REVIEW FOR ACCREDITATION

OF THE

PUBLIC HEALTH PROGRAM

AT

TEXAS TECH UNIVERSITY HEALTH SCIENCE CENTER

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
October 23-24, 2023

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

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INTRODUCTION

Texas Tech University Health Science Center (TTUHSC), originally known as Texas Tech University School of Medicine, is a public university established in 1969 with its main campus located in Lubbock, Texas and five sister campuses located in other parts of Texas: Amarillo, Abilene, Dallas, Midland, and Odessa. TTUHSC is recognized as a Hispanic-Serving Institution (HSI) and is a part of the Texas Tech University System alongside Texas Tech University, TTUHSC El Paso, Angelo State University, and Midwestern State University.

TTUHSC offers a range of academic and professional programs, including four bachelor's degrees, 15 master's degrees, and 10 doctoral degrees. Degree offerings are housed in six schools: the School of Population and Public Health, School of Medicine, School of Nursing, School of Health Professions, School of Pharmacy, and the Graduate School of Biomedical Sciences. The university holds institutional accreditation from the Southern Association of Colleges and Schools Commission on Colleges. The university responds to other specialized accreditors such as the Commission on Collegiate Nursing Education, Accreditation Council for Pharmacy Education, Liaison Committee on Medical Education, and the American Speech Language-Hearing Association. TTUHSC employs 761 faculty and 3,691 staff members. The university enrolls 5,136 students across all campuses.

The Department of Public Health, which houses the public health program, was established in 2013 within the Graduate School of Biomedical Sciences. The department is now housed within the School of Population and Public Health and is the only department within the school. The MPH program is also the only program within the department of public health. The public health program offers two MPH degrees: MPH generalist and MPH in health promotion and communication (HPC). Both degrees are offered in place-based as well as distance-based formats. The program also offers joint degrees with the School of Medicine (MD/MPH), School of Pharmacy (PharmD-MPH), and the School of Health Professions (MPA-MPH) joint degree. At the time of the visit, the program enrolled eight HPC students and 121 generalist students, with 111 of all MPH students being enrolled in the distance-based format. These numbers also include joint degrees students. The program employs eight primary faculty members.

Since its initial accreditation in 2018, the program submitted interim reports related to assessment of foundational competencies and concentration competencies; the Council accepted the reports as evidence of compliance.

Instructional Matrix - Degrees and Concentrations					
				Place based	**Distance based**
Master's Degrees		**Academic**	**Professional**		
Generalist			MPH	MPH	MPH
Health Promotion and Communication			MPH	MPH	MPH
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		**Academic**	**Professional**		
2nd Degree Area	**Public Health Concentration**				
Medicine	Generalist		MPH/MD	MPH	MPH
Public Administration	Generalist		MPH/MPA	MPH	MPH
Pharmacy	Generalist		MPH/PharmD	MPH	MPH

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The program's organization and administrative processes are effective and sufficient. The program sits within the School of Population and Public Health (SPPH). The MPH program is governed by four Standing Committees: Workforce Readiness Committee (WRC), Learning Outcomes Committee (LOC), Student Experience Committee (SEC), and Faculty Experience Committee (FEC). There are also three self-governing bodies: Community Advisory Board (CAB), Faculty Council (FC), and Student Assembly (SA). Additional committees include the Executive Committee (EC) and Tenure & Promotion Committee (T&P).	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		The WRC is a new committee that the program established to replace its former Curriculum committee. The program tasks the WRC with thinking broadly about how to produce graduates who are fully prepared for the workforce, rather than fulfilling the narrower role typically associated with a curriculum committee. The LOC is complementary to the WRC and is charged with evaluating outcomes. The SEC oversees all aspects of the student experience from first contact with prospective applicants to alumni activities. The FEC oversees improving the faculty experience and has advisory lines to the dean and the department chair.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The FC is a self-governing body made of faculty in the department of public health. The SA is a self-governing		

| | | body of public health students that has a faculty advisor and is advisory to the SEC and SPPH as a whole.

