public health core competencies. The BS core competencies include understanding, describing, demonstrating, explaining and identifying areas of public health knowledge including methods, roles, environmental health hazards, disease in populations, behavioral factors and public health systems. The college has identified additional competencies for each of the two BS options: health management and policy and health promotion and health behavior.

MPH students have seven public health core competencies, which include applying knowledge to public health issues, integrating understanding of health-related services, communicating public health principles, employing ethical principles, enacting cultural competencies and applying public health knowledge in practical settings.

The site team originally raised concerns about whether the MPH core competencies adequately address each core area of public health, although faculty members explained to the site visitors that the competencies are identical to those used by the Oregon MPH program. Faculty indicated that they are unable to revise the core competencies until the organizational transition is complete. While the OMPH competencies were found to be compliant by another site visit team, periodic review and revision of the competencies is nonetheless expected.

The ongoing concern relates to the misalignment between student learning objectives listed on core syllabi and the core competencies, particularly related to epidemiology. Many of the learning objectives require students to “describe” or “understand,” which is often considered more appropriate for undergraduate students. Faculty members who met with site visitors said that teaching epidemiology to students in other tracks was a challenge and that it required them to write lower-level learning objectives. This issue will likely be addressed through work of the faculty task force appointed in fall 2013 to create and/or revise new competencies for the MPH core, as well as integrate the five core knowledge areas of the MPH core. The task force has been seeking guidance in its work. Establishing better aligned student learning objectives and competencies for graduate-level learning in epidemiology will require particular attention during this process.

In addition to the MPH public health core competencies, each MPH student has additional competencies related to the specific track in which the student resides, which address the knowledge accrued in concentration-required courses. Each track has six to 10 competencies associated with the required track coursework. Site visitors found the track-specific competencies to be relatively complex with several foci in an individual competency (eg, define, frame, design and outline). A simplification of these competencies may facilitate their assessment.

The self-study also identifies competencies for each academic degree and other professional degree. Site visitors verified that students were aware of the core competencies and those associated with their specific tracks. The students spoke positively of the MPH and BS internship programs and how their experiences met the required competencies of the practical experience.

2.7 Assessment Procedures.

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

This criterion is met. The college has procedures for assessing students' demonstrated achievement of competencies. Student progress is monitored through course grades, the internship, the culminating experience, the exit survey and academic advising. Students are evaluated on coursework such as class assignments, examinations, presentations and projects, which have been mapped to learning objectives and – ultimately – competencies. Graduate students must maintain a 3.0 GPA to remain in good standing in the program. Course instructors also rate their perception of each student's competency achievement in their class using the competency assessment form. This form requires the instructor to 1) identify the specific competency; 2) describe the type of assessment instrument (eg, exam, case study, presentation) that was used to demonstrate the competency; 3) rate the student as either exceeded, met or below; 4) briefly summarize how the student did in achieving the competency; and 5) identify any plans to change the course content or competency coverage as a result of this process.

For bachelor's programs that require an internship as the capstone experience, the internships are competency-based and evaluated by the internship coordinator, the preceptor and the student. Competency assessments are documented on required forms maintained by the respective internship coordinator for each bachelor's degree.

For the MPH internship, the preceptor and the MPH internship coordinator evaluate the student's performance and achievement of competencies. This evaluation is based on the content of a written report generated by the student and an assessment from the preceptor of the student's time on site. The college uses the oral exam that follows as another opportunity to assess student attainment of competencies that were to be met in the internship experience as well as other program and track-specific competencies.

Professional students in the MS in exercise & sport science: physical education teacher education program must meet a predetermined standard in all graduate-level courses, and they are evaluated for competency attainment in their student teaching experience through observation, scored work samples and projects, professional teaching portfolios and a professional disposition feedback form.

Graduate students in academic degrees are evaluated on an annual basis by their major advisor, and they must take a preliminary oral exam to assess their ability to conduct research and demonstrate the competencies identified for the program. Some academic degrees also require students to complete a written preliminary exam for the same purpose. Each student must pass a final oral exam administered by the student's graduate faculty committee after completion of the thesis or dissertation. Faculty committees evaluate students' mastery of competencies using a competency assessment reporting form for events, which is specific to each program. Each committee member rates his or her perceptions of competency achievement (exceeds, met, below) for each student.

Beginning in spring 2012, the college began asking graduating MPH students to self-assess their mastery of competencies in the exit survey. Students are asked to rate the extent to which they feel that they have developed each of the core and track-specific competencies. Review of the 2012 survey data showed that MPH graduates reported feeling most prepared to employ ethical principles and behaviors (92%), enact cultural competencies and promote diversity in public health research and practice (84%), apply public health knowledge and skills in practical settings (84%) and apply evidence-based knowledge of health determinants to public health issues (80%). In 2013, nearly all respondents reported feeling that they had developed all of the competencies. The lowest score related to the ability to integrate understanding of the interrelationships among the organization, delivery and financing of health services.

The college's alumni survey produced similar findings. On-site discussion with faculty indicated that the health services administration core course is being reviewed to ensure all topics are adequately covered.

