Council on Education for Public Health
Adopted on December 15, 2023

REVIEW FOR ACCREDITATION

OF THE

COLLEGE FOR PUBLIC HEALTH AND SOCIAL JUSTICE

AT

SAINT LOUIS UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
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Accreditation Criteria for Schools of Public Health & Public Health Programs, amended August 2021

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INTRODUCTION

Saint Louis University (SLU) is a private Jesuit university founded in 1818. Its main campus is in St. Louis, Missouri with a satellite campus in Madrid, Spain. SLU was the first university west of the Mississippi River and emphasizes a pioneering, service-focused mission, estimating its community provides more than 1.6 million service hours each year. SLU's College for Public Health and Social Justice is the only accredited school of public health at a Jesuit/Catholic university in the United States.

SLU houses 11 schools and colleges and one degree-granting center: Advanced Dental Education; Arts and Sciences; Business; Education; Engineering, Aviation and Technology; Health Sciences; Law; Medicine; Nursing; Philosophy and Letters; Professional Studies; Public Health and Social Justice; and Social Work. The university offers 97 undergraduate degrees, 82 master's degrees, and 44 doctoral degrees. It employs over 2,000 faculty members and 2,600 staff. In fall 2022, it enrolled over 12,800 students, 4,700 of whom were graduate students. The university responds to the Higher Learning Commission of the North Central Association of Colleges and Schools and several specialized accreditors. These include the Commission on Accreditation for Health Informatics and Information Management Education, the Council on Academic Accreditation in Speech-Language Pathology, the Commission on Collegiate Nursing Education, and the Accreditation Board for Engineering Technology, among others.

SLU began offering an MPH in 1979 through its Medical Center's Center for Health Services Education and Research and was first accredited as a program in 1983. The program transitioned to a school of public health in 1995 and offered an MPH, MHA, and PhD. The school began offering undergraduate degrees in health management and public health in 2009. In 2015 and 2020, the school added a biostatistics BS and MS respectively in response to workforce needs related to big data. In 2013, the School of Public Health joined with the School of Social Work to form the College for Public Health and Social Justice (CPHSJ) which underwent accreditation review in 2015. In 2021, SLU established a separate School of Social Work which resulted in social work, criminology, criminal justice, and urban planning degrees separating from CPHSJ. The college currently houses three departments: Behavioral Science and Health Education; Epidemiology and Biostatistics; and Health Management and Policy.

The college currently offers eight MPH concentrations, eight joint MPH concentrations (students complete all requirements from two different concentrations e.g., biostatistics and epidemiology), twelve dual degrees, two MS degrees, four PhD in public health concentrations, and one BS. The college offers the following non-public health degrees: two BS degrees, two MS degrees, a master of health administration, and a master of health care management. Of these degrees, the college offers distance-based programs in its biosecurity and disaster preparedness MPH, MHA, and MHCM. All other degrees are place-based offerings. As of fall 2022, 146 students were enrolled in the BS in public health and 142 students in the other two BS degrees; 189 students were enrolled in the MPH degrees and 113 students in the other master's degrees; and 41 PhD students were enrolled.

The college last underwent an accreditation review in 2015 and was not required to submit any interim reports to the Council at that time. Since 2015, the college has submitted interim reports resulting from annual reporting and compliance reviews in 2018 and 2020 related to curriculum and staff resources. The Council acted to accept those reports as evidence of compliance in these areas.

Instructional Matrix - Degrees and Concentrations					
Bachelor's Degrees			**Categorized as public health**	**Place based**	**Distance based**
Public Health	BS		X	BS	
Health Management	BS			BS	
Biostatistics	BS			BS	
Master's Degrees	**Academic**	**Professional**			
Behavioral Science and Health Education		MPH	X	MPH	
Behavioral Science and Health Education & Epidemiology		MPH	X	MPH	
Biosecurity and Disaster Preparedness		MPH	X	MPH	MPH
Biosecurity and Disaster Preparedness & Epidemiology		MPH	X	MPH	
Biostatistics		MPH	X	MPH	
Biostatistics & Epidemiology		MPH	X	MPH	
Biostatistics and Health Analytics: Traditional	MS		X	MS	
Biostatistics and Health Analytics: Geospatial Health	MS		X	MS	
Epidemiology		MPH	X	MPH	
Global Health		MPH	X	MPH	
Global Health and Biosecurity and Disaster Preparedness		MPH	X	MPH	
Global Health and Epidemiology		MPH	X	MPH	
Global Health and Maternal Child Health		MPH	X	MPH	
Health Management and Policy		MPH	X	MPH	
Health Management and Policy and Epidemiology		MPH	X	MPH	
Maternal and Child Health		MPH	X	MPH	
Maternal and Child Health and Epidemiology		MPH	X	MPH	
Public Health Practice		MPH	X	MPH	
Health Administration		MHA		MHA	MHA
Health Care Management		MHCM			MHCM

Doctoral Degrees		**Academic**	**Professional**			
Behavioral Science and Health Education		PhD		X	PhD	
Biostatistics		PhD		X	PhD	
Epidemiology		PhD		X	PhD	
Health Management and Policy		PhD		X	PhD	
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		**Academic**	**Professional**			
2nd Degree Area	**Public Health Concentration**					
Nutrition	Public Health Practice		MPH/MS	X	MPH	
Social Work	Public Health Practice		MPH/MSW	X	MPH	
Law	Public Health Practice		MPH/JD	X	MPH	
Law	N/A (Health Administration)		MHA/JD		MHA	
Medicine	Public Health Practice		MPH/MD	X	MPH	
Medical Science	Public Health Practice		MPH/MMS	X	MPH	
Business	N/A (Health Administration)		MHA/MBA		MHA	
BS in Public Health	Many existing MPH concentrations		BS/MPH	X	BS, MPH	MPH
BS in Biostatistics	Biostatistics and Health Analytics: Geospatial Health		BS/MS	X	BS, MS	
BS in Health Management	N/A (Health Administration)		BS/MHA		BS, MHA	

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The college has well-established and sufficient structures to facilitate decision making and policy implementation. Faculty members serve on designated committees and provide oversight on significant college functions. The college has a defined structure with a dean, two associate deans, one assistant dean, three department chairs, and five program directors/coordinators/managers that allow for effective and efficient management of the school. The college has 15 standing committees: Senior Leadership Committee, Academic Affairs Committee, Student Leadership Council, PhD Steering Committee, MPH Steering Committee, Undergraduate Public Health Steering Committee, Promotion and Tenure – College Committee, department committees, Internal Public Health Advisory Committee, External Public Health Advisory Committee, the Research Advisory Committee, and the College Faculty Assembly. The school also formed a CEPH Semester Committee (in 2019), which met each semester to prepare the self-study. Membership is different for each committee; however, committees generally include faculty members from each department and, if appropriate, a student representative. The Senior Leadership Committee is responsible for overall college program and operations decision-making. This	Click here to enter text.	
Faculty have opportunities for input in all of the following: • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities				
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program				

		committee includes the interim dean, associate deans of academic affairs and of research, the assistant dean of finance and administration, the Faculty Assembly president, the executive director of the Office of Public Health Practice, and department chairs. The Academic Affairs Committee includes the dean, the associate dean for academic affairs, all program directors or associate directors, representatives from the undergraduate academic affairs committee, and representatives from the graduate academic affairs committee. This committee is responsible for academic policies, degree requirements, course approval processes, and student assessments. The dean chairs the Student Leadership Council, which includes representatives from all chartered student organizations. This committee provides input to the dean and participates in college policymaking. The PhD program director chairs the PhD Steering Committee, which includes one faculty member from each concentration and two doctoral student representatives. This committee is responsible for policies related to doctoral programs, assessing doctoral competencies, reviewing curricular changes, and overseeing the examination process. The MPH program director chairs the MPH Steering Committee, which includes the program manager, practice experience coordinator, representatives from degree programs, concentration directors, and a student representative. This committee reviews and approves and approving MPH academic program proposals and		

		modifications, curriculum design, student concerns, and recruitment and retention. The undergraduate program director chairs the Undergraduate Public Health Steering Committee, which comprises staff members and department representatives. This committee oversees the undergraduate curriculum, student academic issues and concerns, and undergraduate recruitment and retention. The Promotion and Tenure – College Committee comprises tenured professors and associate professors who review sabbatical applications, rank and tenure promotions, and three-year reviews. Each department provides two representatives to the committee. The External Public Health Advisory Committee (further described in Criterion F1) advises the bachelor's and master's public health programs on required workforce competency and skills, provides opportunities for jobs and internships, and advises on and participates in student recruitment. The director of the Office of Public Health Practice chairs this committee, which comprises external stakeholders, alumni, student representatives, and the undergraduate and MPH program directors. The Internal Public Health Advisory Committee advises the Office of Public Health Practice on its goals and activities, including alumni relations. The director of the Office of Public Health chairs this committee, which is composed of the dean, the associate dean for academic affairs, the undergraduate public health program director, the MPH director, faculty representatives from all departments, university or external center representatives, and		

		students. In spring 2019, the college formed the CEPH Semester Committee, which is responsible for providing the required accreditation data, managing the self-study sections, writing the sections, and overseeing timelinesfor the report. The committee meets each semester to provide updates and problem-solve identified concerns. The associate dean of academic affairs and the director of the Office of Public Health Practice co-chair this committee. The Research Advisory Committee, coordinated by the associate dean for research, focuses on supporting faculty research, including reviewing grants, generating ideas, providing feedback on unfunded grants, and implementing strategies to enhance the research environment. Representatives from each department serve on the research committee. The college's Faculty Assembly meets two times per semester to discuss college-level governance and to facilitate information sharing between the colleges. All faculty members attend these meetings and in spring 2023, a faculty member from the Department of Epidemiology and Biostatistics chairs the Assembly. Each department considers admissions, faculty performance reviews, committee assignments, workload policies, departmental budgets, teaching quality and review, peer reviews, student assessment, and award nominations. Faculty search committees, which the dean establishes based on recommendations from department chairs, oversee recruitment and promotion for each new		

		position. Department chairs hire their own adjunct (part-time) faculty in consultation with program directors. Most faculty participate in university-level policymaking through the University Faculty Senate. All faculty members may attend these meetings and in spring 2023, three college faculty served as senators. Other college faculty have served on the SLU Institutional Review Board, the Joint Committee of the Provost and Faculty Senate for Gender Equity, the university Workload Policy Committee, and various dean search committees. Public health faculty interact with each other through the Faculty Assembly and during monthly department and committee meetings. Adjunct instructors attend orientation and departmental meetings. Departments deliver sessions by Zoom and record these meetings to allow for part-time instructor participation. Departments provide monthly development meetings to train on diverse topics. During the site visit, adjunct faculty confirmed the usefulness of meetings and orientations.		

A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Students have clear and effective methods for engagement in college-level decision making. Students can participate in numerous college-level student organizations including Public Health Club, Student Senators, Future Leaders of HMP, Lions Club, the PhD Student Association, the Student Association for Health Management and Policy, the Student Association for Public Health, the Student Outbreak Response Team, and the Rotaract club. Officers of these clubs and organizations comprise a Student Leadership Council for the college and meet twice a semester. During the site visit, students noted that members of the Student Graduate Association hold weekly office hours during which students can provide feedback to the dean. Students additionally serve as members on college-level committees including the PhD Steering Committee, the MPH Steering Committee, the Undergraduate Programs Steering Committee, department committees, the Internal Public Health Advisory Committee, and the External Community Advisory Board. Student organization presidents serve as the student representatives on the PhD and MPH Steering Committees. Student representatives share any anonymous feedback from the student body on programmatic issues, concerns, opportunities for better student support, and areas that	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate				

		are going well. During the site visit, reviewers asked how students are appointed to departmental and college-level committees and learned that the college invites students to self-nominate for these roles. Students serve a two-year term, with first- and second-year students serving simultaneously. The student association distributes announcements for self-nominations. The MPH program invites all MPH students to attend Town Hall meetings once a semester. The MPH program director and manager host these meetings, during which students can express concerns, desires, and feedback. During the site visit, faculty identified two areas in which student feedback at Town Halls has led to programmatic change: 1) MPH students voiced the need for more exposure to budget and finance content, and as a result, content of this nature was incorporated into existing courses and 2) MPH students indicated that financial aid did not cover summer tuition; consequently, the APE requirement was reduced from three credits to one credit in the summer, with the other credit hours earned in the fall semester, when financial aid is available.		

A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Operates at highest level of organizational status & independence		The college has an appropriate level of independence, similar to other schools and colleges at SLU. The college's dean reports directly to the provost, who reports to the president. This structure applies to all SLU schools and colleges, except the School of Medicine and its clinical	Click here to enter text.	

		operations (SLUCare); this dean reports directly to the president, and operations and budgets for these units are maintained separately from all other schools and colleges. Representatives from the College for Public Health and Social Justice explained that the School of Medicine's budget has no impact on decisions regarding investments in any other school or college.		

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Offers professional public health master's degree in at least three distinct concentrations		The college offers an MPH in many distinct public health disciplines and a PhD in four concentrations, exceeding this criterion's minimum requirements. The instructional matrix in the Introduction of this report presents the college's entire list of degrees and concentrations.	Click here to enter text.	
Offers public health doctoral degree programs in at least two distinct concentrations				

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The college's vision is "Health, through justice, for all. Local, regional, and global communities that are healthy, thriving and just." The mission is "to pursue health, well-being, and social	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				

Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success		justice for, and with, communities through nationally renowned teaching and research, practical applications of knowledge, and authentic partnerships inspired by our Jesuit tradition and identity." The college has four key values that guide its teaching, research, and service: collaboration, innovation, justice, and practice. The college defines four goals that clearly address instruction, scholarship, and service: • Deliver high-quality educational programs that prepare a diverse public health and health care administration workforce for contemporary issues with a strong basis in social justice. • Produce high-impact scholarship and pursue funded research that drives justice-oriented improvements in health and well-being. • Lead high-impact community initiatives that include partnerships with community partners, public health departments and alumni to increase health equity. • Attract students, staff, and faculty that represent our diverse community and train students, staff, and faculty to discuss diversity, equity and inclusion in the college, classroom and in research and practice. Together, the vision, mission, values, and goals illustrate how the college plans to advance the field of public health and promote student success. The guiding statements are sufficiently specific and describe the college's unique identity and current aspirations.		
Guiding statements reflect aspirations & respond to needs of intended service area(s)				
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes				

		During the site visit, students, staff, and alumni mentioned the importance of the social justice mission in guiding the college.		