The WRC is responsible for establishing and modifying degree requirements related to all degree programs in the SPPH, including the MPH program and the Graduate Certificate in Public Health. The WRC approves degree requirements, sets broad parameters for course development, approves developed courses, sets standards for syllabi, sets standards for the Applied Practice Experience (APE) and Integrated Learning Experience (ILE), and evaluates credit hours standards and changes. Any changes to degree requirements must be presented to and approved by the dean, and substantive changes to the degree program must be approved by the provost office, the president's office, and the Texas Higher Education Coordinating Board.

The WRC is responsible for curricular design related to the MPH program. Specifically, the WRC determines the curricular distribution of core and elective courses, establishes MPH program concentrations, allocates MPH program-specific competencies to courses, and assures MPH program competency to course mapping. The WRC solicits input from the SEC, CAB, LOC, and SA annually for recommendations on curricular design.

The LOC has oversight and data collection authority for the criteria to assess the MPH program and is responsible for assuring that MPH program assessment data are collected, analyzed, and evaluated. Recommendations for curricular revisions often stem from this data collection. | | |
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		The WRC is responsible for establishing and modifying policies and processes related to student assessments for all SPPH programs. The WRC ensures that CEPH-required foundational public health knowledge, foundational competencies, and concentration competencies are distributed across courses within the curriculum and measured appropriately. The LOC aggregates and analyzes student assessment data for the program each year and longitudinally explores trends and deficiencies with special emphasis on attainment of required foundational public health knowledge, foundational competencies, program specific, and concentration competencies.		
		The SEC is responsible for admissions policies. A subcommittee of SEC, the MPH Admissions Subcommittee, is responsible for admissions decisions.		
		Requests for new faculty are made by the department chair to the SPPH dean and the provost. If approved, the department chair appoints a search committee chair and members who are responsible for drafting the position description, recommending ad placements, and ensuring adequacy, equity, and fairness of the search process. The FEC may advise the department chair and dean regarding faculty recruitment and environment, but it does not have authority on the composition of search committees or hiring decisions. The department chair, in consultation with the chair of the T&P Committee, appoints a department-level tenure and promotion committee that reviews candidates, votes for tenure and/or promotion, and sends a letter with their recommendation to the department chair. The FEC reviews T&P guidelines annually.		

The department chair guides, coaches, and manages the research and service activities of program faculty, in addition to their teaching and practice activities. The essential driver of department chair decisions regarding faculty effort is to ensure that faculty are afforded robust and meaningful professional development while fulfilling the programmatic needs. Faculty service activities are monitored, managed, and negotiated by the department chair.

Faculty contribute to decision-making activities outside of the program by serving on institutional committees such the President's Advisory Board, Global Health Steering Committee, Faculty Senate, Interprofessional Education Council, and the Provost Search Committee.

All full-time and part-time faculty attend bi-annual faculty meetings where programmatic developments and committee updates are communicated. Two part-time faculty serve on the LOC with full-time faculty members, and part-time faculty are invited to candidate job talks, graduation, and celebrations along with full-time faculty.

A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

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 engaged as members on decision-making bodies, where appropriate		The MPH program provides opportunities for students to be engaged in decision making and provides input via the Student Assembly (SA) and the Student Public Health Association (SPHA). In the committee structure, students are represented on three of the four standing committees: WRC, LOC, and SEC; students are also represented on the CAB. The SA is a self-governing body composed of MPH students, both placed-based and distance-based. The SA allows students to have a more streamlined method of informing the program of student issues. MPH students are also able to be involved in the decision-making via the SPHA. The SPHA focuses on social and professional programming while the SA focuses on governance that supports the program and school. During the site visit, students discussed their involvement on program committees. They also described how the program has gathered and responded to concerns that have been brought to the program's attention, primarily through town hall gatherings and Coffee with the Dean.	Click here to enter text.	

A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines a vision, mission statement, goals, statement of values		The program has defined a vision, mission, goals, and values:	Commentary on Guiding Statements More Directly Addressing Service Area: The Program approved and adopted its current Guiding Statements in 2018 prior to the last accreditation when the MPH Program was housed in a different School of the TTUHSC. Since that time, through purposeful engagement with the	The Council appreciates the program's response and planned improvements in this area.
Taken as a whole, guiding statements address instruction, scholarship, service		Vision: Healthy lives for all people		
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success		Mission: Prepare innovative leaders to improve the health of populations through community involvement, interdisciplinary training and education, research, service, and practice.		
Guiding statements reflect aspirations & respond to needs of intended service area(s)		Goals: 1) Prepare and educate leaders to advance public health, 2) Engage the community as key stakeholders to		

Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		promote public health, and 3) Encourage the discovery of scientific knowledge in public health In addition to the vision, mission, and goals, the program has identified seven values: integrity, respect, humility, courage, pursuit of knowledge, service, and diversity. Taken as a whole, the mission and goals address instruction and student success. The commentary relates to the opportunity to ensure that the guiding statements more directly reflect and respond to needs of the intended service area(s). In Criterion G1, the program highlights the diversity of the West Texas population and has defined priority student populations to meet the needs of the area; however, that information is not reflected in the program's guiding statements.	communities of West Texas, and innervated by a generous donation by the Julia Jones Matthews family to launch the new School in Abilene, we are refocusing engagement, recruitment, and the larger academic enterprise much more concertedly on the 108 counties of West Texas and within the community of Abilene. This process started in earnest upon the arrival of the Inaugural Dean to the Abilene Campus on February 1, 2023. We were still early in the process when we deposited materials and engaged in the CEPH Accreditation Site Visit that Spring and Fall. We concur that the Guiding Statements do not specifically capture the values and direction in which the School is moving, and which we have operationalized in our goals and measures. During 2024, we have committed to modifying the statements of our vision, mission, goals, and values in partnership with the community to reflect

		more directly our attention to our service area and priority populations; this effort will be invested primarily in the Dean's Office, the Community Advisory Board, and the Faculty Council, with approval and oversight by the TTUHSC.		

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 program has identified measures for its evaluation plan, as well as processes for data collection and review. The program's evaluation plan, as a whole, measures student success and progress in advancing public health. To measure goal 1, which is an educational goal, the program completes syllabus peer reviews to ensure courses incorporate current public health information, research, and best practices. The program measures student satisfaction using course evaluations at the end of each semester as well as a student survey that is administered annually, and an alumni survey that is administered every other year. During the site visit, alumni and students expressed interest in having more biostatistics and epidemiology knowledge. While the program has created new courses such as infectious disease epidemiology and opportunities	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				

| | | for more advanced biostatistics trainings, students noted that elective courses may be offered at the same time as one another, forcing students to choose only one quantitative elective. Additionally, faculty who met with site visitors discussed how the program's limited number of faculty is hindering the offering and frequency of more courses. The program has plans to hire more faculty in the next few years with expertise in these areas.

To measure goal 2, which relates to community engagement, the CAB discusses and provides input on preceptor evaluations, employer perceptions of graduates' public health knowledge, alumni survey data, and other matters. The CAB reports all findings to the LOC and the department chair.

To measure goal 3, which relates to discovery of scientific knowledge, the program draws on sources and indicators including the annual faculty evaluation and Cayuse database within the Office of Sponsored Programs. These data are collected and reviewed annually by the FEC and the department chair during each faculty annual review.

During the site visit, the program provided examples of regular, substantive review of evaluation findings in the form of committee meeting notes as evidence of review of data.

The program identified three examples of data-driven improvements undertaken over the past three years. Post-graduation outcome data showed a need for improvement in job placement after graduation, with 10-19% of graduates not being employed or continuing education; the alumni survey also reflected interest in the program | | |

		providing additional training in epidemiology and biostatistics and a need for additional training in data organization and assessment. As a result, the program created the WRC to look beyond the curriculum to produce MPH graduates who are workforce ready. Another area of improvement that was identified by the program was alumni noting a greater need for career advising and development of career opportunities. In addition, current students expressed a need for more consistent communication between the program and students, assistance with academic advising, and a greater student voice in the evaluation of the program. As a result, the program created the Student Experience Committee charged with ensuring that student interests are represented and evaluated on a regular basis.		