The college also uses its academic advising system to assess competency attainment. Students meet with an academic advisor at least once each term to discuss the achievement of competencies and students' progress toward degree completion. Undergraduate students are advised by the college's Advising Office, which is staffed by seven professional advisors, an administrative assistant and seven peer advisors. Graduate students are advised by their major advisor.

The college uses graduation rates as another indicator of student achievement. MPH students who entered the program in 2008-2009, 2009-2010 and 2010-2011 have achieved graduation rates of 94%, 85% and 78%, respectively. Students who entered in more recent years have not yet reached the maximum allowable time to graduate; however, the attrition rates have not exceeded the allowed threshold.

The college administered an alumni survey in May 2013 to reach alumni who were within 12 months following award of their degree. Response rates were as follows: 12% for BS (54 of 453), 59% for MPH (29 of 49), 42% for MS (8 of 19) and 38% for PhD (9 of 24). Of those who responded, 90% (BS), 93% (MPH), 100% (MS) and 100% (PhD) reported being employed or pursuing further education. To address the low response rate among BS graduates, the college's accreditation and assessment manager is working with faculty and staff from across the college to collect non-OSU-issued email addresses before students graduate.

In addition to graduation and job placement rates, the college has identified additional measures by which it evaluates student achievement in the MPH program. These measures include completion of field and culminating experiences, average GPA in the five core courses and student satisfaction with the level of preparedness to work in a public health setting. All students who have earned the degree have successfully completed the field and culminating experiences. Average GPA in the core courses has consistently been between 3.5 and 3.7 in the last five years. The student satisfaction indicator was first assessed in 2010-2011, and data for the last three years show satisfaction reported at 58%, 100% and 93%.

The accreditation and assessment manager conducted in-depth interviews with employers during winter 2013 to assess preparation of MPH graduates to perform competencies in an employment setting. The findings suggest that MPH graduates are prepared in the areas of communication, collaboration, cultural competence, understanding of the social and environmental determinants of health and subject matter expertise in the graduate's chosen track. Employers reported that OSU graduates have particularly strong

organizational skills, understanding of evidence-based practices, communication skills and abilities to adapt to change. Employers said they would like to see stronger computer skills (eg, MS Excel, data management systems, databases), practical work experience, knowledge of health finance and translations of classroom learning to the work place. Community partners who met with site visitors said that students and alumni of the college have been exceptional. A preceptor who met with the site visit team said that she is comfortable allowing her internship students to represent her organization because they have the needed skills, knowledge and professionalism.

2.8 Other Graduate Professional Degrees.

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

This criterion is met. The college offers a professional MS degree in exercise and sport science: physical education teacher education. This MS degree is a 58-quarter-credit program that includes graduate courses and a practical experience in the public school system. Students have the option to earn an adapted physical education endorsement.

In the one-year master's program, students are required to complete the four-credit course Foundations of Public Health (H523), which introduces students to the fundamental principles, concepts and tools of public health and grounds students in basic public health knowledge. The course thoroughly addresses core knowledge in public health and has several learning objectives related to public health core knowledge listed on the syllabus.

2.9 Bachelor's Degrees in Public Health.

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

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

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

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

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

This criterion is met with commentary. In the self-study, the college notes that the bachelor's degree is long established and has robust enrollments. The college offers a BS in public health with two options: health management and policy and health promotion and health behavior. Both are administered through the School of Social and Behavioral Health Sciences. Students are required to take 26 quarter credits (eight courses) addressing public health core knowledge. One of these courses is the three-credit course Foundations of Epidemiology. In addition to courses covering public health core knowledge, students must take 21 required credits for the health promotion and health behavior option and 35 required credits for the health management and policy option.

The commentary relates to the required courses for the health promotion and health behavior track, which are relatively generic and limited in number. During the site visit, faculty explained that the course offerings are fewer than they would like due to a lack of resources. For example, two courses taught previously in planning and evaluation have been combined into one course. Additional coursework in this degree would provide students with a better grounding in the field.

The additional courses in health management and policy are discipline-specific and well developed. They include health care management, health care marketing, economics, law, health services and financial management. The health management and policy option is certified by the Association of University Programs in Health Administration and regularly reviewed by that organization.

The self-study indicates that the college has approved a variety of courses in “perspective categories,” “synthesis categories” and “supporting courses”. Supporting courses include those that are public-health related such as biomedical ethics, cultural diversity and contemporary global Issues. Courses are taught by faculty with experience and expertise in public health.

BS students apply public health principles in applied settings. These students must complete an internship as their capstone experience. The H410 Internship is a 12-quarter-credit, pass/no-pass course that requires students to dedicate a minimum of 360 on-site hours over one term or 180 hours for two terms if the internship is split into two six-credit courses. The 12-credit option runs for 10 weeks, and the six-credit option runs for two 10-week terms. Prior to the internship, students take a two-credit pass/no-pass course (H407 Pre-Internship) that prepares them for the internship. All students are placed in internships, and the college expects to have a sufficient number of placements in the future despite increasing numbers of undergraduate public health students.