B2. EVALUATION AND QUALITY IMPROVEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects & reviews all measures in Appendix 1		The college has an evaluation plan that details various measures, data collection processes, and review plans. The plan allows the program to measure its progress toward advancing its mission and goals and addresses the college's unique context. Site visitors reviewed evidence of how data are collected, evaluated, and addressed when needed. Although the college has recently implemented some data collection processes and is still refining others, the process for consistently reviewing the evaluation plan is evident. The college defines data sources and responsible parties for each measure. Senior leaders, program directors, program coordinators, associate deans, and department chairs primarily evaluate the data collected for the evaluation plan. The evaluation plan ensures that the college collects data on all measures required by the accreditation criteria and on college-specific areas of interest. The college defined four unique measures, each corresponding to a goal in the guiding statements. For example, to address its diversity goal, the college	Click here to enter text.	
Measures mission & goals & addresses unit's unique context				
Reviews & discusses data				
Makes data-driven quality improvements				
Consistently implements evaluation plan(s) over time				

		measures the number of equity and inclusion topics addressed in courses, research, and practice activities; student, faculty, and staff composition by race/ethnicity/first generation; and faculty, student, and staff perceptions of climate regarding diversity and cultural competence. These data come from a variety of sources including annual faculty reviews; annual syllabi reviews; the college's climate survey; and demographic data from the university's Office of Institutional Research. The Senior Leadership Committee reviews these data and addresses any recommendations or follow-up. To produce high-impact scholarship and pursue funded research that drives justice-oriented improvements in health and well-being, the college tracks grants submitted that have a justice orientation, information provided during annual faculty reviews, and the number of articles published in peer-reviewed journals. The college recently implemented a process whereby faculty report their social justice-related work. While department chairs are currently responsible for examining this data, the college is still considering how they will use this as a metric to measure scholarly progress. The self-study provided three examples of how the college translated evaluation findings into programmatic plans and changes. During a college town hall, students discussed with college leaders the effects of racial oppression they were experiencing. To address this, the college sent a survey to further assess its climate related to DEI and social justice. Additionally, the college piloted a syllabus audit with all undergraduate syllabi to determine the diversity of sources and content included in courses. In		

		spring 2023, faculty shared these tools and discussed how to further these efforts. Another example relates to alumni and employer feedback that alumni lacked specific skills, for example time management, to be a successful public health professional. Employers specifically noted limited ability of alumni to manage life stressors. In response to this feedback, the college created a new committee, the Curriculum Innovation Committee, in spring 2022 to examine the public health curriculum for opportunities to enhance preparation in professional skills like time management. The college also added a session on well-being to its professional development series and invited the director of SLU's Counseling Center to new student orientation to increase awareness of student support services.		

B3. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The college reports graduation rates that exceed the threshold for this criterion. MPH and MS students have a maximum time to graduate of five years. Most MPH and MS cohorts presented in the self-study achieved the 70% benchmark within two years, even though students may continue their studies up to the maximum allowable time. MPH cohorts entering between 2017 and 2019 have	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

		surpassed the threshold at 96%, 93%, and 77%, with students continuing toward graduation in the 2020 through 2022 cohorts. Withdrawals are minimal among the subsequent cohorts, and they appear on track to meet this criterion's threshold. Similarly, all cohorts of MS students who entered between 2016 and 2020 are on track to surpass this criterion's thresholds with 50-100% graduation rates so far (entering cohorts of one to two individuals). PhD students have a maximum time to graduate of seven years and follow a similar pattern of surpassing this criterion's threshold, often before the maximum allowable time. Between 60-88% of students who matriculated between 2015 and 2017 had completed their degrees by the time of the site visit, with students continuing to progress and few withdrawals among later cohorts. BS in public health students have a maximum of six years to complete their degrees, and the college begins counting bachelor's students after they have completed 75 hours of coursework. All cohorts entering between 2016 and 2018 have surpassed the threshold at 100%, 96%, and 97%, with students continuing toward graduation in the 2019 and 2020 cohorts. Withdrawals are minimal among the subsequent cohorts, and they appear on track to meet this criterion's threshold.		

B4. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The college collects and presents post-graduation placement information for each of its public health degree offerings. The data represent graduates from 2018 through 2021. The college primarily uses graduation exit surveys and alumni surveys to collect post-graduation outcomes. The college supplements these data with informal efforts such as LinkedIn searches and individual outreach by staff and faculty for specific programs. Bachelor's graduates with known outcomes report positive placements in the last three years, with 91-97% reporting employment or enrollment in further education (known outcomes of 91%, 97%, and 97%). Between 77-87% of known MPH graduates in the 2018-19, 2019-20, and 2020-21 cohorts report being employed or are enrolled in further education (known outcomes of 80%, 87%, and 89%). Only two students have graduated from the MS program; both are employed. All known doctoral graduates report that they are employed. The college reported one unknown doctoral outcome for 2018-19 and 2019-20, and none for 2020-21. The self-study notes that the college has recently worked to increase response rates for its MPH alumni survey to decrease its unknown outcomes. For example, the college offered a raffle, recruited academic advisors to reach out	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree				

		directly to past advisees, and asked alumni whether they knew where their peers were employed. These methods successfully decreased the number of unknown outcomes for 2019-20 and 2020-21 graduates.		

B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The college collects quantitative and qualitative data on alumni perceptions of curricular effectiveness. The college collects data on alumni perceptions through an alumni survey that it administers on a varying schedule for each degree level. Prior to 2022, the college sent the BS survey every five years. Moving forward, this survey will be sent every three years. The college sends the MPH and MS alumni surveys every three years and the PhD alumni survey every five years. The self-study presents response rates from its most recent administrations of 41% (BS), 20% (MPH), and 42% (PhD). Only two students have graduated from the college's MS degree program, and data collection for these students will begin later in 2023. Students across all degree programs report that they feel well-prepared for the workforce and identified common areas for improvement including increasing epidemiological and biostatistical training and opportunities for career preparation such as additional research, internship, and networking activities. The BS alumni survey collects quantitative and qualitative	CPHSJ Response: The site visitors note the concern that we have been minimally effective in our efforts to collect feedback from MPH graduates. We appreciate the acknowledgment of our attempts to collect the data. One challenge we face is collecting alumni data that represents all MPH concentrations. There are several things we are doing to address this. First, as noted in the report, we are reducing the number of MPH concentrations which should increase the likelihood that our data will be more representative given fewer unique combinations of coursework. Second, we continue to partner with the Office of Alumni Engagement at the University to: 1) identify alumni	The Council appreciates the college's response and looks forward to reviewing future evidence of compliance with this criterion.
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation				

		data on alumni perceptions of curricular effectiveness. Students rate how well their training prepared them to demonstrate foundational public health knowledge, identify health characteristics and determinants across diverse populations, recognize ways to implement evidence-based approaches in the community, and communicate public health issues with an emphasis on social justice and core disciplines. On average, students rated their training as a 4.5 on a 5-point Likert scale, between very well and somewhat well. Qualitative questions asked students which skills from their education were most useful in preparing them to do what they do now, what elements were missing from their education in preparing them to do what they do now, and suggestions to strengthen the curriculum. Students indicated a wide range of topics that were most useful in preparing them for their current position including evidence-based public health work and foundations of public health knowledge. Common themes for missing elements in the curriculum included a desire for more research and internship options and more data software exposure. More internship and research opportunitiesand additional statistics coursework were the most common suggestions to strengthen the undergraduate curriculum. The college presents quantitative MPH alumni survey results from 2019 and 2021, and these data include graduates from 2013 through 2021. The 2019 survey, which was sent to alumni who graduated between 2013 and 2018, asked graduates to rate how successful they felt in achieving competencies during the program and how able they were to apply the competencies in practice. These responses were based on the 2011 CEPH criteria.	contact information and 2) disseminate the survey through their network. This is important because the Alumni Office has staff and software to aid in identifying current contact information for SLU alumni. However, their data are only as good as their ability to collect it from alumni. Therefore, third, at the end of the MPH capstone courses, we are asking graduating students to tell us their permanent email addresses and the name of their employer (if they have a position.) In this way, we are more likely to reach more alumni, not just to complete the alumni survey, but to regularly invite them to presentations and events we hold for students and the community. Finally, we are building a stronger alumni engagement strategy. We understand that alumni need to feel connected to the College, regardless of their participation in survey completion. For example, we have a social justice speaker series where faculty and staff present their research intersection with social justice. This is an opportunity for alumni to participate in the current work of the College. Continuing to extend our community beyond	

		Between 60-93% of respondents felt moderately to highly successful in achieving and applying program competencies. Given the low response rate, the college worked with its External Advisory Board to identify new methods to engage alumni. In 2021, the college employed student workers to update alumni contact information and administer the survey using email, social media, and direct communication. These efforts resulted in a 20% response rate (43 responses) (up from an 18% response rate to the 2019 survey). The 2021 MPH alumni survey targeted graduates from 2019 through 2021 whose curriculum was based on the 2016 CEPH criteria. This survey asked students to indicate whether they felt well-prepared or could have used more training in all 22 foundational competencies (see Criterion D2 for a full list of foundational competencies). The survey also asks students to indicate which three to five competencies have been most useful in their post-graduation position. Aggregate responses revealed that between 90-100% of respondents felt well prepared in foundational competencies 6, 7, 8, 18, 19, 20, and 21. Between 44-73% of respondents indicated they could have used more training in foundational competencies 3, 10, 14, and 17. Respondents indicated that the most useful foundational competencies in post-graduation positions were 1, 2, 4, and 21. The survey then asks students to do the same with concentration-specific competencies, and most respondents indicated that they felt well prepared in each concentration competency. This survey did not ask graduates to provide additional comments or the opportunity to explain their responses. To address low response rates for its MPH graduates, the	graduation will open better avenues to consistent feedback about our programs.	

		college conducted two individual interviews and a focus group with four individuals. The qualitative data supported quantitative findings, with all graduates agreeing that they felt well prepared related to foundational competencies4, 8, and 21 and needed additional training in competencies 1, 2, 3, and 16. The college presents quantitative and qualitative survey data from its PhD alumni who graduated between 2016 and 2020. PhD graduates answer the same questions as their MPH peers. Of 16 respondents, 75% (n=12) reported between moderate and a lot of success in achieving the program's seven core PhD competencies. Graduates were very satisfied with their achievement of competencies related to critical thinking, communication, analytical thinking, and ethics and professionalism. Fourteen respondents were currently employed and answered the question regarding successful competency application in the workforce. All respondents (100%) indicated success in applying critical thinking, analytical skills, and communication competencies in their current positions. Almost all (93%, n=13) indicated success applying the ethics and professionalism competency. Graduates also responded to an open-ended question about additional training the program could provide students to better prepare them for work, and the most common response was to help prepare students for non-academic settings. The concern relates to the minimal effectiveness of the college's efforts to collect feedback from MPH graduates. Despite introducing new strategies in recent years, the college has received few responses through quantitative and qualitative data collection methods. Site visitors could not ensure that the feedback received is representative of		

		most graduates, especially given the large number of MPH concentration options available within the college. During the site visit, alumni who met with reviewers said that many skills they learned while earning their public health degree have been helpful in the work setting, particularly in the early months of the COVID-19 pandemic. Areas of strength cited include critical thinking skills, program planning and evaluation, resource management, and health communication strategies.		

C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The college's financial resources are adequate and sufficiently stable to support its efforts toward its mission and goals. SLU uses an incremental budgeting model. The university allocates the previous year's budget to the college as a foundation and adjusts as needed. Faculty and staff salary adjustments, tuition increases (which impact student financial aid), and contractual changes typically account for budgetary increases. The college can submit requests to the university for additional funding, added resources, or reallocation of existing resources. Proposals for new initiatives or programs must have the ability to bring in additional revenue. SLU business and finance officers review these requests, then send them to the Board of Trustees for final approval.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit				

		The annual budgeting process begins in the fall prior to the next fiscal year. All proposals for new initiatives are due at that time. In February or March, the university distributes the budget base to each academic unit. The college's assistant dean for finance and administration collaborates with the dean and department chairs to determine changes to the budget, allocation of resources, and any special needs. Tuition revenue is the main source of income for the college, and it receives 25-30% of this revenue from the university. The college's tuition revenue covers all operational expenses, while the budget base includes faculty salary and fringe costs. The college awards additional faculty or staff positions through the new-initiative proposal process. Additionally, there are some costs that the university manages and covers including undergraduate financial aid and instructional costs for courses taken outside of the college. The college defines operational costs as expenses required to conduct the day-to-day activities related to academic programs, student recruitment and admissions, faculty and staff professional development, and other expenses. Examples of operational expenses include travel, dues, and memberships for faculty, instructional/classroom equipment, and marketing and advertising campaigns. The college must follow the new program request proposal process if it requires additional operational funding. Occasionally, the college receives donations, which can cover additional operational costs. The college's base budget includes funding for student support like scholarships and graduate assistantships.		

		Endowed gifts also fund student support, and the college uses these scholarships as a recruitment and admissions tool to attract high-quality students and a diverse student population. The college's base budget also funds student travel expenses in addition to university-collected graduate student activity fees. Students apply for this funding from their department chair or faculty mentor, who review and approve requests. As part of the college's operational funding, each faculty member receives $1,600 each fiscal year for professional development or travel expenses. These funds do not roll over each year; however, if faculty require additional funding for conference travel, department chairs can grant these requests. The university's indirect cost allocation policy recovers $7.5 million in operational expenses. Once met, 60% of indirect costs go to the university, 10% to principal investigators, 10% to the PI's department, 14% to the college, and 6% to the Office of Research and Innovation. The self-study presents a budget from the last five years indicating that college revenue has grown from $33 million to $39 million. While the university does not return this additional revenue directly to the college, faculty confirmed the financial health of the college during the site visit.		