B3. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The program allows MPH students five years to graduate. The cohort that entered in 2017-18 has a final graduation rate of 84%. For the cohorts entering in 2018-19, 2019-20, 2020-21, and 2021-22, the program reports graduation rates of 76%, 76%, 42%, and 0%, though these cohorts still have additional time to complete their studies. The latter two cohorts, which have not yet met the threshold, are on track to meet the criterion's threshold by the maximum time to graduation.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

B4. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The program reports post-graduation outcomes for cohorts graduating between 2020 and 2022. The data indicate 81% positive placement with eight (n=43) unknown outcomes for 2020 graduates; 91% positive placement with four (n=43) unknown outcomes for 2021 graduates; and 81% positive placement with eight (n=59) unknown outcomes for 2022 graduates.	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree		The program uses an email list and social media to gather data on alumni after graduation. Post-graduation outcomes are collected by faculty and staff and stored in a central database. If a student does not respond, the program uses social media sites such as LinkedIn. During the site visit, faculty discussed plans for strengthening alumni communication efforts. The program discussed redesigning the alumni survey to ask more meaningful questions and requiring all graduates to submit a form upon graduation that includes a permanent email and phone number. This form will allow the program to keep in close contact with alumni after graduation. The program also plans to create a private LinkedIn group strictly for alumni and current students. Faculty stated that creating the group will not only aid in gathering alumni information but also strengthen community among current students and alumni.		

B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions	[green]	The program collects alumni feedback through its Alumni Survey, which was most recently administered in February 2023. The survey is distributed biennially. The most recent survey had 25 respondents (n=41).	Click here to enter text.	The Council reviewed the program's self-study and the team's report. Based on the available information, the Council changed the met finding to a finding of met with commentary.
Documents & regularly examines its methodology & outcomes to ensure useful data	[green]	The survey asked alumni a series of questions about their ability to perform foundational and concentration competencies effectively. Of the 25 respondents, 80% reported that they perceive themselves to be proficient or knowledgeable in the listed competencies.		The commentary relates to the opportunity for the alumni survey to be strengthened. Specifically, the program should consider adding questions that gauge skills in which the alumni felt most prepared and skills in which alumni would have benefitted from additional training. While the program's existing survey incidentally elicited some of this information, the survey does not explicitly ask about these elements, which are required by the criterion.
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	[yellow]	The survey also asked alumni a series of questions not directly related to this criterion's requirements, e.g., perceptions of advising and faculty mentorship. Seventy-three percent of students strongly agreed that the program had good relations between students and faculty, while 18% somewhat agreed. Alumni were also given the opportunity to elaborate on any of their answers and give feedback for improvements in the program. One alumnus stated, "I use the principles that I learned at my present job, and I am better able to communicate information about population health." Another alumnus stated, "the MPH was very open with students and worked collaboratively to help them meet their goals." One alumnus reported wanting more collaboration with advocacy organizations and publishing skills.		

Site visitors asked faculty about plans for strengthening alumni response rates. Faculty discussed how the low response rate made them reevaluate their process for alumni data collection. The program discussed revising the alumni survey to ask more meaningful questions and implementing more aggressive follow ups with alumni. The faculty discussed how the LinkedIn group, mentioned in B4, will aid in strengthening communication efforts with alumni. Although response rates for the survey were low, faculty discussed gathering information from alumni informally through meetings, phone calls, and email correspondence.

Alumni who met with site visitors spoke highly of the program and faculty, stating that skills which they found most useful after graduation were understanding public health policy, systems thinking, cultural competence, and research-based methods. Alumni also told site visitors that they would have benefitted from additional training in informatics and emerging technologies, data analytics, and finance. | | |

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 program's fiscal resources are sufficient and adequate to support its mission and goals and to sustain its degree offerings. The department received a donation totaling $25	Click here to enter text.	

Financial support appears sufficiently stable at time of site visit		million from Abilene area donors, with $15 million originally designated for the construction of the SPPH building in Abilene. Since 2015, the donor funds were distributed between an operational fund (approximately $1.4 million) and a school operations endowment (approximately $180k). By 2023, the Operations Fund stands at $6.8 million, and the School Endowment stands at approximately $3.3 million. The program generates revenue from several sources including tuition, student fees, state appropriations, gifts, and extramural grants and contracts. These revenue sources are used to cover expenses, including faculty salaries. Faculty salaries are fully guaranteed and are 100% covered by the program. Most faculty salaries are paid for by state appropriations. Although their salaries are covered, faculty are also encouraged to seek external funding to support their research and practice projects. Non-primary teaching faculty receive compensation at a fixed rate for each course, commensurate with pay scales of other schools within the university. When there is a need to hire additional faculty, the department chair makes the request to the dean, and then it is escalated to the Provost's Office. Requests for new staff are initiated by the supervisor, first to the managing director or the associate dean for Academic Affairs, and then to the dean. For both requests, once there is approval from the dean, the hiring manager and the managing director jointly develop a position description. Then the managing director identifies the FOAP (Fund, Organization, Account, and Program – within the TTUHSC Account list) to fund the proposed position.		