The college has agreements with community organizations, governmental agencies, businesses and health care organizations. An internship manual includes information on internship requirements and is available on the college web page. Student competency is demonstrated through the final portfolio report. Review of internship materials and completed evaluation forms indicates that students are applying public health principles and skills acquired in their coursework to the practice setting. During the site visit, BS students said that they applied public health principles and skills to their internship and had positive assessments of their experiences. They spoke highly of the internship coordinator.

The college has resources for its undergraduate students including an associate dean for undergraduate programs and a centralized undergraduate student advising office staffed by seven professional advisors, one administrative assistant and seven peer advisors. The college employs a full-time public health internship coordinator to facilitate internship activities for the public health undergraduate students.

2.10 Other Bachelor's Degrees.

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

This criterion is met. The school offers four BS degrees in fields other than public health: 1) athletic training, 2) exercise and sport science, 3) human development and family sciences and 4) nutrition. Students in these academic programs are required to take the four-credit course, Introduction to Public Health (H100). This course provides a general introduction to public health and covers a breadth of relevant topics. The course also addresses the relationship between the field of public health and the other human science foci.

Students who met with the site team who had taken this course reported that it provided a solid overview of public health. The course may be taken at any time during the student's academic program, but students said it was most helpful at the beginning of their studies.

2.11 Academic Degrees.

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

This criterion is met. The college offers academic degrees in public health (PhDs in environmental and occupational health and safety, health policy and health promotion and health behavior), exercise and sports science (MS and PhD), human development and family studies (MS and PhD) and nutrition (MS and PhD), as shown in Table 2.

All students enrolled in the PhD in public health—regardless of concentration—are required to take the public health core courses identified in Criterion 2.3. Graduate students in the other academic degree

programs are required to complete two four-credit courses: Foundations in Public Health (H 523) and Principles of Epidemiology (H 525).

Site visitors' review of the Foundations in Public Health syllabus showed that students are introduced to the fundamental principles, concepts and tools used in public health to promote the health of populations. Links are made between a variety of professions and the social, behavioral and environmental determinants of public health. The Principles of Epidemiology syllabus showed an appropriate coverage of concepts and methods, including measures of population health, screening, study design, measures of association and interpretations of epidemiological data. Both courses are taught by public health faculty members.

The OSU Graduate School requires all graduate students to participate in a final oral examination. This exam lasts at least two hours and requires students to synthesize competencies and integrate theoretical constructs based on the thesis, project or dissertation completed. Possible grades include 1) pass, 2) pass with one dissenting vote, 3) fail with retake or 4) fail with no retake. The Graduate School permits no more than two re-examinations.

2.12 Doctoral Degrees.

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

This criterion is met. The college offers three public health doctoral degrees, as shown in Table 2. All three PhD programs require students to complete 109 quarter credits. Coursework consists of 16 core credits (if not taken at the master's level), 18 credits in methodology and statistics, 16 credits in courses specific to the PhD concentration, 36 credits of dissertation work and 23 elective credits. Courses have been developed specifically to fulfill these elective requirements. Most are offered at the 600-level, which is specifically for doctoral students. On-site review of the curriculum for the three doctoral programs indicated an appropriate level of in-depth doctoral-level coursework.

The college provides graduate teaching assistantships and graduate research assistantships to nearly all doctoral students. Discussions with doctoral students confirmed that they perceive their and their peers' progression through the doctoral programs to be satisfactory and that they receive appropriate levels of financial support from the college. Students confirmed that there is sufficient access to research mentors, and several students mentioned that they had more than one advisor. Students said that they have excellent facilities including offices and access to educational tools such as laptops.

During the site visit, some students stated that their cohort group was smaller than desirable and that they would prefer a larger group of peers. In the last three academic years, the college has enrolled 12, 16 and five students, respectively, in public health PhD programs. Faculty described basic doctoral recruitment

efforts that included speaking to potential applicants at the American Public Health Association annual meeting and mentioning the programs available at OSU when giving seminars at other universities. The recruitment of doctoral students is further discussed in Criterion 4.3.

2.13 Joint Degrees.

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

This criterion is met. The college participates in a joint DVM-MPH degree, as shown in Table 2. Joint degree students complete 58-62 quarter credits of MPH coursework, depending on the MPH track. The curriculum is identical to the standalone MPH curriculum with the exception of elective options. Joint degree students can count Vet Medicine and Public Health (VMB 766) and Veterinary Epidemiology (VMB 767) toward the MPH degree. Site visitors' review of these syllabi showed appropriate coverage of population health issues. In addition, the Veterinary Preceptorship (VMC 780) is equivalent to the public health internship required of standalone MPH students. The preceptorship requires a minimum of 200 hours of contact time as well as a final written paper and presentation that relates the experience to the student's MPH track. DVM-MPH students typically complete an experience that focuses on veterinary public health or on a topic that is of public health importance, such as zoonotic diseases. Students have completed international preceptorships in which they worked in communities where animals co-reside with humans and diseases are transmitted between the animals and the humans.

The full curricula for both degrees are reviewed by faculty from both colleges to ensure integrity and to preserve the goals of the joint degree. Faculty advisors from both degree programs approval all courses, preceptors and preceptorship experiences.