C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The college has sufficient faculty resources, and all concentrations meet the minimum primary instructional faculty (PIF) requirements. As of spring 2023, there were 29 PIF and 39 non-PIF. All PIF are allocated to the college at 1.0 FTE, and reviewers verified suitable double counting of PIF across concentrations when applicable. FTE for non-PIF is based on the number of courses taught; each course counts as 12.5% of a 100% workload. Academic and career advising averages appear adequate based on degree and student needs. Faculty average 15 master's students (max: 33) and two PhD students (max: six). ILE advising numbers at the master's and doctoral levels appear manageable. The faculty member teaching the MPH ILE course advises all students in that section, averaging 18 students. MS mentors have an average of five students; and PhD dissertation advisors have an average of two students. At the bachelor's level, the self-study indicates that faculty average 14 BS in public health students (maximum of 69) and 23 students in the cumulative/experiential activity, with a maximum of 35. During the site visit, reviewers asked about the wide range of BS advisees presented in the self-study (from two to 69 students) and learned that this advising relates to faculty mentors supporting	Click here to enter text.	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable				
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable				
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)				

Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)		students related to their personal and professional wellbeing rather than to providing academic advising or curriculum planning. Most BS students participate in group mentoring during their first two semesters, which accounts for the high ratios. After the first year, they transition to a faculty mentor for the remainder of their time in the major. The self-study presents data from the 2021-22 exit survey (48-82% response rate) according to degree level, and data indicate general satisfaction with class size and availability of faculty. Regarding class size, 100% of bachelor's respondents, 86% of master's respondents, and 90% of doctoral respondents agreed that class size was conducive to their learning. Similarly, 92% of bachelor's, 93% of master's, and 90% of doctoral respondents agreed or strongly agreed that faculty were available when needed. After rating their satisfaction with class size and faculty availability, the exit survey asks students to provide additional comments with further detail. This qualitative data largely supported quantitative ratings with students across degree levels describing their class size as reasonable, appropriate, and perfect. The few critical responses at the graduate level mostly pertained to faculty availability, often referring to specific advising instances when communication from faculty could be improved. The self-study indicates that several faculty members are temporarily serving in administrative leadership positions within the college or university, which has reduced dedicated PIF to the biosecurity and disaster preparedness and maternal and child health concentrations. During the site visit, reviewers asked for clarification on what, if any,		

		impact this has had on students and other PIF. College leaders said that the longer-term status of these individuals' responsibilities is still unknown; however, new faculty hires are qualified in these areas of focus and will be able to teach courses and advise students beginning in fall 2023. Site visitors learned that the college was in the process of filling five open faculty positions during spring 2023. At the time of the site visit, the university had announced that three candidates had accepted offers, and two health management and policy positions were in the final interviewing stage. The search committee for the new dean had also provided a recommendation to the provost, and a final decision was expected to be announced soon. Students who met with site visitors spoke highly of the faculty and said that they are always available to answer questions and provide support. Some students noted that the dean is their faculty mentor, and, despite her many responsibilities, she is always accessible and is available to discuss career goals and to provide mentorship. Student experiences with other faculty were similarly positive.		

C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The college maintains adequate staff positions to meet its mission and goals. The college has 30.0 FTE staff positions including MPH and MHA support, undergraduate and	Click here to enter text.	

Staff & other personnel resources appear sufficiently stable		graduate support, administrative, marketing, recruitment and admissions, human resources, academic advising, and research support staff. The university funds staff resources for research, career, student financial, international, and technology services. The self-study notes that staff turnover has been high since 2018, likely due to longer work hours and stagnated salaries. The university has centralized many support functions, and while contributing to operational efficiency, this change also causes longer wait times for support requests and lacks prioritization for the college. Reviewers asked students during the site visit about these concerns. Students who met with site visitors reported adequate staff support and expressed satisfaction with staff resources. In spring 2023, the university's Human Resources Office was conducting a market analysis on staff salaries and considering new retention strategies. At the time of the site visit, the college interim dean had successfully promoted key staff members and reported that the provost has collaborated with them on this front. The college is exploring staff position career advancement opportunities and plans to implement them in 2024. During the site visit, staff reported heavy workloads but felt supported by the college and university. Staff members also confirmed university support and resources allowing raises and promotions. Students who met with site visitors spoke highly of the staff with whom they interact and specifically mentioned individuals who work in IT and Career Services.		

C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The college has sufficient physical resources adequate to fulfill its mission. The self-study states all faculty and staff have offices of sufficient size and layout. Faculty and staff occupy the Salus Center on the Medical Campus and Tegeler Hall on the North Campus. The university provides all faculty offices with standard furniture including L-shaped desks, bookshelves, filing cabinets, and a small conference table. The Salus Center houses most graduate classrooms, while undergraduate classes are held in various university spaces on the North Campus. Classrooms are adequately equipped for instruction, including hardware and software necessary for hybrid classroom learning. Students have shared spaces in Salus Center and Tegeler Hall, which include lounges, kitchens, a student computer lab, and a private space for lactating students. The college can accommodate growth, as 12 vacant faculty offices are available and classroom utilization at the Salus Center is less than 50%. Faculty who met with site visitors reported that the college plans to move from the Salus Center to Wool Center, providing a more convenient locale for students and a more central campus location. The move to the Wool Center will allow for easier student collaboration and eliminate significant commute times. During the site visit, university leaders spoke about this	Click here to enter text.	
Physical resources appear sufficiently stable				

		move and how it will make the college more visible to the rest of the SLU community, particularly undergraduate students who may not be aware of opportunities to pursue a public health major.		

C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		The college has adequate information and technology resources to fulfill its mission. The university has the Pius XII Library, located on the main campus, which is open to all students. The library includes interlibrary digital sharing and other printed and digital resources. Students, staff, and faculty can also use the Medical Center Library, which is staffed by a doctoral-level health sciences librarian. The university provides a standard suite of software to students through the mySLU online portal. This includes the Microsoft 365 set, Canvas, Handshake, Scholarship Suite, Zoom, and others. The university charges students for SPSS, SAS, and Tableau, typically in lieu of textbook purchases. SPSS and SAS are both available on computers in the college computer labs. The university and college provide all faculty with standard computer equipment including a laptop or desktop, multiple monitors, and a webcam in addition to the software available to students. All faculty have access to SAS and SPSS for research, funded by the university or college operational budget. Faculty can purchase additional software or research equipment using	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable				

		professional development, start-up, or college indirect funds. The college has two computer labs, one in each building, and an IT technician staff for both. The university contracts with a third party to provide IT support. The help desk, askSLU, offers support Monday through Friday from 7:00am to 8:00pm. AskSLU also has on-call staff for weekend support and a help desk number for emergency classroom technology concerns. Students who met with site visitors highlighted challenges with the instructional software change from Blackboard to Canvas. The self-study outlined similar concerns; however, the on-site student conversations noted improvement and training successes over time. Students reported that faculty familiarity improved from one semester to the next. Likewise, faculty noted challenges during software conversion with subsequent improvement over time. Students and faculty praised the IT staffing team as resourceful, responsive, and always willing to assist. Anecdotally, the students reported having personal cell numbers of staff members as a testament to dedication and access to service.		

D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through		The college exposes MPH students to the foundational public health knowledge areas through a set of required	Click here to enter text.	

appropriate methods (see worksheet for detail)		courses. All MPH students complete four required courses that cover the 12 foundational learning objectives: • PUBH 5010: Mission and Practice of Global Public Health • PUBH 5030: Methodological Approaches to Understanding Population Health • PUBH 5040: Generating Evidence from Public Health Data or BST 5400: Applied Data Management or BST 5100: General Linear Models • PUBH 5060: Environmental and Biological Determinants of Health Through review of syllabi, course materials, and readings, reviewers verified that MPH students receive grounding in all 12 foundational learning objectives, as shown in the D1 worksheet.		

D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		The college assesses all MPH students, including combined degree students, on their ability to demonstrate each of the 22 foundational competencies, as summarized in the D2 worksheet. All students, regardless of concentration, take seven core courses, including the four courses listed in Criterion D1 as well as Ethical Issues in Public Health (or Ethical Leadership in Health Management and Policy); Health Care Organization (or Healthcare Across the Lifecourse: From Policy to Practice); and Translating Evidence and Theory for Community Practice. The site visit team validated the teaching and assessment of most competencies by reviewing course syllabi and other supporting materials, such as assignment instructions and quiz questions. Faculty assess students through assignments such as article critiques; policy analyses; advocacy opinion editorials; quizzes; social media health communication campaigns; and case studies. During the site visit, reviewers asked for additional clarification on competencies 2 (related to selecting qualitative data collection methods) and 11. For competency 2, faculty provided more information about an exam that includes four scenarios that students must match to the correct study purpose and data collection method. Reviewers confirmed that the choices include	Click here to enter text.	

		both quantitative and qualitative data collection methods. For competency 11, reviewers learned that the faculty member who usually teaches the mapped course (PBH 5070) was on sabbatical the last time the course was offered; this faculty member provided an updated syllabus that will be used next time the course is offered, and site visitors confirmed appropriate teaching and assessment of this competency. The syllabus showed that students learn about program efficacy, survey designs, and methodology. Students must demonstrate that they can select the appropriate evaluation design based on the study they are doing.		

D2 Worksheet

MPH Foundational Competencies	**Yes/CNV**
1. Apply epidemiological methods to settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy, or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & systemic levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design, implementation, or critique of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	Yes
12. Discuss the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply leadership and/or management principles to address a relevant issue	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes

19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Integrate perspectives from other sectors and/or professions to promote & advance population health	Yes
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The college defines five competencies for its MPH in biosecurity and disaster preparation; epidemiology; biostatistics; and health management and policy; and six competencies for its MPH in maternal and child health; global health; and behavioral science and health education. The college is in the process of transitioning its MPH in public health practice to an individually defined concentration. It currently uses the same five competencies as the MPH in health management and policy. Site visitors validated the teaching and assessment of most competencies by reviewing syllabi and other supporting materials provided with the self-study. The assessments for each competency include assignments such as a hazard vulnerability risk assessment in the biosecurity and	First Concern CPHSJ Response: The work to change the PRFP concentration to a distance-based generalist degree is ongoing. We anticipate University level approval in November/December with implementation of the degree in Fall 2024. The concentration name will not change, but the concentration competencies will change to reflect the new generalist focus. Second Concern CPHSJ Response: The instructor of HMP 5300, the course where HMP concentration competency #1 is assessed, has	The Council appreciates the college's response. Based on the information in the college's response, the Council concluded that the college has addressed the second and third concerns identified in the team's report. The Council looks forward to reviewing future evidence that the college has addressed the first concern identified in the team's report, relating to the MPH in Public Health Practice.
Assesses all students at least once on their ability to demonstrate each concentration competency				
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	N/A			

		disaster preparation concentration; SPSS assignments and problem sets in the biostatistics concentration; and a healthcare business plan in the health management and policy concentration. The team validated additional competencies by reviewing materials made available during the site visit and from faculty descriptions of course content and student assignments. The D4 worksheet summarizes reviewers' findings. The first concern pertains to the college's MPH in public health practice, which does not define five distinct competencies but uses the same competencies as the health management and policy concentration. At the time of the site visit, the college was in the process of revising the public health practice concentration to be a distance-based generalist MPH for professional practice students and those earning a joint degree. Faculty told site visitors that the revisions were in the approval process, with implementation expected in fall 2024. The second concern relates to the group-based format of the assessment mapped to health management and policy concentration competency 1. Students work in a group to develop a business plan, with individual students leading specific sections. Reviewers could not ensure that every student demonstrates all aspects of the competency given the variable work they complete based on the section they lead. The third concern relates to the misalignment between health management and policy concentration competency 2 and the mapped assessment. Students complete a final	added short essay final exam questions that assess the application of evidence-based approaches to organizational development, change and innovation at an individual level. Third Concern CPHSJ Response: The instructor of the health Policy course that assesses HMP concentration competency #2 is revising the final paper instructions and adding an evaluation of competing policy approaches to the final exam. The paper now requires students to focus on a public health issue within the context of health services delivery: "Final policy analysis paper: Students will analyze a current public health problem, the policies addressing the problem, the reasons current policies were chosen, the effectiveness, efficiency, equity, and political feasibility of these policies in addressing demographic challenges associated with cost, access, and quality of care, and develop recommendations for alternatives that may positively impact the problem by refining specific health services delivery model."	

		policy analysis paper and must choose a topic that may be related to public health or health services delivery. Reviewers did not see evidence that faculty assess every student on their ability to compare and contrast policy approaches for both a public health issue and within the context of health services delivery as the competency states.	For the final exam: "Students will be given multiple health policy cases where they will be asked to create policy alternatives to address the identified public health concerns (e.g., gun violence, inflation, medical debt) by adopting policy evaluation criteria including effectiveness, efficiency, equity, and political criteria."	

D4 Worksheet

MPH in Biosecurity and Disaster Preparedness Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1. Analyze disaster planning data and methods, such as risk assessment, syndromic surveillance and disaster plans	Yes	Yes
2. Use an evidence-based approach to develop human, animal and environmental hazard control interventions	Yes	Yes
3. Apply the scientific characteristics, such as transmission routes and control measures, of major biological hazards to develop interventions that minimize human and animal disease	Yes	Yes
4. Synthesize disaster planning data into risk communication messages regarding biosecurity hazards and risks to responders, the public, the media and policymakers	Yes	Yes
5. Apply disaster risk management principles in program, organizational and community initiatives	Yes	Yes

MPH in Behavioral Science and Health Education Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1. Apply conceptual approaches to understand and change behaviors and structures at multiple ecological levels.	Yes	Yes
2. Describe health threats and assets at multiple ecological levels to guide intervention and policy	Yes	Yes
3. Integrate needs, assets, resources and capacity to develop interventions at multiple ecological levels	Yes	Yes
4. Design theory and evidence-based interventions to address determinants of health in order to improve health outcomes and impact population health	Yes	Yes
5. Collaborate with multisector partners to apply theory and evidence to implement public health interventions	Yes	Yes
6. Design evaluations (process, impact and outcome) of public health- related interventions using a mix of qualitative and quantitative methods	Yes	Yes

MPH in Maternal and Child Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Describe the historical context and characteristics of MCH practice	Yes	Yes
2. Explain contemporary policies, programs, community initiatives and legislation at the local, state, federal or global levels across a variety of MCH issues	Yes	Yes
3. Use equity or life-course frameworks, when appropriate, to analyze key MCH indicators that affect the well-being of women, children, fathers and families	Yes	Yes
4. Create strategies to inform policymakers or community stakeholders about the impacts of evidence-based programs and policies on MCH-related populations and health systems	Yes	Yes
5. Lead collaborative teams to accomplish activities and manage challenges by applying critical thinking and professional skills	Yes	Yes
6. Integrate principles of social justice and cultural competency in community or program assessment or policy evaluation	Yes	Yes

MPH in Global Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze the roles, relationships and resources of the entities influencing global health	Yes	Yes
2. Apply ethical approaches in global health research and practice	Yes	Yes
3. Apply monitoring and evaluation techniques to global health programs, policies and outcomes	Yes	Yes
4. Propose sustainable and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area	Yes	Yes
5. Design sustainable workforce development strategies for resource-limited settings	Yes	Yes
6. Display critical self-reflection, cultural humility and ongoing learning in global health	Yes	Yes