		Student fees, state funding sources, and gift money available to the program are all used for student support. The Rural Health Institute at TTUHSC funds two separate Rural Health Scholarships for students dedicated to working in rural areas. Travel expenses for students to attend and present at conferences are funded by local gift money. Other support for student activities is funded in part by the TTUHSC Office of Student Services drawn from fees paid by students.		
		Program faculty receive an initial faculty start-up package of different amounts as well as an annual faculty development allotment. The program operational budget supports these faculty commitments. Faculty development expenses, including travel, are supported by the SPPH from appropriated funds in the State of Texas Educational and General Fund, student tuition and fees, institutional support funds and donated funds.		
		The program receives a 100% return rate on several line items, including board authorized tuition, the academic department assessment fee, and an online student fee. Additionally, a portion of the student services fee is returned to the program through the Graduate Student Association. In FY 2022 and in previous years, TTUHSC has returned 90% of indirect costs to the program. In February 2023, the rate decreased by 5% and will continue per year for the next three years, resulting in an indirect return rate of 75% to the SPPH in the future.		
		During the site visit, the university leaders pledged their support and affirmed their commitment to the growth and development of the program.		

C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The program has adequate faculty resources to support its degree offerings. The program has eight primary instructional faculty (PIF) and seven non-PIF for its two MPH concentrations, which exceeds the criterion's minimum requirements.	Click here to enter text.	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable		Effort in the MPH program is calculated for PIF and non-PIF based on teaching, service, research, and administrative roles. All PIF have a 1.0 FTE; non-PIF typically teach one class and are allocated 0.15 FTE.		
Ratios for general advising & career counseling are appropriate for degree level & type		General advising is conducted primarily by the assistant director of student services with cross-training and coverage by a second staff member as needed. For career advising, faculty advise, on average, 19 students with a minimum of 15 and a maximum of 22. For general advising, staff advise, on average, 91 students		
Ratios for MPH ILE are appropriate for degree level & nature of assignment		with a minimum of 25 and a maximum of 157. Students are also assigned a faculty mentor, a role that includes ILE advising and supervision. Faculty advise, on average, 12 students with a		
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A	minimum of three and a maximum of 16.		
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	N/A	The faculty mentor also provides both academic and career advising to students which lessens the workload of the one primary advisor. The program also draws on other staff members		
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)		to take on basic advising tasks related to administrative matters so that the primary staff advisor has time for all students. During the site visit, the general advisor spoke about the tremendous support he receives from both administration and faculty, noting that his colleagues are always willing to lend a helping hand.		

| Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities) | | Students who met with site visitors spoke very highly of both advisors and mentors.

The program collects quantitative and qualitative data on class size and faculty availability through its Current Student Survey. The survey is distributed once every academic year. The most recent survey was administered to 70 students and had 45 respondents. Seventy-three percent of respondents strongly agreed that class sizes in the program have been conducive to learning. Nine respondents somewhat agreed with the statement while two respondents were neutral. Of the 45 respondents, 76% strongly agreed that faculty for courses have been available for consultation. Seven students somewhat agreed while one student was neutral.

Qualitative feedback also demonstrates students' satisfaction with class sizes and faculty availability. Students noted that class sizes are appropriate, and faculty provide help when needed. Students who met with site visitors praised faculty for their availability and responsiveness. | | |

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 school has sufficient staff and other personnel resources to support its mission and goals. The school has one FTE each for a managing director, director of department research and administration, director of special projects, associate director of information retention, associate director of student services, IT support senior technician, and an administrative assistant. The program also has funds to support four part-time graduate assistants.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable		During the site visit, students spoke highly of the staff and noted how accessible they were throughout the academic year. Students felt that their needs were met.		