The program is small, and one student was enrolled at the time of the site visit. Faculty and staff who met with site visitors said that the college plans to make this program more visible and enroll more students in coming years given that both colleges are organized into the same division and do complementary work. The college is also considering building relationships with other disciplines to offer joint degrees in the future.

2.14 Distance Education or Executive Degree Programs.

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

methods and to systematically use this information to stimulate program improvements. The school must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course and degree and receives academic credit.

This criterion is met. The college offers a distance-based BS in human development and family sciences. The program is offered through OSU's Ecampus, and courses are delivered via the Blackboard portal. Instructors provide content in the format of film clips, podcasts and discussion boards. Courses offered through Ecampus are required to include three types of interaction: students with the material, students with other students and students with the instructor.

The college offers this distance-based program to meet the needs of working professionals, individuals located across Oregon and the United States and those who have limited access to campus for various reasons. The university has seen demand from native Oregonians who have moved out of the state but still want to earn a degree from an Oregon institution. In addition, OSU students in the Oregon National Guard have been able to continue their studies via Ecampus while being stationed in Afghanistan.

A school co-director is responsible for the distance-based program's administrative affairs, including academic conduct and standards. A professional admissions staff handles all admissions, and students have access to an Ecampus advisor housed in the School of Social and Behavioral Health Sciences. In addition, Ecampus provides web tools and PDF documents for students related to degree planning, admission, orienting to online courses, tutoring and technical support. Distance-based students also have access to the same support services offered to on-campus students, such as disability services, library, career planning and academic success.

This degree program is subject to the same oversight as the equivalent campus-based version. Courses are approved and reviewed through established curricular processes at the school and college levels. Ecampus course developers provide additional scrutiny around issues of pedagogy. All Ecampus students must register for an OSU e-mail account, which provides each student with a unique identifier. Students use this account to gain access to Blackboard content. Faculty can request to have exams in Ecampus courses proctored, and students must provide two forms of picture identification. Ecampus instruction abides by the same FERPA regulations and protections in force at OSU.

Faculty monitor student learning and educational outcomes similarly in on-campus and online courses. Students must write papers, take exams, participate in discussions and work in groups. Faculty members who have developed online courses said that Ecampus' instructional designers have expertise that enhanced the content of the courses. Much of the material developed for online courses is also integrated into traditional courses to take advantage of the strengths of both formats.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

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

This criterion is met. OSU is the leading public research institution in Oregon and the college is well positioned to be a leader in helping the university succeed in its identified areas of distinction related to research. The major research emphases in the public health disciplines include applied statistical methods (eg, model-based clustering, analysis of longitudinal data and random effects modeling), environmental contamination, infectious disease epidemiology, GIS in epidemiology, physical activity and nutrition, aging issues among American Indians, community-based participatory research methods, health disparities, youth development, comprehensive school reform and sustainable health development in low income nations. About 32% of the college's research is community based. Community members are involved in study design, data collection, analysis and interpretation of findings. In addition, they frequently participate on advisory boards.

The university and the college have established policies, procedures and practices that support research endeavors. The university's Research Office provides proposal submission support, assistance with compliance with federal, state and university regulations (including Institutional Review Boards), post-award support and incentive programs such as seed funding. The college policies include specification of faculty expectations for scholarly activities, including teaching release time for the conduct of research (although faculty must teach at least two courses per year), providing start-up packages to support the research endeavors of new faculty hires and identifying research mentors for junior faculty. The Office of the Associate Dean for Research provides administrative support for faculty seeking research funding, funds for pilot studies, funds to support undergraduate student support, research seminars and assistance with dissemination of research findings.

The college has an active and successful research program consistent with the university's land-grant mission and focus on interdisciplinary research. Research dollars for the academic years of 2011-2012 and 2012-2013 total more than \$45 million, of which \$13.7 million was obtained by faculty in the public health disciplines.

The largest research portfolio among the public health disciplines is in health promotion and health behavior with approximately \$6.6 million; virtually all is funded by the National Institutes of Health and the Institute of Education Sciences. Other public health disciplines have less mature research programs.

The college houses three research centers that facilitate interdisciplinary approaches to answering research questions. The Hallie E. Ford Center for Healthy Children and Families focuses on promoting healthy children and families through high quality research, translation of that research into practice and building capacity to address important public health issues for children and families. The Center for Healthy Aging Research focuses on promoting health aging. The Moore Family Center for Whole Grain Foods, Nutrition and Preventive Health focuses on nutrition, childhood obesity and healthy eating for Oregonians and beyond.

Student involvement in research is an important hallmark of the college research efforts. Undergraduate and graduate students alike are participants in faculty research.

The college has identified five measures by which it evaluates the success of its research activities. These measures address research dollars awarded, community-based research grants, student involvement, publications in peer-reviewed journals and presentations at professional meetings. These measures were recently established, and data are still limited. However, the targets appear to be an appropriate starting point for a new college.