MPH in Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze data with complex statistical models, such as Poisson regression, survival regression and log linear models for categorical data	Yes	Yes
2. Evaluate evidence using the principles of biostatistics, such as bias, natural and sampling variability, and theories of estimation	Yes	Yes
3. Create statistical reports and presentations using appropriate graphical and numerical summaries and narrative explanation	Yes	Yes
4. Follow ethical norms and rules for acquiring, managing, sharing, securing and analyzing data	Yes	Yes
5. Manage and process data using a variety of software packages	Yes	Yes

MPH in Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critically analyze the epidemiologic literature	Yes	Yes
2. Assess the health of populations by comparing appropriate health-related metrics across populations, places and times	Yes	Yes
3. Develop appropriate epidemiologic study designs and analytical strategies to test hypotheses	Yes	Yes
4. Apply epidemiologic methods to draw valid inferences from public health data	Yes	Yes
5. Synthesize epidemiologic findings and communicate them to technical and nontechnical audiences	Yes	Yes

MPH in Health Management and Policy Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply evidence-based approaches to organizational development, change and innovation	Yes	Yes
2. Compare and contrast policy approaches and alternatives within the contextual environment of health services delivery and public health	Yes	Yes
3. Discuss the economic impact of organizational and policy changes	Yes	Yes
4. Apply basic concepts and tools that are integral to strategic thinking, planning and management	Yes	Yes
5. Analyze political feasibility and distributional analysis and impacts on policy and key stakeholders	Yes	Yes

MPH in Public Health Practice Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply evidence-based approaches to organizational development, change and innovation	No	
2. Compare and contrast policy approaches and alternatives within the contextual environment of health services delivery and public health	No	
3. Discuss the economic impact of organizational and policy changes	No	
4. Apply basic concepts and tools that are integral to strategic thinking, planning and management	No	
5. Analyze political feasibility and distributional analysis and impacts on policy and key stakeholders	No	

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		The college offers and coordinates meaningful and appropriate applied practice experiences for MPH students. The college designs and maintains practice experiences using the Applied Practice Experience (APEx) program and outlines required work plans as well as comprehensive competency evaluations. MPH students complete two applied experience artifacts. Examples of appropriate products include a final report, training program, written assignments, project plans, presentations, spreadsheets, websites, posters, or other artifacts of learning. The self-study lists prior APEx practice sites, which are extensive and impressive. They include the CDC, CityMatCH, Empower Through Health, Food Outreach, Inc., Global Partners in Care, Mission Health, Missouri Coalition for the Environment, National Council on Alcoholism and Drug Abuse, Patient Centered Outcome Research Institute, Planned Parenthood, Restore SLT, St. Louis University Cancer Center and many others. These sites offer experiences for a variety of interests and represent many concentration-focused opportunities. Site visitors reviewed APEx work product examples that are descriptive and reflect the college's many MPH concentrations. These examples included the following: • An internship facilitating a closed-point-of-dispensing site plan to provide COVID-19 vaccine serving a private	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least five competencies, at least three of which are foundational				

		corporation workforce, using epidemiological competencies. • An internship at CityMatCH where the student authored a maternal/child health vignette for publication; interviewed and summarized key informant interviews, and performed a readiness assessment using the Ready, Set, Go Working Plan for the Institute for Equity in Birth Outcomes. • An Anti-Hunger Policy Fellowship at Operation Food Search where the student performed a Missouri Food Security and Poverty Analysis and completed social media and printed materials regarding WIC benefits and healthy food access. Before a student enrolls in the accompanying APE course, they begin working with an assigned APEx advisor to identify a site and draft an APEx agreement. The APEx advisor assists in competency selection and refinement, guides site selection based on students' academic interests, and informs appropriate preceptor identification. Once students have identified an appropriate practice site, they provide a job description, outline of responsibilities, and proposed competencies. After the APEx advisor, preceptor, and student review and accept the agreement, students enroll in the APE course, PUBH 5910: Practice Experience in Public Health. All students complete 320 hours of applied learning and produce two products demonstrating foundational (three) and concentration (two) competency application. The APEx advisor reviews the artifacts and products, assesses the APEx agreement outline fidelity, and verifies the progress reports, midpoint reviews, final evaluation,		

		and activities for each identified competency and final product. Students who met with site visitors report that the college provides an extensive list of potential APEx sites. Students expressed satisfaction with both preceptor and faculty competency advising. Students complimented the entire APEx process. Similarly, preceptors and alumni referenced being satisfied with the APEx format and structure. Community partners noted that APEx internships provided a vital link between the college and community. Preceptors and advisory board members highlighted excellent communication and frequent status updates as a success, even during difficult COVID-19 challenges.		

D6. DRPH APPLIED PRACTICE EXPERIENCE

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

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		To complete the ILE, MPH students must enroll in one of three course offerings, each corresponding to specific concentrations. Students completing an MPH in epidemiology or biostatistics complete a group-based	CPHSJ Response: The epidemiology and biostatistics sections of the ILE will be taught in combination with the BSH, HMP, and PRFP sections.	The Council reviewed the college's response and agreed that this addresses the team's concern. Therefore, the Council acted to

Project occurs at or near end of program of study		research manuscript; biosecurity and disaster preparedness students complete a group capstone paper; and all other concentrations choose between various project options including evaluation plans, training manuals, and grant proposals, among others. In all three courses, students select the competencies that they will address within the first week or two of class. Each ILE must include at least two foundational and one concentration competencies, although, most students select more. Course instructors review and approve student selections. Epidemiology and biostatistics students complete a publishable research project in a group. Students conduct a literature review, analysis plan, and methods section individually. They write the results and discussion sections as groups. The final project is a single group paper. Each student also submits a reflection essay describing how their participation in the group addressed and integrated their chosen competencies. Students in the biosecurity and disaster preparedness concentration can choose from various projects, including a white paper or a systematic review. Students also complete a competency integration reflection paper. The project has individual and group components, with the sections chosen to demonstrate individual achievement of all listed competencies. For example, students complete the background and methods sections as a group and the results and discussion individually. The third (generalist) ILE course has a significant project guidance document, detailing instructions for competency	The syllabus for the BSH, HMP, and PRFP sections did successfully allow for individual student assessment. Therefore, moving forward all students, regardless of concentration, will be assessed using individual projects. The BSDP, MCH, and GLOH sections will be discontinued as these concentrations are changing to certificates.	change the team's finding of partially met to a finding of met.
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

		selection, acceptable projects, processes for group work, submission of drafts and deliverables, etc. While students can work in groups, the group members complete separate but related projects, and the final product is an individual product. All three versions of the ILE significantly emphasize competency integration. All three courses have rubrics for assessing the final project, and all specifically address integration. The course instructor or a separate research advisor completes this assessment. The rubrics do not reference the specific competencies chosen by individual students. Sample ILE products and competency reflection papers reviewed by the site visitors were of high quality. For example, in the epidemiology and biostatistics course, one group analyzed the effect of the COVID-19 pandemic on the performance of the Pediatric Index of Mortality III score. One group of biosecurity and disaster preparedness students analyzed hospital emergency management plans during COVID. One student in the third (generalist) course performed a qualitative analysis of reasons that households in rural Nepal do not build latrines. The concern relates to the group projects in the epidemiology, biostatistics, and biosecurity and disaster preparedness versions of the ILE which do not allow for individual student assessment by the instructor.		

D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		The college uses 10 required courses to address the foundational public health domains for the bachelor's degree, with at least two courses indexed to each domain and subdomain. Students complete courses in a variety of disciplines with public health domains introduced and covered in both lower- and upper-level courses. Regardless of concentration, all students take ten, three-credit core courses, including Contemporary Challenges in Healthcare; Introduction to Global Health; Contemporary Issues in Global Health; Public Health & Social Justice; Evidence-Based Public Health; Biological Basis of Disease; Politics and Public Health Advocacy; Introduction to Epidemiology; Applied Biostatistics I; and a capstone course. The core public health curriculum covers the 11 fundamental domains at least once. The curriculum covers most domains multiple times throughout the curriculum. For example, the domain related to data is covered in both BST 3100: Applied Biostatistics I, which	Click here to enter text.	
If curriculum intends to prepare students for a specific credential (e.g., CHES), curriculum addresses the areas of instruction required for credential eligibility	N/A			

		requires students to use standard statistical software such as R to create and manage datasets and perform basic statistical tests, and in EPI 4000: Introduction to Epidemiology, where students are introduced to data collection, analysis, and application. Site visitors reviewed the syllabi for each course and validated that each foundational public health domain was covered, as summarized in the D9 worksheet.		

D9 Worksheet

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		The program maps the bachelor's foundational competencies to eight of the courses also used to introduce and cover the domains discussed in Criterion D9. Faculty teach each competency through multiple readings and didactic sessions and assess students through activities and assignments throughout the required coursework. BS in public health students demonstrate the public health communication competencies across multiple required courses. For example, students participate in Ignite oral presentations in PUBH 4100: Biological Basis of Disease. HCE 3100: Public Health & Social Justice covers written competency as students submit a field exposure portfolio based on recorded interviews with public health professionals. Students write a summary and reflection on three recorded interviews. PUBH 2300: Contemporary Issues in Global Health addresses communication through various media and with diverse audiences. Students create a blog post targeting an audience of their choice and describe the scope of a global public health challenge, including what it is, whom it affects, where it has impacts, why it has occurred, and how it is currently addressed. PUBH 2100: Introduction to Global Health assesses	Click here to enter text.	
1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences				
2. ability to locate, use, evaluate & synthesize public health information				

		information literacy (locating, using, evaluating, and synthesizing public health information) as students conduct a country analysis. Each student creates a one-page fact sheet displaying critical information about the assigned country. In EPI 4000: Introduction to Epidemiology, students use two sources of epidemiological data to develop a health outcome fact sheet or infographic that details current incidence, prevalence, mortality, and trends. PUBH 3200: Evidence-Based Public Health covers evaluating information, where students find and present an intervention, develop criteria to determine the best intervention, present the intervention, and use a logic model to examine if the intervention is based on theory and known determinants. Students synthesize information through PUBH 4960, the capstone course. Students apply the concepts learned in their major coursework to a public health issue in St. Louis. The project demonstrates student achievement of program learning outcomes and requires students to synthesize information and skills from across their courses. Reviewers' findings are summarized in the D10 worksheet.		

D10 Worksheet

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

Evaluate information	Yes
Synthesize information	Yes

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		All students participate in cumulative and experiential activities. Three undergraduate courses: PUBH 2100: Introduction to Global Health, PUBH 2300: Contemporary Issues in Global Health, and HCE 3100: Public Health & Social Justice expose students to experiential learning and field exposure. Prior to the COVID-19 pandemic, students participated in service learning at community organizations serving diverse populations; with the onset of the pandemic, the university halted all service learning in the community. To address this, faculty members recorded interviews with public health professionals in a variety of fields whose work reflects the course objectives in each class. Throughout each course, students watch a selection of interviews with a specific outcome in mind. PUBH 2100 introduces students to the breadth of public health careers and the essence of public health practice. In PUBH 2300, students review global public health practice by watching interviews and participating in live small-group discussions with global public health professionals. HC 3100 focuses on the intersection of public health and social justice. Students identify and interview a public health professional of interest to them with social justice in mind. At the end of each of these courses, students submit a	Click here to enter text.	
Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies				

		reflection that addresses their exposure and experiential learning activities. Examples of student reflection papers provided in the ERF indicate the integration and application of knowledge from course material. All undergraduate students enroll in PUBH 4960: Capstone in Public Health. The course assesses achievement of learning outcomes through three main activities: a personal portfolio, a group project, and professional development exercises. Through these assignments, students must integrate, synthesize, and apply knowledge from their course of study. For example, students create a portfolio that includes artifacts from the breadth of their public health coursework. Using self-reflection, students synthesize their knowledge and experiences and integrate portfolio components (artifacts) with the curriculum to identify themes in their learning and demonstrate how they have met the program learning outcomes. The group project allows for direct assessment of BS in public health learning outcomes, and students apply the foundational knowledge gained from their other public health coursework: students conduct a literature search to consider a public health issue related to the foundational areas of public health; consider determinants of the issue in diverse populations; examine evidence-based approaches; develop a plan to implement and evaluate an intervention/strategy to address their issue of choice; create a logic model and budget for the project; and present their findings using PPT. Undergraduates who took part in the site visit pointed out their need for opportunities to conduct research. Currently, they participate in research though other departments (e.g., biology). Faculty indicated that theyask		

		undergraduates to take the initiative and reach out to their advisors, other public health faculty, or faculty in other schools and colleges to explore research opportunities. While some public health faculty have successfully included undergraduates in their research, leading to publications, other faculty may not feel that undergraduate students have sufficient skills. Administrators noted this opportunity to educate faculty on the feasibility of including undergraduates in research.		

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas		The college addresses the domains of the cross-cutting concepts and experiences in two ways: through various courses and with optional co-curricular activities that align with student interests and goals. The self-study presents detailed descriptions of how the curriculum introduces each concept and how co-curricular activities reinforce them. For example, to expose students to advocacy for protection and promotion of the public's health at all levels of society, students take courses that introduce them to policy advocacy (PUBH 4000: Politics & Public Health Advocacy); developing and pitching public health interventions to a target audience (PUBH 2100: Introduction to Global Health); proposing an evidence-based intervention to address a pressing public health issue in a target community of interest (PUBH 3200: Evidence-Based Public Health); developing a program/intervention to address health disparities (PUBH	Click here to enter text.	

		4960: Public Health Capstone); and developing an advocacy strategy to address a public health issue (PUBH 4000). To reinforce the curricular instruction, students can participate in University Policy Pods, small groups of students that meet weekly to engage in legislative research and meetings around topics of interest like disability rights and environmental or health justice. To introduce undergraduate students to professional networking, courses throughout the curriculum invite guest lecturers which expose them to leaders and professionals in the field. The college offers several co-curricular activities that incorporate elements of professional networking including the annual Career Spotlight, Public Health Scholar Bowl, and the Public Health Club. Reviewers' findings are summarized in the D12 worksheet below.		