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		While most students are in the distance-based program, the physical resources are adequate to fulfill the mission and goals of the program.	Click here to enter text.	
Physical resources appear sufficiently stable		The Julia Jones Matthews School of Population and Public Health Building is a multi-functional building that accommodates TTUHSC staff students. The conference room on the second floor is designated for use by community members and other meetings of organizations outside TTUHSC. The building includes an executive conference room for 12 people and has video-conferencing capacity that supports distance learning, as well as other operational and business functions.

The campus also has 12 faculty offices, five staff offices, six classrooms, and four of them fit 27-30 people. The other classrooms are larger and fit 70 people each or can be expanded to one room and fit 140 people. There are three study rooms that can host up to 6 students each and 4 study rooms that can hold 4 students each. The space has one student break room on the first floor equipped with a refrigerator, microwave, and counter/storage space. On the second floor there are 22 student or research staff cubicles. In 2022, a new wet lab was built and has space for two workstations.

During the site visit, students and staff noted the physical resources were adequate for the size of the faculty and the small in-person student body. | | |

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 school has sufficient libraries and IT resources to support its degree programs.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty		The program has access to the TTUHSC Libraries of the Health Sciences, which provide facilities and access to other resources through physical sites in Lubbock, Amarillo, and Odessa. The three campus libraries are open seven days per week and provide both hard-wired and wireless connectivity to the Internet for all users.		
Library & IT resources appear sufficiently stable				
		Campus-based students, distance learners, and faculty all have access to the resources and services of the libraries. For distance-based students, library resources are available through a secured proxy server, which allows users to remotely access library collections and services.		
		The three campus libraries have quiet and group study carrels and rooms, anatomy models, KIC scanners, three 3D printers, computer labs, interlibrary loan services, and reference services.		
		The TTUHSC Library system has collections of 83,669 bound volumes, 113,854 electronic books, and subscriptions to more than 33,000 electronic journals. They also provide electronic access on and off-campus to 588 electronic databases through a link included on the homepage for the various libraries.		
		Since the program was last accredited in 2018, the TTUHSC Library has reduced physical bound volumes by about 70% while increasing electronic books and journals by about 40% and 50%. This shift		

| | | reflects the decreasing use of physical library resources by students and increasing digital needs and is in alignment with the growth of the program, with a majority of distance education MPH students.

TTUHSC Libraries has online forms for interlibrary loan (ILL) requests, search assistance, and 3D prints. The online "Ask A Librarian" service is staffed by professional librarians and provides a means for students to email, text, or chat with a reference librarian for articles and searching assistance.

The SPPH employs an IT Senior Support Specialist who is available to faculty, staff, and students for assistance with hardware and software.

During the site visit, faculty and staff noted the IT resources are sufficient to meet their needs. | | |

D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		All MPH students, including joint degree students, are grounded in foundational public health knowledge. The program maps the 12 knowledge areas to four courses: Introduction to Public Health, Introduction to Epidemiology, Public Health Policy, and Community Based Methods and Practice. The curriculum provides grounding through a combination of lectures, readings, written assignments, and projects. Reviewers' findings are summarized in the D1 worksheet.	Click here to enter text.	

D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		The program provides appropriate didactic preparation and assessment opportunities for the 22 foundational competencies. The competencies are mapped to eight courses, including the four courses listed in D1 plus Introduction to Biostatistics; Organizational Leadership and Management; Responsible Conduct of Research and Communication in Public Health; and Interprofessional Education Training. Joint degree students take all of these courses. Students receive didactic preparation through lectures and readings. The assessment opportunities are varied and include weekly module assignments, case studies, discussion posts, presentations, evaluation plans, and final projects. For example, to assess foundational competency 6, students complete an assignment in which they identify three causes of infant mortality, suggest two or more health measures to reduce a cause, and discuss barriers for achieving health equity for each cause. The D2 worksheet summarizes reviewers' findings.	Click here to enter text.	

D2 Worksheet

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

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The program presents five competencies for each concentration, and each concentration has at least four required courses, including Public Health Ethics and Law, US Healthcare Systems, Social Epidemiology, Planning and Developing Health Promotion Interventions, Social and Behavioral Sciences, Health Communication, and Practical Program Evaluation.	Click here to enter text.	
Assesses all students at least once on their ability to demonstrate each concentration competency		Joint degree students complete the same concentration courses as other MPH students.		
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)		Students are assessed on concentration competencies through written assignments, final projects, exam questions, case studies, and discussion posts.