3.2 Service.

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

This criterion is met. To avoid confusion with other types of service, OSU refers to institution-sponsored service to the people of the state as “outreach and engagement.” The flagship of OSU’s outreach and engagement work is its Extension Service, which has been providing research-based educational programs to the people of Oregon since 1911. In addition to traditional faculty members, the college’s 105 Extension faculty—who are located throughout the 36 counties in Oregon—provide outreach and engagement. The associate dean for outreach and engagement leads the part of the Extension Service that focuses on health. Supported by an annual budget of more than \$16 million per year, the college’s outreach and engagement programs reached 134,251 Oregonians in 2011-2012.

According to the self-study, in 2011-2012, 85% of primary faculty engaged in service, with 34% providing service to communities and the public and 78% providing service to the profession. The percentages were similar for 2012-2013.

Primary faculty members fill a variety of roles in relevant professional associations and societies, on editorial boards, on agency panels and advisory groups and in community-based activities aimed at advancing lifelong health and well-being. Faculty serve on the Oregon Health Improvement Plan Committee for the Oregon Health Policy Board of the Oregon Health Authority and on the governor’s Early Learning Council.

Both the university and college have policies, procedures and practices that support and emphasize the importance of outreach and engagement and faculty service to the profession and community. College policies and practices related to service are consistent with university expectations and are communicated to faculty. The promotion and tenure process includes policies and practices that emphasize service activities, including service to the profession and the community, and the college's guidelines for faculty assignments specify expectations. Furthermore, a percentage of FTE for service is included in faculty position descriptions and annual plans of work consistent with college and university expectations. Service is part of every professional review.

Students have opportunities to provide service, primarily through activities organized by the Public Health Club and through various capacities during the annual Oregon Public Health Association meeting. During the site visit, students also mentioned other opportunities for service, including peer reviews, the university IRB and serving as officers of professional groups. Some courses also provide opportunities for service. Examples cited by students during the site visit were the healthcare marketing course, which has a service component of three to five hours, and at least three different courses in the health promotion and behavior track. At a broader level, in 2010, OSU chartered an effort known as the Service Learning Initiative for Curricular Engagement, or SLICE, to promote and assess student involvement in service learning campus-wide.

Extension faculty provide opportunities for primary faculty to connect to Oregon communities, decreasing the "specialization by function" tendency that often exists. The college is striving to create greater integration across function, with Extension faculty becoming more involved in applied research and teaching and with research and teaching faculty becoming more involved in outreach and engagement. The self-study provides several examples of strategies toward this effort such as an internally funded grant program, an increased role of Extension faculty in facilitating internships, external funding proposals and the development of an explicit expectation for professional and community service.

On-site discussions about service made it apparent to site visitors that the data provided in the self-study do not capture the breadth of service activities of the college; rather, the data are somewhat conservative because they are limited to primary faculty and service activities were quite narrowly defined.

3.3 Workforce Development.

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

This criterion is met. The Northwest Center for Public Health Practice (NCPHP) at the University of Washington has an extensive scope and reach through its continuing education programs that includes serving public health professionals in Oregon. The college is using data collected by the NCPHP,

particularly from a 2012 survey, to inform the focus of its workforce development programs. The NCPHP oversamples in Oregon, and 57% of the survey respondents were from Oregon.

Highest priority training needs include community assessment, program development, evaluation, systems thinking, quality improvement, leadership and management development and health communications.

Survey findings suggest that distance education approaches, such as online courses, webinars and streamed video formats, might reduce barriers related to availability, time and cost of continued education. In response, the college recently expanded its continuing education programs available in a distance-learning format. The college currently offers two continuing education courses through the Professional and Concredit Education Division of OSU's Ecampus but has a target of offering three continuing education courses annually. Ecampus has instructional designers who work closely with programs and faculty to design courses to maximize online learning. During the site visit, one community member said that employees at her organization have had positive experiences taking the college's online courses.

In addition to courses, the college has contributed to continuing education through institutes, such as a recent Public Health Policy Institute, and a variety of conferences including the Oregon Public Health Association Annual Conference (500 attended in 2012) and the annual OSU Gerontology Conference (attracting 300-400 participants). The college has also initiated a quarterly webinar series for public health practitioners and other health professionals that began in June 2013. Other partners with whom the college works to provide continuing education include the Oregon Health Authority, county health departments, OSU's College of Pharmacy and other academic institutions in the state. Funding from some cooperative agreements also provides opportunities to implement workforce development activities such as training.

The college has two certificate programs: an undergraduate certificate in gerontology and the graduate certificate in public health. Development of the graduate certificate was expressly requested by the Oregon Public Health Division of Oregon Health Authority, Northwest Health Foundation and the Coalition of Local Health Officials. The 20-credit certificate was designed for full-time working professionals and requires the five core MPH courses and an elective in health management and policy. Through financial support from OSU Distance Education, online versions of certificate courses are offered, and graduate certificate students have priority for enrollment. A key purpose of this graduate certificate is to expand the diversity of Oregon's public health workforce. Through distance education, the certificate will provide access to public health education to rural and traditionally underrepresented students, who otherwise might not be able to access coursework on campus via enrollment as graduate students. By the end of

the 2012-2013 academic year, 14 students had enrolled in the graduate certificate. For the 2013-2014 academic year, the college has surpassed its target of enrolling 20 students. As of November 2013, 45 individuals had applied to the graduate certificate.