D12 Worksheet

Cross-cutting Concepts & Experiences	**Yes/CNV**
1. Advocacy for protection & promotion of the public's health at all levels of society	Yes
2. Community dynamics	Yes
3. Critical thinking & creativity	Yes
4. Cultural contexts in which public health professionals work	Yes
5. Ethical decision making as related to self & society	Yes
6. Independent work & a personal work ethic	Yes
7. Networking	Yes
8. Organizational dynamics	Yes
9. Professionalism	Yes
10. Research methods	Yes
11. Systems thinking	Yes
12. Teamwork & leadership	Yes

D13. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		Students must complete between 42 and 54 semester credits for each of the MPH concentrations. The professional practice MPH requires 42 credits, while single concentration degrees require 48 credits. All six joint MPH concentrations (e.g., MPH in behavioral science & health education and epidemiology) require 54 credits for completion. During the site visit, reviewers asked for more information about the credits from other degree programs that count toward the MPH. Site visitors confirmed that all shared coursework includes appropriate public health content. For example, MPH/MS in nutrition students share a community nutrition course. MPH/MD and MPH/MMS students can count nine credits from the other degree as MPH electives. However, the site visit team looked at sample MD/MPH curricula and found that these students had selected elective courses from the College for Public Health and Social Justice (e.g., Introduction to Qualitative Methods, Maternal and Child Health Epidemiology, Chronic Disease Epidemiology, and Behavioral Science and Public Health). MPH/JD students complete 42 credits of public health coursework. Reviewers determined that the college has an appropriate process for reviewing these courses to ensure appropriate public health relevance. All MPH programs in the college adhere to the SLU policy for credit hour definitions. This policy defines one credit	Click here to enter text.	

		hour as one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks.		

D14. DRPH PROGRAM LENGTH

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

D15. BACHELOR'S DEGREE PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Required credit hours commensurate with other similar degrees in institution		Undergraduate public health students must complete 120 credits for graduation, with a minimum of 36 credits of major coursework. These degree requirements are comparable to the BS/BA programs in sociology and bioethics and health studies (in the College of Arts and Sciences). The undergraduate program has articulated agreements and accepts all coursework from St. Louis Community College in its 2+SLU program. For credit transfers, the college will evaluate courses with at least a "C" letter grade from accredited colleges and universities to determine whether they are equivalent or parallel.	Click here to enter text.	
Clear, public policies on coursework taken elsewhere, including at community colleges				

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The college offers an MS in biostatistics and health analytics with two concentrations: traditional biostatistics and geospatial health data analytics. All MS students enroll in two public health courses (totaling five credit hours) in which the 12 foundational public health learning objectives are taught and assessed: PUBH 5010: Mission and Practice of Global Public Health and PUBH 5030: Methodological Approaches to Understanding Population Health. Students who hold a CEPH-accredited bachelor's degree in public health or MPH degree are exempt from this requirement. Reviewers confirmed appropriate depth of instruction and assessment of all 12 foundational learning objectives, as demonstrated in the D16 worksheet. Both concentrations require 35 credit hours, including, at a minimum, three credits of master's directed research. Students take 15 credit hours of concentration-specific and elective courses. The concentrations share four appropriately advanced competencies, and each defines two unique competency statements. The required curriculum is based on these defined competencies. All MS students receive instruction in scientific and analytic approaches to discovery and translation of public health knowledge in the context of a population health framework through the bulk of the curriculum. Eight of the	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Ensures curriculum is grounded in appropriate competencies				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge				
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately rigorous discovery-based paper or project at or near end of program				
Students have opportunities to engage in research at level appropriate to program's objectives				

		eleven required courses overlap with required courses for the MPH in biostatistics; thus, most of this curriculum is in the context of a population health framework. All MS students take BST 5961: Master's Project, which provides instruction and guidance for completing the final research project. Students use secondary data from publicly available sources like BRFSS to analyze and address their research question. The 16-week course includes built-in deadlines for initial project proposals, rough drafts, final drafts, and oral presentations. Three members of an examining committee review the written paper and oral presentation for rigor and quality, assigning a pass or fail grade using a rubric. Students must receive at least two "pass" grades to successfully complete the degree. At the time of the site visit, only one student had graduated from the MS program. Reviewers reviewed the master's project, which exhibited the quality and rigor expected of an MS candidate. The college provides appropriate, mentored research opportunities for academic degree students. At the site visit, faculty noted that with the small number of students enrolled in these programs, students reach out to their faculty mentors to identify research opportunities, for example, through publicly available datasets. The commentary relates to the lack of distinction in the two concentration competency sets that does not reflect the differences that do exist between the two offerings. Reviewers noted that the college maps all competencies in the traditional biostatistics concentration to courses that geospatial health analytics students also take. While reviewers confirmed that all MS students complete an		

		appropriate concentration curriculum, the competencies defined do not articulate the true depth of knowledge students in the traditional biostatistics concentration earn.		

D16 Worksheet

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

D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

Criterion Elements	**Compliance Finding**	**Team's Evidence for Compliance Finding**	**School/Program Response**	**Council Comments**
	Partially Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The college offers a PhD in behavioral science and health education, biostatistics, epidemiology, and health management and policy. All students must take the three-credit-hour PUBH 5010 course, which covers all 12 foundational learning objectives. Students may opt out if they have an earlier	CPHSJ response: Guided by the doctoral advisory committee, each concentration that offers a PhD degree is developing doctoral-level coursework. The Biostatistics concentration is closing BST 5220 Multilevel and Longitudinal Data	The Council appreciates the college's response and looks forward to reviewing future evidence of compliance. The Council wishes to note that a single doctoral-level course in each program of study may not be sufficient, but
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				

Ensures curriculum is grounded in appropriate competencies		degree from a CEPH-accredited school or program and have taken an equivalent course or learning experience. The self-study defines seven core doctoral competencies that are appropriately advanced. These competencies require students to demonstrate skills such as critically evaluating existing scientific knowledge, conducting research studies using inferential statistical methods, demonstrating proficiency in written and oral communication to enhance effectiveness of dissemination of research to diverse audiences, collaborative work and peer review, and applying ethical principles for public health research and social justice. The program maps these competencies to specific course assessments such as primary data collection activities, research proposals, and grant writing, as well as aspects of their dissertation projects. Faculty instruct students in scientific and analytic approaches in seven core classes, five doctoral-level courses, and two courses that master's students take. For example, all students take PHS 6010: Design and Analysis in Public Health, where they are trained in defining research questions, evaluating and managing health and medical data, designing statistical methods, conducting data analysis using statistical software and orally presenting research findings. PHS 6990: Dissertation Research guides students through the dissertation process from beginning to end. PhD students follow the university's Graduate Education Policies and Procedures for Thesis, Project, and Dissertation Formatting Guide. Students must choose between two dissertation options: traditional or three-	Analysis and redesigning the course at a doctoral level: BST 6220 Multilevel and Longitudinal Data Analysis. This has already been approved by the department and doctoral program. Behavioral Science and Health Equity is planning to do the same with the course BSH 5450 Qualitative Data Analysis, though it has not gone through formal approval yet. Health Management & Policy is developing a new doctoral-level course focusing on research methods in health management. Finally, Epidemiology is also planning to develop a new doctoral-level course, though the final topic has not yet been decided. The program is on track to have one doctoral level course in each concentration approved for next year's academic catalog. The program is also actively involved in the MPH program restructuring and may take advantage of opportunities for additional courses as they become available through that process.	adding discipline-specific doctoral courses may be part of an overall strategy to ensure that PhD programs of study are sufficiently distinguished from master's programs in the same field.
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge				
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately advanced research project at or near end of program				
Students have opportunities to engage in research at appropriate level				
Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study				

		article model. The traditional dissertation requires students to produce a six-chapter doctoral dissertation and oral defense that makes a substantial contribution to knowledge and demonstrates original scholarship. The three-article option allows PhD students to submit three (or more) related articles that have been published or approved for publication in one or more high-impact, peer-reviewed scholarly journals. The student must be the first author on all three manuscripts and two must have been fully accepted for publication before the oral defense can be scheduled. The three-article dissertation option requires a final product with at least five chapters, with the three manuscripts serving as their own chapters. The dissertation samples provided to site visitors were of high quality and of appropriate rigor and complexity for doctoral study. For example, one student examined the associations of state policy and state advocacy organizations on pathways to transgender health outcomes. Another student studied the identification of inpatient acute injury phenotypes using large scale electronic health records. The concern relates to the curriculum for each PhD offering, which does not include doctoral-level, advanced coursework in each concentration that distinguishes the program from master's-level study in the same field. This limitation requires the college to map PhD competencies to courses also completed by MPH students or core courses completed by all doctoral students. Faculty acknowledged the limited number of doctoral-level courses and the difficulty the college has faced in providing advanced coursework for PhD students. One approach offered by faculty was to close some MPH electives and		

		redesign them as doctoral-level courses. The college plans to first focus on the restructuring of the MPH degree and then see how that impacts and informs revisions to other degree offerings, such as the PhD.		

D17 Worksheet

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

D18. ALL REMAINING DEGREES

Criterion Elements	**Compliance Finding**	**Team's Evidence for Compliance Finding**	**School/Program Response**	**Council Comments**
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers two non-public health master's degrees, the master of health administration and the master of health care management. It offers two non-public health bachelor's degrees: BS in biostatistics and BS in health management. Both concentrations are offered in separate programs from the college's public health program: biostatistics and health analytics; and health management	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				

		respectively. The college advertises the BS in biostatistics as a degree to prepare graduates for jobs as data managers and analysts, with a curriculum grounded in the principles of mathematics, computer programing, and statistics along with public health. The college advertises the BS in health management as preparing pre-medical students and students hoping to continue onto graduate school before beginning a career as an executive-level professional. Its curriculum is grounded in health care and health systems knowledge. Site visitors confirmed that these degrees are appropriate to categorize as non-public health degrees given there is no highly specialized public health option at the bachelor's level. Students in the non-public health master's degrees take a two-credit version of PUBH 5010: Mission and Practice of Public Health, which covers all of the learning objectives except three, four, and six. Other required courses address those three objectives. There is a total of approximately three credits devoted to the 12 objectives, which reviewers confirmed in discussions with faculty during the site visit. This course differs from the three-credit version of PUBH 5010 discussed in Criterion D17, which covers all 12 learning objectives for academic doctoral degree students. Bachelor's degree students take PUBH 2100: Introduction to Global Health, which is a three-credit course and covers all 12 knowledge areas. Various exams and quizzes assess students in these areas. Reviewers confirmed that the listed courses include didactic coverage and assessments for all foundational knowledge areas, as presented in the D18 worksheet.		

D18 Worksheet

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

D19. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		The college offers three distance-based education programs: the MPH in biosecurity and disaster preparedness; the executive MHA; and the MHCM. The MHCM is only offered via a distance-based modality. All distance-based offerings have appropriate support and resources to be academically rigorous degree programs that include regular interaction among students and faculty. The MPH in biosecurity and disaster preparedness and the MHCM are offered asynchronously using SLU's learning management system, Canvas. The executive MHA uses a	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that				

are responsive to the needs of online learners		combination of asynchronous learning, workshops conducted over Zoom, and three face-to-face executive weekend class sessions. The college launched all three programs to meet the needs of working professionals in response to student demand. The college originally offered a distance-based MS in biosecurity and disaster preparedness and shortly thereafter added an MPH in the same concentration in response to student requests. The HMP Department designed the executive MHA for working health care professionals who have, on average, three to five years of practice experience in the industry. To be admitted to this program, applicants must demonstrate that they can manage the rigor of an accelerated online program and have the required professional experience. The MHCM provides a pathway for nontraditional students who desire the flexibility of completing an online degree quickly but lack the health care management experience required for the MHA program. The college relies on university-level support for distance-based programs to ensure that students are provided the necessary administrative, IT, and student support services. To ensure quality of its online programs, SLU commits to standards based on the Council of Regional Accrediting Commissions' Guidelines for the Evaluation of Distance Education. The university regularly evaluates its distance education programs, responds to resource needs, and prepares a multi-year budget specifically for distance education. This budget includes resources for assessment of program demand, marketing, faculty and staff (including professional development and support), library		
Provides necessary administrative, information technology & student/faculty support services				
Ongoing effort to evaluate academic effectiveness & make program improvements				
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification				

		and IT resources, student and academic services, and technology infrastructure. The university benchmarks distance-based program curricula against place-based courses and programs if offered in both modalities. Curricula for distance-based programs not offered as a place-based program are coherent and comparable in academic rigor to programs offered in traditional instructional formats. There is also a university-level distance education committee that reviews new courses and other major curriculum changes. The university evaluates the effectiveness of its distance education programs and courses, including the extent to which the distance education goals are achieved. SLU uses the results of its distance-based course evaluations to enhance the attainment of its goals. Student learning outcomes reflect effective practices for distance education, and the university regularly evaluates the effectiveness of academic and support services for distance-based students. The university provides regular professional development opportunities specifically for faculty teaching in distance-based programs including topics on best practices in distance education pedagogy. Each distance-based degree the college offers has at least one PIF who oversees the program, including admissions, administrative tasks, and evaluation. The college provides student advising and support through the same staff and faculty who provide it for in-person programs. The college evaluates learning outcomes in all the same ways as for in-person programs. The university provides other logistical, administrative, and technical support for distance programs, including systems for identity verification. The		

		university maintains a high level of oversight over online programs, including requiring specialized training for all instructors who teach online.		

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The college has 29 PIF in public health disciplines, including 25 tenured or tenure-track faculty, two assistant professors, 11 associate professors, and 12 professors. The remaining public health faculty include non-tenure track faculty at the instructor level. The college currently works with more than 30 non-primary instructional faculty who help support teaching. The PIF are qualified through education and experience in their related areas of public health. Nearly all primary instructional faculty hold PhD degrees, with one faculty holding a DrPH degree and two holding an MS degree. Degree specializations span a range of fields, including health services research, public health, economics, finance, mathematics, behavioral sciences, statistics, preventive medicine, policy, computer sciences, community health, epidemiology, nursing, and environmental sciences. Of the non-primary faculty, instructors hold either PhD, DO, JD, EdD, or master's degrees as their terminal degrees, and many are professionals in public health or other organizations in the community. All non-primary	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)				

		faculty are qualified to teach through education and experience in their related areas of public health. During the site visit, students praised the faculty for their broad knowledge, expertise, and availability. Undergraduate students mentioned that they would like more availability of faculty with research opportunities.		

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		College faculty have significant experiences in settings outside of academia, grounded in real-life public health practice. PIF have prior practice experience in a variety of settings including the pharmaceutical industry, local and global community-based organizations, CDC, NIH, VA, prison healthcare, health departments, consulting firms, and faith-based organizations. Examples of work conducted in these settings include needs assessment projects, intervention development, program evaluation, infection prevention, clinical research, quality improvement, community development, data collection, and applied epidemiology. In addition to working in practice settings, faculty work closely with practitioners in the field with relationships spanning community organizations such as Family Forward, Dignity Period, FastTrack Cities, St. Louis Regional HIV Planning Council, Research Advisory Board	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

		for Nurses of Newborns, and others. Faculty regularly invite guest lecturers into their classrooms. To make guest lecturing more systematic, faculty who participate in the St. Louis Academic Health Department project have begun to identify employers interested in guest lecturing on a regular basis. The college then sends a list of these individuals to faculty each year to encourage them to request guests for their classes. The college employs more than 30 practice-based adjunct faculty to teach undergraduate and graduate courses, according to their expertise. Faculty identify potential adjunct applicants from guest lectures as well as community service experiences. Site visitors reviewed an extensive list of recent guest lecture topics, which addressed system thinking tools, quality and process improvement, surveillance and data infrastructure, cultural competence, and disaster epidemiology, among others.		