The associate dean for outreach and engagement works with the co-directors of each school to provide oversight and leadership to the workforce development enterprise. On January 1, 2014, the college hired a director of external affairs charged to represent the college with external constituents; serve as a liaison with the broader stakeholder community; and develop strategic initiatives for the existing public health workforce which will address their needs and benefit the state. Furthermore, a professional and noncredit education team was recently established within Ecampus to support development of continuing education programs, and the leader of the professional and noncredit education unit met with the college's administrative team to discuss opportunities for development of continuing education courses for public health professionals.

The college is also developing a written plan in place that articulates its relationship with the NCPHP and its role in collaborating with the center to assess the needs for, and delivery of, continuing education programs specifically for public health professionals in Oregon. This plan is expected to remediate weaknesses related to the periodic assessment of the state's workforce development needs.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

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

This criterion is met. The faculty complement represents a wide variety of disciplines across the public health spectrum with significant expertise in these areas as well as the non-public-health disciplines.

The primary faculty includes 76 individuals with 100% FTE in the college who contribute to teaching and mentoring of students. There are 46 secondary faculty with appointments in other colleges at OSU who serve on student committees and/or teach courses. All primary and secondary faculty members with titles of assistant professor or higher have doctoral degrees (ie, PhD, ScD, EdD, MD or DrPH). During the site visit, the team was told that those individuals outside the university who are involved in teaching or mentoring students have courtesy appointments (n=43 for 2012-2013) or affiliate appointments (n=2 for 2012-2013). The Extension faculty is another important group that the college relies on. These 105 faculty, located both from on- and off-campus, also teach and mentor students and provide educational resources for the community.

The college faculty integrates practice perspectives into the curriculum in several ways: guest lecturers often present seminars or lectures in courses; courtesy or affiliate faculty appointments; and professors of practice (a new faculty title at OSU for those with “significant responsibility for non-traditional education or community outcomes;” this title can include many of the Extension faculty affiliated with the college but is not limited to this group). Furthermore, several of the primary faculty have had extensive practice experience prior to joining the college (eg, policy advisor for AARP, state health department employment, local county health department employment, etc.).

The college has identified four measures by which it evaluates the qualifications of its faculty complement. These measures address promotion and tenure status, publications in peer-reviewed journals, presentations at professional meetings and student evaluations of teaching. The college has met its targets related to these measures in each of the last two years.

4.2 Faculty Policies and Procedures.

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

This criterion is met. The university’s Office of Academic Affairs is responsible for producing the faculty handbook, which provides guidelines for faculty appointments, promotion and tenure, faculty governance, faculty development and other policies of the university. The college provides an electronic resource to faculty that links to all university policies. Policies related to affirmative action and equal opportunity are the responsibility of the Office of Equity and Inclusion on campus.

Faculty development provisions are made at the university, college and school levels. At the university level, workshops, mentoring and individualized coaching are offered by the Training and Effectiveness Unit of the Office of Human Resources. Sabbatical leaves are another mechanism by which the university provides opportunities for faculty development. The OSU Research Office and the Center for Teaching and Learning provide faculty development in the areas of research and teaching, respectively.

At the college level, the Dean’s Office provides several faculty development initiatives including start-up packages for new faculty, leadership development and research support. Within the college, the schools provide seminars on curricular issues, faculty mentoring to assist junior faculty in the promotion and tenure process and release time from teaching for new faculty.

Support mechanisms such as access to library resources, an email account and access to Blackboard for teaching are provided for faculty in appointments other than full time. The college and OSU as a whole pride themselves on providing clear expectations for each faculty member. A Faculty Workload Document is used for the establishment of expectations in terms of teaching, scholarship and service and outreach.

Each faculty member has an individual position description upon which all evaluation is based. The plan of work is developed annually for each faculty member. The Periodic Review of Faculty (PROF) document is completed by each faculty member on an annual basis. The completed PROF is submitted to the co-directors of the school, who then prepare a summary and meet with the faculty member to complete the evaluation. Faculty members are evaluated in each of the domains articulated in their position description. Some slight variation in the evaluation process exists between the two schools, but the difference is minimal. Faculty told the site visit team that the process of annual review was clear and effective in articulating what is expected and how they will be evaluated on the way to successful promotion.

Student evaluation of faculty teaching effectiveness occurs in two ways: 1) students complete the Student Evaluation of Teaching to provide critique on a course by course basis; and 2) students provide evaluation of teaching and mentoring for promotion and tenure files of faculty. This evaluation includes the opportunity for students to submit confidential letters to the co-directors.

4.3 Student Recruitment and Admissions.

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

This criterion is met with commentary. OSU has a set of general policies and procedures that partially direct the recruitment and admission policies and procedures used by all units on campus. Undergraduate admissions are handled centrally. Due to the diversity of disciplines and the process established by the faculty in each of the program areas, variability exists in how graduate students are recruited and how recommendations for admission are made. Graduate student recruitment specific to the public health disciplines is multifaceted. Recruitment comes from centralized university efforts as well as other efforts, such as faculty networking, the OSU Health Professions Career Fair and professional conferences. The Laurels Block Grant Scholarship of the OSU Graduate School has enabled the MPH program to increase the number of graduate students from educationally underrepresented groups in the past two academic years, and other scholarships and fellowships help recruit graduate and PhD students in public health.

The self-study describes the admissions policies and procedures for the OSU Graduate School and for undergraduate students. For graduate students, formal admission to the university is offered by the dean of the Graduate School, whereas undergraduates are reviewed and admitted by the university and placed into a major of their choosing. The university registrar publishes academic calendars as well as academic regulations for degree requirements and grading procedures on the OSU website.

The college reports wide variability across the degree programs from application to matriculation. Based on data provided in the self-study, applications for MS programs have been stable, and applications for non-public-health PhD programs have increased 13% from 2011-2012 to 2012-2013. About 20% to 23% of applicants to these MS and PhD programs were offered admission in each of the two years. Matriculation rates for the MS programs were near 88% both years, and matriculation rates for the non-public-health PhD programs exceeded 90% in 2011-2012 and reached 100% in 2012-2013.

Data indicate a positive trend in matriculation rates for graduate programs in public health. Applications submitted to the MPH program increased during the past two years by 20%, and applications submitted to the PhD program in public health increased 77%. About 75% of applicants to the MPH program were offered admission in each of the two years. The number of applicants offered admission to the PhD in public health program declined from 82% in 2011-2012 to 58% in 2012-2013. Based on the two years of data provided, MPH matriculation increased 43% and PhD matriculation increased 33%.

During the site visit, current students shared their experiences of visiting the college and meeting with faculty upon acceptance of their application. Students said that the personal experiences provided by faculty members greatly influenced their decision to enroll. One PhD student said that she was promised that her studies and research could incorporate the interdisciplinary focus that she wanted to pursue, and this has become a reality. An international student said that the online application process provided everything he needed to apply in a simple and straightforward way.

The college uses GRE scores, enrollment trends and the average GPA in the core epidemiology course to evaluate its success in enrolling a qualified student body. The targets seek to maintain or increase the scores from year to year. Enrollment numbers have fluctuated within each degree in the last three years, but GRE scores have generally increased and the average GPA in the epidemiology course has stayed relatively stable, with a slight drop in 2012-2013.

The commentary relates to the college's relatively passive approach to recruiting students. Site visitors heard examples of recruitment efforts at standard professional events like the Oregon Public Health Association and visits to local agencies (eg, hospitals and health systems) in response to requests for information. While these activities have merit, the college's overall plan could be more active, intentional and strategic, particularly if it wants to recruit the underrepresented students it has identified and the doctoral students it needs to expand the research portfolio.

4.4 Advising and Career Counseling.

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

This criterion is met with commentary. For graduate programs, student advising is conducted at the program level and varies slightly among disciplines. Each graduate program in the college has a handbook to assist students in navigating their graduate experience. Faculty advisors for MPH students are assigned at time of admission to the program and assist students with their academic programming and internship selection. Faculty members must have graduate faculty status (through nomination by the head of the academic unit and the dean) to serve on graduate committees. Similar procedures exist for advising PhD and MS students.

All tenured and tenure-track faculty in the public health disciplines have about 10% FTE allocated to graduate student advising and mentoring. Faculty who have been in their positions for several years average between six to nine graduate student advisees. New faculty members are assigned lighter advising loads, typically two to three MPH students and one PhD student. Faculty members are oriented to their advising roles by informal training from the faculty program coordinators and by other faculty members in public health disciplines.

At the undergraduate level, the college has a centralized Advising Office staffed by seven professional advisors who can address all majors in the college, an administrative assistant and seven peer advisors. New students receive an orientation to the university, the college and their major from the Advising Office staff. Although advising is not mandatory, the college encourages students at the undergraduate level to meet with an advisor early and often. The site visit team learned that the undergraduate advisors do reach out to college faculty to inform them of issues that arise that could affect students' academic performance.

During the on-site meetings, students said that they are generally satisfied with their advisors. Students said advisors are accessible and student-focused, helping them develop a professional identity and suggesting career areas. Faculty members also communicate with one another to assist students, and some students have more than one mentor who advises them. Students may also select a different advisor than the one to which they are initially assigned.

At the graduate level, career counseling is largely the responsibility of the major professor, who assists the students in identification of employment opportunities as well as in preparatory steps for applying for jobs. To assist students in career development, the MPH internship coordinator implemented several activities, including an annual MPH alumni panel and a Twitter account to notify students of upcoming webinars through the OSU Alumni Association, job postings and internship announcements. The two

schools refer students to university-wide resources and also offer their own discipline-specific workshops, seminars and events focused on improving career readiness. At the undergraduate level, OSU Career Services and the centralized Advising Office both provide information and support on career counseling and job and internship searches.