E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		The college has appropriate systems, policies, and procedures in place to ensure that faculty are current in their areas of instruction and pedagogy. The college evaluates faculty performance and supports professional development. The college uses the Faculty Evaluation System to conduct annual evaluations of faculty, which include an annual	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty				

competence & performance in instruction		Faculty Activity Report, current CV review, student course evaluations, and an annual evaluation by the chair. The faculty evaluation includes discussion of student course evaluation results, a written reflection by the faculty member on how each course went, and documentationof how they included practice-focused external speakers and social justice themes in each course. Part-time faculty do not participate in this evaluation system, but directors of the programs for which they teach evaluate them. The MPH program director stated during the site visit that she meets with each part-time faculty member to discuss their teaching at least once per semester and most typically once per month. The university Reinert Center for Transformative Teaching and Learning (CTTL) provides significant support for pedagogical improvement, in which public health faculty actively participate. For example, 34 faculty within the college have completed the CTTL's course in online teaching. The college also worked with the center in developing assessments of learning objectives and adapting courses to meet the 2016 CEPH criteria, and faculty stated during the site visit that they plan to work with the CTTL closely on current plans to restructure their concentrations and curricula. The college chose three indicators to reflect instructional quality: participation rates in the faculty annual reviews, mean student teaching evaluation scores, and number of courses involving community-based practitioners. Compliance with the faculty review system is high. Completion rates have been 100% in every department every year except for one missing evaluation in 2019.		
Supports professional development & advancement in instructional effectiveness for all faculty				

		Mean teaching evaluation scores have been relatively constant since 2019 in every department. The number of courses with community-based practitioners has been steadily increasing since 2019, with 27 such courses in 2019, 41 in 2021, and 35 in fall 2022 alone. College leaders acknowledged they are developing a more systematic way to support adjunct faculty and guest lecturers. In spring 2023, the college was preparing to launch an adjunct faculty mentoring program through which adjunct faculty are matched with PIF to assist in course development and support.		

E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		The college supports faculty involvement in scholarly activities through university- and college-level policies and practices. The college sets expectations for faculty research based on its scholarship and service goals. The college stresses high-impact funded research that drives justice-oriented improvements in health and well-being with an emphasis in community partnerships to increase health equity. The college's faculty appointment, promotion, and tenure policies explicitly articulate research expectations for all faculty. Tenured faculty have a minimum of 25% protected time for research, regardless of funding status. Tenure-track faculty have at least 25%, and most often more protected research time. Faculty may increase the amount of research time with funded	Click here to enter text.	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		grants and contracts. Non-tenure track faculty have research expectations tailored to their job responsibilities. The college expects that all tenured faculty have a minimum of two peer-reviewed publications and one external grant submission annually (based on a three-year rolling average). Students are actively engaged in research at both the graduate and undergraduate levels. For example, one faculty member conducted a project in partnership with the St. Louis County Department of Public Health to understand perceptions about COVID-19 prevention among Black residents. Two MPH students worked on the project for pay and two more used it for their APE. A doctoral student participated in the qualitative data analysis. Another faculty member is currently overseeing three different student research projects: one on propensity-score methodology, another on trends in youth physical activity, and one on gender differences in depression symptoms. Faculty also bring their research expertise into the classroom. For example, one faculty member uses their research on menstrual hygiene as a class example on assessment and policy development. Another faculty member conducts research in the Geospatial Health Lab and uses examples from their work in PUBH 5500: Place and Health. Yet another uses their research on implementation science to bring real examples to the implementation science courses. The college measures research success through three metrics: total research funding, number of peer-reviewed publications, and number of grant submissions. The target		

		for total funding is $3 million annually, with actual numbers steady at approximately $2.5 million. The number of peer-reviewed articles has gone down slightly from 145 in 2019 to 110 in 2022. The number of grant submissions has similarly dropped a bit. Neither of these drops appears to represent an important decrease in the school's research activity. College and university infrastructure for research support is strong. In addition to protected time, tenured faculty are eligible for sabbaticals. The university's Office of the Vice President for Research provides support for grant submission, commercialization, mentoring, seed funding, and other typical research support activities. Graduate students reported ample research opportunities and provided site visitors with numerous examples of the projects they are involved in. The two undergraduate students with whom site visitors met were both involved in research, but both also expressed a wish for more communication from the college about research opportunities.		

E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		The college expects faculty to engage in extramural service, which it defines as work in committees, activities relating to professional discipline or practice, and support for nonprofit organizations for which no compensation is	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation,				

provision of technical assistance & other means		received. Extramural service is a primary criterion for promotion at the university. College support equates to 25% of FTE hours allocated to service for all faculty. The college further emphasizes service in its guiding statement goal of leading high-impact community initiatives with community partners, public health departments, and alumni addressing health equity. Additionally, public service reflects SLU's commitment to "service to humanity" and community-engaged scholarship. Both the college and university have dedicated centers to facilitate and encourage faculty service. The SLU Center for Social Action offers financial support to faculty and students including community-engaged grants and administrative support for service learning and advocacy and civic engagement activities. The college established the Office of Public Health Practice in 2018 to engage students, faculty, staff, alumni, and community members in enhancing public health practice and service. Its guiding principle is to facilitate, promote, and link public health faculty and students to local, regional, and national community partners for teaching, research, and service opportunities. Faculty participate in service projects, which include, but are not limited to: • Project direction with the Academic Health Department programming in partnership with the St. Louis County Health Department encompassing study design, development of recruitment methods, IRB protocols, and focus group administration. • Direction and leadership with the St. Louis Ryan White Regional Planning Council Support Office where doctoral students manage the offices, collect		

		needs assessment data, analyze infection prevention data, and conduct trainings. • Volunteer board member service at Dignity Period nonprofit organization focusing on distribution of menstrual hygiene kits, educational interventions, and global health assessment activities. Faculty regularly integrate their service experiences into classroom instruction. For example: • Global health courses examine gender, health, and education parallel health determinants derived from the instructor's international nonprofit activities. • A professor who directs the Ryan White Regional Planning Council Support Office uses examples of the Council's needs assessments, coalition building, and community engagement in the classroom. • BSH 5310 and PHS 6050 both incorporate examples of qualitative evidence and application of conceptual models to inform study design from one PIF's community-engaged qualitative project led in partnership with the Academic Health Department in St. Louis. The self-study provides information on the program's self-defined indicators of success: • 72-73% of faculty participated in extramural service from 2019 through 2022 • The number of faculty student service collaborations decreased from 21 in 2019 to nine in 2022. • The number of community service projects increased from three in 2019 to 16 in 2022. • Board or committee service units decreased slightly from 63 in 2019 to 55 in 2022.		

		College leaders noted that it should review its methods of collecting this information moving forward as the data do not reflect the true extent of service in which faculty participate. The college plans to use its faculty activity reports to capture these data for the immediate future.		

F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The college formed an External Advisory Board in 2018, comprising alumni, preceptors, employers, college program directors, students, and the dean. In 2022, its members included 18 representatives from public health organizations, health systems, and government. Fifteen members were alumni, and a considerable number of External Advisory Board members currently serve as preceptors. The board meets twice a year to provide strategic guidance to the school. Faculty, staff, and program directors identify alumni and employers to serve on the board for a two-year term that can be repeated once (four years total). External Advisory Board meeting minutes show clear evidence of review and discussion of social justice and anti-racism strategies, guiding statements (vision, mission, values), workforce needs, the CEPH self-study, strategic planning, and graduates' preparation. Notes from an April 2022 meeting demonstrate strategic conversation around changing practice and research needs that may affect the MPH and BS curricula. Board members heavily focused that discussion on weaving	CPHSJ response: The concern about lack of employer feedback is a challenge for two reasons. The first is low response to alumni surveys which inhibits us from identifying the range of employment types after graduation. We will address this concern in two ways. First, we are collecting information about the student's employment (and permanent emails) at the end of the capstones. In this way, we can keep a database of employers and/or identifying employers of students who did not have a job by the end of capstone. Secondly, we are deepening our relationships with alumni as described above. The second challenge is that alumni are disbursed throughout the country. Except for employers on our	The Council appreciates the college's response and looks forward to reviewing future evidence of compliance.
Ensures that constituents provide regular feedback on all of these: • student outcomes • curriculum • overall planning processes • self-study process				
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback				

		health equity principles throughout the curriculum, pointing out weaknesses in the workforce exacerbated by the COVID-19 pandemic. For example, the board acknowledged that many public health professionals may be able to recognize health equity issues but lack the specific training and skills to address these disparities. The college took preliminary steps to increase social justice and anti-racism principles across the introductory public health courses, and in 2022, the interim dean convened a Curriculum Innovation Committee to further act on the advisory board's recommendations. The college has identified increased engagement with alumni and employers as an area for improvement. Over the last two years, the External Advisory Board suggested ways to engage with alumni more effectively and efficiently. Based on this feedback, the college recently initiated "alumni spotlights" on its website, featuring brief interviews with alumni; so far, the college has profiled 46 alumni who graduated between 2002 and 2019. Site visitors learned that these posts have had the most reactions and generated many comments and interactions. The college recently began to engage employers in meaningful ways. Prior to 2022, the college had no system to track graduates' employers or engage with them outside of the External Advisory Board. The Office of Public Health Practice has begun to track employers more systematically in a central location. In spring 2022, the college conducted graduate-led employer interviews and gathered data from six stakeholders who worked in a variety of organizations including community-based organizations, hospitals, and health systems. Two	external advisory board including the local city and county health departments, many local employers only employ, at most, 3 or 4 recent SLU alumni. This requires us to find supervisors within organizations that supervise our alumni to gain feedback relevant for quality improvement. We plan to address the need to build a larger database of employer information by 1) adding a question to the student exit survey systematically administered during the capstone to gather optional supervisor information for the place of employment, if known. The exit survey is conducted annually. 2) adding an optional supervisor contact question to our alumni survey for all graduates. We have developed a short survey for employers, which we will send out every 4 years. The timeline will allow us to accumulate sufficient data from the exit and alumni surveys to increase our response rate. We expect that the increased engagement efforts will result in improved response rates. This quantitative data will be coupled with the bi-annual qualitative data we receive from employers who participate in our External Advisory Board (EAB). The EAB also represents	

		interviewees spoke mostly of their experience with SLU interns. Although participants agreed that MPH graduates were well prepared for the workforce, they provided several common suggestions: stronger preparation in biostatistics and epidemiology including software in the field; ability to communicate complex information to a variety of audiences; and reinforcing the importance of systems thinking and change. During the site visit, reviewers asked how well the graduate-led interviews worked as a data collection method. Faculty and staff acknowledged the difficulties with implementing effective and useful focus groups and said that the format going forward was still under consideration. The concern relates to the college's recent efforts to collect feedback from employers in a more systematic way, which resulted in limited data related to MPH graduates and no data about BS in public health graduates. Faculty who met with site visitors explained that they frequently speak with employers who also serve as preceptors and receive overwhelmingly positive feedback about the training that students receive. However, faculty and staff also acknowledged that they could be more intentional about documenting and sharing this feedback with others in the college. The self-study notes that the External Advisory Board has provided the college with recommendations around student recruitment, particularly regarding recruiting students of color. External stakeholders who met with site visitors said that the college takes direct feedback and incorporates it into the curriculum. Examples include adding contact tracing training, centering lived	alumni and we consistently discuss graduate performance in EAB meetings. All of the EAB members represent known employer organizations who regularly engage in hiring SLU graduates and their feedback guides many of our efforts. Finally, to address the concern about the lack of employer feedback data for BS in Public Health graduates, we have identified two opportunities. All BS students are required to join the CPHSJ LinkedIn page in the Public Health Capstone; this, in combination with graduation exit surveys and other digital and personal outreach, allows us to track post-graduate employment outcomes. However, we only have higher-level employer data; we don't collect supervisor names/contact information, and have struggled with how to reach out to employers without our graduates feeling "put on the spot", thus potentially damaging the relationships with them that would make them less likely to respond to surveys or requests for guest talks, career events, networking, etc. in the future. Additionally, we don't have employers who consistently employ our graduates year after year and do	

		experiences when addressing public health issues, and focusing on accountability when working in communities.	send students all over the world, from the White House and WHO to pharmaceutical companies to smaller non-profit organizations. During the 2023-2024 academic year, we plan to review CEPH self-study documents from other undergraduate programs to see how they gather employer feedback and use this to develop a plan to gather employer data moving forward.	

F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The college introduces students to service, community engagement, and professional development activities through a variety of mechanisms. The college first introduces service opportunities to students at orientation. Both faculty and students described other mechanisms in detail at the site visit, including a university-wide center that catalogs service opportunities and makes students aware of them. Faculty cited the Reflection in Action core course for undergraduates as a major locus of service learning, as well as several other courses. At the MPH level, the Student Association of Public Health (SAPH) hosts service activities in addition to social and professional activities.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field				

		The self-study outlines examples of recent student service activities including a Missouri Riverfront Cleanup, service work at an animal shelter, and food drives. The college sponsors a Student Ambassadors program that works with the Academic Health Department to have students provide short-term support with specific tasks needed by the city and county health departments. Two students worked in the lead poisoning prevention program and two in COVID-19 vaccine registration. In addition to professional development curricular requirements (described in Criteria D5 and D11), faculty members host extracurricular "fireside chats." Faculty invite students to their homes for a meal, during which students can discuss professional opportunities in a relaxed setting. Students who met with site visitors reported actively engaging with many community organizations. The school's external stakeholders also reported their active engagement with students in service and professional development. For example, SAPH organizes and hosts networking events. SAPH officers identify and invite local public health organizations and employers to a happy hour event where students can bring their resumes and discuss employment opportunities.		