The college administers an exit survey to students that collects data on satisfaction with academic advising and career counseling. However, this survey is new (launched in spring 2013) and has only baseline data so far. The college received responses from 30 students (a 77% response rate). Most respondents were satisfied with the accessibility of advisors (86%) and the guidance received related to the field experience (85%). Respondents were slightly less satisfied with advisors' abilities to provide information about courses outside of the track (76%) and advisors being a source of career guidance (78%).

Students have a variety of ways to communicate concerns to school officials, including filing a Grievance or Complaint Form with the college and contacting the university's Ombuds Office. The site visit team reviewed grievances/complaints filed by students in the college in the last three years. The nine grievances fell into the general categories of discrimination and academic (grade) appeals. Each case had been resolved at the time of the site visit. Resolutions included training (four cases), dismissal of cases when deemed without merit (three cases), removal from the position of a graduate teaching assistant (one case) and the upholding of a grade decision as a result of academic dishonesty (one case). College leadership who met with the site visitors confirmed that no grievances or complaints were pending at the time of the site visit.

The commentary relates to the college's informal approach to career counseling. Currently, there is a large reliance on one-to-one interactions with faculty; however, as the various degree programs continue to grow, a more centralized process may be needed. Students and faculty told site visitors that there is a need for more focused career readiness activities and better preparation for presenting at conferences. The college has taken the first step by hiring a director of career readiness and young alumni, who started in spring 2013. College leaders also told site visitors that they plan to provide advising and mentoring workshops for faculty beginning in 2013-2014.

Agenda

COUNCIL ON EDUCATION FOR PUBLIC HEALTH ACCREDITATION SITE VISIT

Oregon State University
College of Public Health and Human Sciences

November 18-20, 2013

Monday, November 18, 2013

- 8:30 am Request for Additional Documents
Marie Harvey
JoAnne Bunnage
- 8:45 am Executive Session
- 9:30 am Meeting with College Leadership
Tammy Bray
Tom Fenske
Marie Harvey
Mark Hoffman
Roger Rennekamp
- 10:45 am Break
- 11:00 am Meeting with Self-Study Steering Committee
JoAnne Bunnage
Anna Harding
Marie Harvey
Mark Hoffman
Karen Hooker
Roger Rennekamp
Sheryl Thorburn
Tony Wilcox
- 11:45 am Break
- 12:00 pm Lunch with Students
Jenny Faith
Anne Julian
Megan Sparks
Carla Alvarado
Anne Larson
Patrick Abi Nader
Alicia Dixon
Tasha Galardi
Bethany Harmon
Robert Duncan
Lauren Atwell
Christina Charlesworth
David Grim
Tom Meath
Alexandra Varga
Colin Stevens
Devin Madan
Chase Cameron
Meghan Fitzgerald
Timothy Ottusch
Katie Andersson
Kelsey Clemens
- 1:30 pm Break

1:45 pm Meeting with Faculty Related to BS and MPH Degrees
Adam Branscum
Anthony Veltri
Susan Carozza
Stephanie Bernell
Donna Champeau
Chunhuei Chi
Karen Elliott
Faith Vawter

3:00 pm Break

3:15 pm Executive Session

5:00 pm Adjourn

Tuesday, November 19, 2013

8:30 am Meeting with Faculty Related to Research, Service, Workforce Development
Marie Harvey
Emily Ho
Karen Hooker
Rick Settersten
Kathy Gunter
Brian Flay
Norman Hord
Molly Kile
John Molitor
Ellen Smit
Deanne Hudson
Roger Rennekamp
Viktor Bovbjerg
Jeff Luck
Nancy Seifert

9:45 am Break

10:00 am Meeting with Faculty Related to Doctoral Degrees, Other BS and MS Programs
Anthony Veltri
Stephanie Bernell
Donna Champeau
Vicki Ebbeck
Mike Pavol
Megan McClelland
Kate MacTavish
Don Jump
Mary Cluskey

11:15 am Executive Session

12:00 pm Lunch with Alumni, Community Advisory Council Members
Margaret Carter
Charlie Fautin
Kelley Kaiser
Phyllis Lee
Jane Moore
Lila Wickham
Senna Towner
Sarah Grall
Daniel Lopez-Cevallos
Stacey Edwards
Kelly Locey
Troy Soenen
Aniko Campbell
Rebecca Schoon
Aurora (Rory) VanGarde
Andres Cardenas
David Schary
Hillary Haskins

Wesley Rogers
Michael Sreniawski

1:30 pm Break

1:45 pm Meeting with University Leadership
Sabah Randhawa

2:15 pm Executive Session

3:00 pm Meeting with Faculty and Staff Related to Faculty Issues, Student Recruitment, Advising
Andy Houseman
Laurel Kincl
Jeff Bethel
Michelle Odden
Carolyn Mendez-Luck
Jangho Yoon
Peggy Dolcini
Kathy Gunter
Marc Norcross
Kim McAlexander
Eileen Kaspar
Robert Stawski
Urszula Iwaniec
Siew Sun Wong

4:00 pm Break

4:15 pm Executive Session

5:00 pm Adjourn

Wednesday, November 20, 2013

9:30 am Executive Session

12:30 pm Exit Interview