F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			

Provides activities that address professional development needs of the current public health workforce		The college has a strong record of providing workforce development opportunities. The college provides workforce development opportunities through the following five units: 1. Heartland Center: The college hosts a learning management system (LMS) via the Heartland Center for Jobs and Freedom, a non-profit community-based organization focused on employment and housing justice. The LMS is a web-based vehicle that facilitates and hosts the creation of workforce development trainings, available to the public health workforce. The Heartland Center is also the Missouri partner for the Region VII Midwest Public Health Training Center as supported through Health Resources and Services Administration (HRSA). Through this relationship, the center initiates and participates in Missouri-based public health work that supports current workforce development needs. The self-study includes examples of this work, including participation in the HealthierMO Health Equity Design Team among other activities. 2. The St. Louis Academic Health Department (AHD): The St. Louis AHD is a coalition between the college, the St. Louis City Health Department, and the St. Louis County Health Department. AHD has sponsored or cosponsored several training events that offer CPH and/or CHES continuing education credits for the community. 3. Office of Public Health Practice (OPHP): the OPHP provides support for community collaboration, internships, alumni development, and practice-based	Click here to enter text.	

		training. The OPHP aims to engage alumni and the community through offering continuing education (CPH and CHES) events, particularly because the MPH students must take the CPH to graduate. OPHP often collaborates with SAPH, AHD, and the Heartland Center to plan and advertise professional development activities. 4. Maternal Child Health Center of Excellence (MCH CoE): The MCH CoE began in June 2020 (funded by HRSA) with the purpose of diversifying and strengthening the MCH public health workforce. One of its goals is to "provide continuing education, technical assistance and leadership skills to existing maternal and child health professionals throughout Region VII." As such, the COE holds training sessions for MPH alumni, faculty, Advisory Board members, department chairs, and other MCH CoEs. 5. Center for Environmental Education and Training (CEET): CEET is an authorized OSHA Training Institute Education Center which provides training and education services to professionals in the fields of environmental health and safety. It offers over 100 courses in environmental health and safety, as well as a variety of certificates. Over the past three years, the college has served over 2,000 community members through training and workshops hosted in collaboration with the units described above. Events included the 2021 Region VII Academic Health Department Conference and a Band-Aids, Bullets, Policy, and Popcorn training on gun violence in 2019.		

		During the site visit, external stakeholders indicated that some of the professional development opportunities stalled during the COVID-19 pandemic. However, of note, one practitioner shared that during the pandemic, at the request of the community, the college developed online classes related to conflict de-escalation. Stakeholders described the Heartland Center, which is now part of the college's Office of Public Health Practice, as beneficial to practice partners.		

G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines appropriate priority population(s)		The college focuses on supporting historically under-represented populations, primarily Black, first generation, and international students. The college's priority is for faculty and staff to reflect their student body and in spring 2022, the college refocused its diversity and equity efforts to center public health and health management and policy. This change moved away from its previous focus on social work justice and equity initiatives to better reflect the college's guiding statements. The college has identified two goals to advance diversity and cultural competence 1) attract students, staff, and faculty who represent our diverse community and 2) train students, staff, and faculty to discuss diversity, equity, and inclusion in the classroom and within research and practice activities.	CPHSJ response: The concern related to the lack of a climate evaluation plan to inform and adjust strategies is an important one. One correction is that a College climate survey was conducted in 2015-2016. Through the 2016-2017 school year we had a thriving diversity and equity committee that developed and implemented a survey, as well as activities to increase cultural competency skills and cultural humility. However, the work was interrupted due to changing administrations. Unfortunately, the survey itself and	The Council appreciates the college's response and looks forward to reviewing future evidence of compliance.
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				

Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)		The college outlines five strategies to attract students, staff, and faculty who represent their diverse community: 1. Understand the history of DEI work at SLU over the last decade and the available resources. 2. Develop new scholarship programs. 3. Share the leadership for DEI work in the college. 4. Ensure that the schools have leaders committed to DEI. 5. Strengthen the college's student and faculty recruitment process by increasing training grant programs. The self-study outlines several examples detailing steps the college has taken toward enacting these strategies. For example, the dean completed a diversity facilitator and trainer certification (strategies three and four). The college also obtained a newly funded NIH training grant for under-represented racial and ethnic minority students in HIV research and practice for its Center of Excellence in Maternal and Child Health. These initiatives train scholars, and one has a stipend that supports students (strategies two and five). The college also developed a new recruitment process to attract faculty who represent the local community. The process included expanding recruitment networks by considering search committee composition and requiring a recruitment strategy that disseminates faculty job postings to a broader network of candidates. All search committee members attend diversity, equity, and inclusion training on faculty recruitment.	the results are not available to us. When Dr. Barnidge took the interim dean role, we reinstated the diversity, equity, and inclusion workgroup. We are implementing the following strategies to enhance our climate evaluations. We are revisiting the DEI workgroup membership to include students and staff. Dr. Leslie McClure will join the College as the Dean in November 2023. She will conduct a strategic planning process which will be guided by diversity, equity, inclusion and belonging principles and will determine the aspects of climate most instrumental to collect for the College on a long-term basis. At Saint Louis University we have a history of collecting climate data every 3 years. The schedule was interrupted in 2021 due to the Covid pandemic. The office of Human Resources is fielding a Faculty and Staff Voice Survey by Glint October 16th through October 30th. This survey is the revised faculty and staff culture survey. This surveys allows for Schools and Colleges to attain unit specific results.	
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				

		The college is committed to including diversity in its curriculum to enhance cultural competence. The college piloted a curriculum audit on how it teaches diversity and inclusion topics at the undergraduate level. While thereare no immediate plans to continue the curriculum audit, college leaders have shared the results and the process so that departments and faculty can continue with the practice. The college tracks admission and matriculation data for its Black BS and MPH students to measure their approaches, successes, and challenges in increasing representation and supporting persistence and success of its priority populations. Since 2019, the college has successfully admitted an increasing percentage of Black undergraduate students though matriculation has fallen every year (except 2022 when it rose 13%). Admission and matriculation of Black MPH students has varied since 2019 with admission hovering around 10% and matriculation between 9-17%. The college's new Center of Excellence in Maternal and Child Health has recently played an important role in recruiting and retaining graduate students who identify as Black, Indigenous, or a person of color. The first Center of Excellence cohort matriculated in 2020-21, with a large increase in matriculation of Black students in 2021-22 (from seven to 16 new students). The college conducted a climate survey for the first time in 2021. A consulting firm led survey administration and compiled and shared the results widely with faculty and students. The survey was administered to 1500 college members and 350 completed it (23%), including faculty, staff, and students from the now separated School of Social Work. A total of 140 public health-specific faculty, staff,		

		and students participated in the survey (40% of respondents). The data indicated that 73% felt comfortable discussing issues of race with their peers, almost 33% reported experiencing some form of racial discrimination at SLU, 44% have witnessed incidents at SLU that they perceived were racially motivated, and over 50% have wondered whether someone treated them in a certain way because of their race. Over 33% indicated that they had heard derogatory terms about people who practiced a different religion than their university, over 50% believed that gender inequality persisted within SLU, and 50% agreed that women of color experience a different bias than white women. After reviewing both the quantitative and qualitative data of the survey, the external consultant recommended: • a review and redistribution of resources to better address classism, • transparency of diversity and inclusion initiatives, • provision of specialized diversity and inclusion education and training, and • an evaluation of recruitment networks. At the site visit, the faculty confirmed that climate was a critical issue and that they were dedicated to social justice. They also expressed frustration that they could not examine or act on the 2021 data in more detail, as data captured included students, faculty, and staff no longer part of the college due to the internal restructuring that moved social work and criminal justice degrees out of the college. College leaders expressed a desire to address these issues.		

		The college has done some preliminary work in performing curriculum audits, training leaders in diversity, enhancing recruitment efforts of diverse faculty, and having town hall meetings. In the student session, students said that the college was welcoming and inclusive. They said they have also voiced their desire to have a more diverse faculty, and students felt that the college was committed to doing so. One student said that they would like an entire class to cover racism. When the site visit team discussed this with the faculty, some faculty had not heard these comments, and others had heard similar comments. The concern relates to the lack of a regularly implemented climate evaluation plan to inform and adjust strategies, which limits the college's ability to ensure an approach that is systematic and coherent. The college has only administered one climate survey, and the usefulness of the data was limited given the college's inability to disaggregate faculty and student responses as well as public health vs. social work responses. While college leaders have discussed conducting shorter, more frequent surveys, they have not yet formalized any future approaches.		

H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		The college provides an accessible and supportive academic advising system for students. From the time of enrollment, each student has access to advisors who are actively engaged and knowledgeable about the college's curricula and about specific courses and programs of study. The college has two dedicated undergraduate academic advisors who guide students on curriculum planning and course selections and connect students with on-campus academic and other support resources. Due to restructuring in the Office of the Provost in July 2022, academic advising for undergraduates has become centralized, with staff advising students from various colleges. The college assigns every matriculated BS in public health student an academic advisor. Each academic advisor currently carries a caseload of 225-260 students; while this is on par with university expectations, work volume during preregistration times is substantial. The self-study details a recent overhaul of undergraduate advising structures and notes that the college advisors now also work with students in the Schools of Social Work and Education. During the site visit, administrators explained that, while academic advisors recently became re-aligned within the university structure, they remain physically within the College for Public Health and Social Justice and continue to advise public health students in	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

		the same manner as before. They remain current with the college's curricular changes and other updates. The average of 250 students per advisor is on par with university expectations. MPH students have two advisors. One is the staff program manager, who works with students as soon as they matriculate to provide copies of the appropriate curriculum plan and assists students in accurately registering for courses. Before the start of the semester, the college assigns students their second advisor, who is a faculty member within their concentration. Students remain with this faculty advisor throughout the duration of the program. If students change concentrations, the college assigns a new faculty advisor within the new concentration. MPH students indicated great satisfaction with academic and career mentors. During the site visit, faculty explained that the program director advises MS in biostatistics and healthcare analytics students. Mentors and/or dissertation committee chairs primarily advise PhD students. However, students who participated in the site visit noted that they had the benefit of collaborating with different mentors from whom they could learn new skills. All college students participate in orientation before beginning their studies. Per university policies, all students entering the BS in public health degree as new first-year and new first-time transfer students receive an academic advising orientation as a part of their University SLU 101 participation prior to their enrollment.		

		Newly admitted graduate students in the MPH and MS programs receive a series of introductory emails containing information about the program, including program leadership and their staff program coordinator, curriculum plans, how to register for classes, and available university resources. The college hosts a required live orientation event each August for students admitted to the program in the fall. Beginning in Spring 2023, the MPH program held an additional and separate student orientation for new international students. Doctoral students attend the college-wide, full-day graduate student orientation that includes a one-hour breakout specific to doctoral students. In this breakout, the program director and coordinator formally introduce themselves to students. Students with graduate research assistantships also attend a mandatory university wide orientation for GRAs. Each year, graduating students complete an exit survey. As part of this, they indicate their level of satisfaction with academic advising and the value of academic advising in shaping their educational plan and in their overall educational experience. The college presents advising satisfaction data from undergraduate student exit surveys between 2018 and 2022 with response rates ranging from 38-95%. Students rate their satisfaction with advisors on a scale from one to five, with five being "highly satisfied." Over the past three years, students have rated their advising experience at a four or above, indicating general satisfaction across the board. Qualitative responses back up these ratings with		

		students providing useful feedback on which pieces of advising were most useful (e.g., graduation plan) and which areas of advising could use improvement (e.g., wanting additional advising on university-level programs outside of the college). MPH students graduating in the spring complete an exit survey, in which two questions pertain to satisfaction with faculty and staff advising. During the three years of the self-study, the response rate increased from 58 to 82%. More than half of respondents agreed that they were satisfied with faculty advising and that advisors were easy to contact. Over 90% of respondents agreed that staff members were committed to helping them. The annual Performance Assessment and Career Enhancement (PACE) survey of current students assesses PhD student satisfaction with advising. The survey asks students to rate their mentors on several factors using a seven-point scale. In the three years of self-study, response rates to the PACE survey ranged between 80-94%. Students generally agreed they were strongly satisfied with advising they received from their mentor over the last three years. Students from all degrees who participated in the site visit uniformly expressed satisfaction with their advising. They indicated that they had great relationships with their advisors, who reach out several times during the semester.		

H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & provide career placement advice		Students and alumni have access to career advising services at the university and college levels. The college provides career advising resources for both students and alumni through a variety of formal and informal mechanisms, including connecting graduates with professional associations and making faculty and other alumni available for networking and advice. Academic advisors also offer career advising. At the university level, students have access to the Career Services Department, which offers general career advising, resume building and editing, job search assistance, interviewing and negotiation tips, and career fairs. The college provides a professional development series for its undergraduate and MPH students. The undergraduate series offers six to seven events per year that focus on topics such as interviewing, resume writing, and job searches. The program additionally publishes a monthly professional development newsletter to deliver general information to students about career readiness and experiential opportunities. The MPH professional development series offers one session a month with topics on specific practice job search skills, career path options, and soft skills. MPH students must participate in four of these sessions before beginning the APE. Additionally, all MPH students have access to a professional development course hosted on	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		Canvas. This course contains various resources that faculty update throughout the semester including recordings of past professional development series workshops, APE resources, student and alumni spotlights on career, and a current list of trainings and events of interest in the community and across campus. MS students engage in career advising with their program coordinators. PhD students engage in career advising primarily through PHS 6900: Professional Development and through mentorship from their advisor. In PHS 6900, students interact with professionals in various fields including health care systems, local health departments, and academia. The college matches students and mentors during the admissions process and matches are based on mutual interest in research and career goals. Mentors work with students one-on-one throughout their time in the program and develop strong relationships to help students network and navigate career options. The university-level career services counselor frequently works with faculty and staff in the public health bachelors, MPH and PhD programs to customize content and provide up-to-date and relevant information that applies to a particular student or major/department. Full-time faculty serve as primary career advisors to all students and rely upon their expertise and experience in the field. The college provided examples of career advising for undergraduate and MPH students from the previous three years in the self-study. These included career spotlight networking events and job search presentations for undergraduates and a wide variety of topics for the		

		MPH professional development series. The self-study also details several examples of career advising provided to alumni who reached out to faculty directly for assistance which yielded positive employment outcomes. The college measures student satisfaction with career advising in the following ways: 1. Following a visit to Career Services (e.g., internship or job search, a mock interview, graduate school consideration, resume preparation or cover letter review), students complete a post-appointment survey. Students across degree programs highly rate their level of satisfaction with academic advising. One hundred percent (100%) of respondents, which included one alum, reported their needs were met during the appointment. 2. The BS exit survey asks students about their level of satisfaction with their faculty mentor. The most recent year of data revealed a 3.5 out of 5 rating, with five being very satisfied (42% response rate). 3. The MPH program sends an exit survey to graduating students each spring, with questions that focus on satisfaction with career services. Satisfaction among students has risen since 2020 from 50% to 78% agreeing that SLU Career Services is a useful source of information and resources and from 53% to 74% agreeing that they are satisfied with the career advising they received. 4. The PhD program survey sent to recent alumni revealed that 60% of respondents rated their career		

		advising satisfaction as a three or four, with four being very satisfied. To increase MPH student engagement with career advising resources, the college has integrated career planning into the APE course, PUBH 5910. Beginning in spring 2022, all students enrolled in PUBH 5910 must schedule an individual session with university Career Services and participate in a recorded, graded mock interview. Students who met with site visitors said that they valued the mentoring they receive from faculty. They stated that faculty are genuinely interested, receptive to student requests, and open to having conversations about career goals. Students also said that they appreciate the college's weekly professional development newsletters that highlight research and job opportunities.		

H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern informal complaint resolution & formal student complaints & grievances		The college follows the university's grievance and appeals policies, which the website and student handbooks clearly outline. Site visitors reviewed student handbooks and found most to be up-to-date and comprehensive. Reviewers noted that the undergraduate student handbook had grievance procedures pertaining only to grade concerns and asked about this during the site visit. Administrators stated that	Click here to enter text.	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to				

unit officials or other appropriate personnel		academic advisors provide undergraduate students with student complaint procedures during their student orientation. Faculty noted that, with the large volume of information provided in this venue, students might not retain this information. Formal complaint procedures include a five-step process and timeline, beginning with the faculty or staff member involved, progressing to the level of the associate provost for graduation education if students cannot resolve matters along the way. While the associate provost will not overturn a decision, they may send the case back to the college or program if the appropriate process was not followed. The college documents and processes all complaints. In the past three years, two complaints have progressed beyond the level of the immediate faculty member involved. In the first case, a PhD student appealed their failing grade on their candidacy exam. The PhD program director reviewed the exam and supported the failing grade. The student accepted the resolution. In the second case, an undergraduate student received a grade in a course that would require them to retake the course. They appealed the grade directly to the associate dean for academic affairs, as the course instructor was also the program director. The associate dean upheld the grade. Students told site visitors that if they have any concerns or problems, they feel that faculty are receptive to them and that they would feel comfortable taking the issue to the interim dean.		
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				

H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The college seeks to recruit highly qualified individuals interested in careers in public health, especially members of underrepresented minority groups. The college participates in a range of activities to recruit, admit, and enroll a qualified and diverse graduate student body. The college's strategies have been successful in enrolling a qualified student body. The university manages undergraduate recruitment. University enrollment personnel visit high schools, attend college fairs, build relationships with high school guidance counselors, etc. For graduate programs, the college manages recruitment activities, which include graduate fairs, social media outreach, digital marketing, information sessions, and website information. There is also a robust post-application communications plan, including outreach from the admissions team and from current students. The undergraduate admissions process starts when a student indicates interest in the public health major at the time of application, and admission is based on university criteria. Students may change their major at any time, either into or out of the college. Students wishing to change their major to public health must be in good standing with the university. Graduate admissions are processed via SOPHAS, with no	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers				

		additional forms required by the university. One or more faculty and the director of admissions review all applications. At the doctoral level, top applicants are interviewed, and are ultimately admitted only if a match is found between the student and a faculty mentor. The metrics for success in recruitment and admissions all track percentages of Black students, which is a high priority for the college. The college tracks the percentages of Black students admitted and matriculated to the BS in public health and MPH programs. Overall numbers are relatively small, leading to variability from year to year. For example, for the percentage of Black BS in public health students admitted, the target is 10%; over the past three years, performance has been 11%, 6%, and 8%, corresponding to 10, six, and nine individuals. At the MPH level, the numbers have been steadily increasing since 2019, with five, seven, and 16 matriculated Black MPH students in the past three years. At least some of this success is due to a specific marketing campaign within the maternal and child health concentration. Faculty and staff indicated during the site visit that they are pleased with these MPH successes but feel that they still have a long way to go to achieve their diversity goals in admissions. They stated that they do not feel the need for a metric related to doctoral admissions because they have a large and well-qualified pool of doctoral applicants.		

H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The college's catalogs and bulletins are publicly available on websites, and information addresses the academic calendar, admission policies, grading policies, academic integrity standards, and degree completion requirements. All information on the websites is accurate and up to date	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

Sunday, April 16, 2023

5:00 pm **Site Visit Team Executive Session**

Monday April 17, 2023

8:45 am **Team Setup on Campus**

9:15 am **Guiding Statements and Evaluation**

Participants	Topics on which participants are prepared to answer team questions
1. Ellen Barnidge, PhD, MPH, Interim Dean 2. Mike Elliott, PhD, Associate Dean Academic Affairs and Interim Chair Epidemiology and Biostatistics 3. Mary Dant, Assistant Dean for Finance and Administration 4. Enbal Shacham, PhD, Associate Dean for Research 5. Anne Sebert-Kuhlmann, PhD, MPH, Interim Chair, Behavioral Science and Health Education 6. Spring Schmidt, Director, Office of Public Health Practice 7. Father Michael Rozier, PhD, Interim Chair, Health Management and Policy 8. Nicole Lyon, Executive Assistant to the Dean 9. Jen Jen Chang, PhD, MPH, MPH Program Director 10. Travis Loux, PhD, PhD Program Director 11. Lauren Arnold, PhD, MPH, Undergraduate Program Director 12. Kimberly Enard, PhD, MHA Program Director 13. Patti Mazzuca, Data Coordinator	Guiding statements – process of development and review? **(Criterion B1)** *Evaluation processes – how does school collect and use input/data?* **(Criterion B2)** *Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?* **(Criteria C2-C5)** *Budget – who develops and makes decisions?* **(Criterion C1)**

10:30 am **Break**

10:45 am **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
1. Jen Jen Chang, PhD, MPH, MPH Program Director 2. Mike Elliott, PhD, Epidemiology and Biostatistics 3. Ellen Barnidge, PhD, Behavioral Science and Health Education 4. Kelly Ayres, MPH, Adjunct Epidemiology and Biostatistics 5. Nancy Weaver, PhD, MPH, Behavioral Science and Health Education 6. Anne Sebert-Kuhlmann, PhD, Behavioral Science and Health Education 7. Travis Loux, PhD, Biostatistics 8. Katie Stamatakis, PhD, MPH, Epidemiology 9. Kimberly Enard, PhD, Health Management and Policy 10. Kathy Gillespie, Health Management and Policy 11. Marcea Walter, MHSA, Health Management and Policy 12. SangNam Ahn, PhD, Health Management and Policy	Foundational knowledge **(Criterion D1)** *Foundational competencies – didactic coverage and assessment* **(Criteria D2)** *Concentration competencies – development, didactic coverage, and assessment* **(Criterion D4)**

12:00 pm **Break & Lunch in Executive Session**

12:45 pm **Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
1. Jen Jen Chang, PhD, MPH, MPH Program Director 2. Ellen Barnidge, PhD, Behavioral Science and Health Education 3. Nancy Weaver, PhD, MPH, Behavioral Science and Health Education 4. Anne Sebert-Kuhlmann,PhD, Behavioral Science and Health Education 5. Travis Loux, PhD, Biostatistics 6. Carole Baskin, DVM, MSc, Biosecurity and Disaster Preparedness 7. Katie Stamatakis, PhD, MPH, Epidemiology 8. Kimberly Enard, PhD, Health Management and Policy 9. Kathy Gillespie, Health Management and Policy 10. Marcea Walter, MHSA, Health Management and Policy 11. SangNam Ahn, PhD, Health Management and Policy 12. Mike Elliott, PhD, ADAA, Epidemiology and Biostatistics 13. Mary-Lynn Glenn, MPH APE Coordinator	Concentration competencies – development, didactic coverage, and assessment **(Criterion D4)** *Applied practice experiences* **(Criteria D5)** *Integrative learning experiences* **(Criteria D7)**

2:00 pm **Break**

2:15 pm **Transport to Hotel**

3:00 pm **Students via Zoom Meeting**

Participants	Topics on which participants are prepared to answer team questions
1. Anna Kremer (MPH HMP/Epi) 2. Andrew Solsrud (MPH BSDP/EPI) 3. Casey Allen (MPH Global Health/BSDP) 4. Kneaira Bogues (MPH BSHE, Certificate MCH) 5. Ri'enna Boyd (MPH MCH) 6. Ryshaun Brown (MPH BSHE) 7. Sophia Cantwell (MPH MCH/EPI) 8. Cheleia Marshall (MPH MCH) 9. Germysha Little (PhD EPI) 10. Kirstin Palovick (PhD BSHE) 11. Meghan Taylor (PhD BSHE) 12. Reueline Arulanandam (BS PH) 13. Chris Hopwood (BS BST) 14. Emily Jasper (BS HMP Accelerated MHA) 15. Lauren Trewyn (MPH EPI) 16. Alyssa Coleman (PhD Public Health Studies/HMP)	*Student engagement in school operations* **(Criterion A3)** *Curriculum (competencies, APE, ILE, etc.)* **(Criterion D)** *Resources (physical, faculty/staff, IT)* **(Criterion C)** *Involvement in scholarship and service* **(Criteria E4, E5, F2)** *Academic and career advising* **(Criteria H1 & H2)** *Diversity and cultural competence* **(Criterion G1)** *Complaint procedures* **(Criterion H3)**

4:00 pm **Site Visit Team Executive Session 2**

5:00 pm **Adjourn**

Tuesday April 18, 2023

8:45 am **Team Setup on Campus**

9:30 am **Curriculum 3**

Participants	Topics on which participants are prepared to answer team questions
1. Lauren Arnold, PhD, Undergraduate Program Director 2. Maggie Callon, Undergraduate Program Coordinator 3. Travis Loux, PhD, Biostatistics, Director PhD Program 4. Father Michael Rozier, PhD, Chair Health Management and Policy 5. Kimberly Enard, PhD, MHA, eMHA, and MHCM Program Director 6. Mike Elliott, PhD, ADAA and Instructor in online BSDP concentration	Public health bachelor's degrees **(Criteria D9-D12)** Academic public health degrees **(Criteria D16 & D17)** Non-public health degrees **(Criterion D18)** Distance education **(Criterion D19)**

10:45 am **Break**

11:00 am **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
1. Kenan Li, PhD, Biostatistics 2. Ricardo Wray, PhD, Behavioral Science and Health Education 3. Hong Xian, PhD, Biostatistics 4. Katie Stamatakis, PhD, MPH, Epidemiology 5. Nancy Weaver, PhD, MPH, Behavioral Science and Health Education 6. Spring Schmidt, Director, Office of Public Health Practice and Academic Health Department 7. Enbal Shacham, PhD, Associate Dean of Research 8. Kimberly Enard, Director Heartland Center for Public Health and Community Capacity Development 9. Jen Jen Chang, MPH Program Director 10. Anne Sebert-Kuhlmann, PhD, Interim Department Chair Behavioral Science and Health Education 11. Mike Elliott, PhD, ADAA and Interim Department Chair Epidemiology and Biostatistics	Currency in areas of instruction & pedagogical methods **(Criteria E1 & E3)** Scholarship and integration in instruction **(Criterion E4)** Extramural service and integration in instruction **(Criterion E5)** Integration of practice perspectives **(Criterion E2)** Professional development of community **(Criteria F1-F3)**

12:00 pm **Break & Lunch in Executive Session**

12:45 pm **Strategies & Operations**

Participants	Topics on which participants are prepared to answer team questions
1. Ellen Barnidge, PhD, Interim Dean 2. Katie Stamatakis, PhD 3. Lauren Arnold, PhD, MPH 4. Enbal Shacham, PhD 5. Kimberly Enard, PhD 6. Bernie Backer, Director of Admissions 7. Ben Loewnau, Marketing and Communication Specialist 8. Maggie Callon, Undergraduate Program Coordinator 9. Jen Jen Chang, PhD, MPH, MPH Program Director 10. Travis Loux, PhD, PhD Program Director 11. Eliza Angarano, Career Counselor 12. Mary-Lynn Glenn, MPH APE Coordinator 13. Mike Elliott, PhD, ADAA 14. Father Michael Rozier, PhD, Chair Health Management and Policy 15. Mary Dant, Assistance Dean for Finance and Administration	Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data? **(Criterion G1)** Recruiting and admissions, including who chose the measures and why did they choose them **(Criterion H4)** *Advising and career counseling, including who collects and reviews the data* **(Criterion H1 & H2)** *Staff operations* **(Criteria C3)** Complaint procedures **(Criterion H3)**

1:45 pm **Break**

2:00 pm **Transport to Hotel**

3:00 pm **Stakeholder/ Alumni Feedback & Input via Zoom Meeting**

Participants	Topics on which participants are prepared to answer team questions
1. Jeanine Arrighi MS Education, MPPA Consultant, Preceptor, Employer 2. Lisa Bangert MPH, CWPC, CHES Wellness Account Consultant Aetna, Advisory Board Member, Alumni 3. Angela Fleming Brown MPH Chief Executive Office, Saint Louis Regional Health Commission, Advisory Board Member, Alumni 4. Kate Donaldson MPH Deputy Director, St. Louis County Department of Public Health, Employer 5. HeatherLyn Gray, MPH, CEM, CPhT Infection Preventionist at Prisma Health, Alumni 6. Lora Gulley, MSW Director, Community Mobilization/Advocacy, Generate Health, Internship Preceptor 7. Edward Ignaczak, MPH Regional Director, Population Health, Oak Street Health, Alumni 8. Allison Kemner, MPH Vice President, Research and Quality, Parents as Teachers National Center, Advisory Board Member 9. Denise Strehlow, MPH, MSW Curriculum Development Manager, BJC Healthcare, Advisory Board Member, Alumni 10. Matt VanNatta, MPH Senior Managing Consultant, Quality and Patient Safety, Mercy, Advisory Board Member, Alumni 11. Ophelia Velasquez, MPH Clinical Services Manager at Casa de Salud, Alumni 12. Byron Yount, PhD Vice President, Enterprise Data Strategy & Governance, Mercy Health System, Alumni	Involvement in school evaluation & assessment **(Criterion F1)** Perceptions of current students & school graduates **(Criteria D5, D6, F1)** Perceptions of curricular effectiveness **(Criterion B5)** Applied practice experiences **(Criteria D5 & D6)** Integration of practice perspectives **(Criterion E2)** School delivery of professional development opportunities **(Criterion F3)**

4:00 pm **Break & Executive Session**

5:00 pm **Adjourn**

Wednesday April 19, 2023

8:30 am **University Leaders via Zoom Meeting**

Participants	Topics on which participants are prepared to answer team questions
1. Fred Pestello, PhD, President 2. Michael Lewis, PhD, Provost	School's position within larger institution **(Criteria A1 & A4)** Provision of school-level resources **(Criterion C)** Institutional priorities

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

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

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

12:00 pm **Site Visit Team Working Lunch**

1:00 pm **Exit Briefing**