The D4 worksheet presents the team's findings about the appropriateness of the competency statements and the associated assessments. | | |

D4 Worksheet

MPH Generalist Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Discuss the intersection between the law and personal / professional ethics in public health.	Yes	Yes
2. Apply appropriate principles and regulations related to data acquisition, analysis, and dissemination.	Yes	Yes
3. Apply ethical principles to a public health context	Yes	Yes
4. Examine the role of the federal and state governments in the financing and delivery of health care.	Yes	Yes
5. Examine current health policy and management issues related to the United States healthcare system.	Yes	Yes

MPH in Health Promotion and Communication Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Identify and measure social determinants of health disparities.	Yes	Yes
2. Utilize planning models to assess community resources and needs for health promotion interventions.	Yes	Yes
3. Apply social and behavioral theories to appropriately select and adapt health promotion interventions to serve diverse communities.	Yes	Yes
4. Apply various communication theories to translate public health information to all stakeholders.	Yes	Yes
5. Develop program evaluation plans for health promotion or communication interventions using appropriate and measurable objectives.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		After core courses have been completed, students usually complete the applied practice experience (APE) in their third or fourth semester in the program.

Every student is required to develop a proposal outlining the expected activities, objectives, and products that they'll work on at a placement site. In this same proposal, | Click here to enter text. | |
| Qualified individuals assess each work product & determine whether | | | | |

| it demonstrates attainment of competencies | | they select five competencies that must be attained in the process. Once the student finishes their proposal, it is reviewed by the student's faculty APE advisor and the APE course director. Faculty make suggestions for needed changes to the proposal. Students cannot enroll in SPPH 5319: Applied Practice Experience course or to begin APE activities until this proposal is approved.

Joint degree students (MD/MPH, PharmD/MPH, and MPA/MPH) complete the same APE requirements that traditional MPH students do. One key difference is they complete the APE later in the program; for instance, most MD/MPH students complete the APE during their fourth calendar year of medical school. They are encouraged by faculty to draw from their training in both degrees. MPA/MPH students typically complete the APE and their MPA internship concurrently, meeting the set of requirements for both degrees.

While the APE is a student-driven process, faculty members support them in identifying placements, selecting competencies, and refining the products they plan to produce by the end of the experience.

Some sample placement sites included Williams County Health District, Tohono O'odham Community College, and Texas Tech SOM Amarillo.

Once they have completed the APE, students present their projects and experience via Zoom and discuss how they attained their competencies. They also highlight which classes in the program they drew from during the practice experience. | | |
| All students demonstrate at least five competencies, at least three of which are foundational | | | | |

| | | The APE preceptor assesses student products for quality and attainment of the identified competencies. Additionally, the faculty evaluation form lists each competency individually and allows the faculty member to assess attainment of each competency and provide comments.

The program provided student samples about topics such as safe-sex practices, marine toxicology, and vaccine education. Site visitors reviewed students' samples and found them to be high-quality practice products that demonstrate specific competencies. During the site visit, students, alumni, and faculty all described the APE as positive and beneficial to both the student and the host site. | | |
|---|---|---|---|---|

D6. DRPH APPLIED PRACTICE EXPERIENCE

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		The program structures the Integrative Learning Experience (ILE) with two options that students may choose from: capstone course or project/thesis. Dual degree students choose between these same two options and follow the same policies and procedures.

The first option is an ILE capstone course where each student selects a public health issue of interest and selects at least three competencies, including both foundational and concentration competencies, to synthesize as they address the health issue. The course requires milestone assignments, which are assessed as the students move toward completion of the final paper. Assignments include topic selection, literature review, outline, and early drafts. The instructor gives feedback at each stage of the process. The final paper is evaluated using a competency-based rubric by the faculty teaching the course.

The second option is a project or thesis, which requires students to select a topic of interest along with associated competencies. Projects require two faculty mentors, and theses require three. Topics vary based on student interest and are chosen in conjunction with their faculty mentors. Faculty directing the project or thesis are responsible for assessing attainment of competencies. Depending on the public health problem selected, students may be limited to which competencies are appropriate to address. | Click here to enter text. | |
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

		All full-time faculty rotate the responsibilities of teaching the capstone course, and they all are eligible to mentor a student and assess competencies.		
		The program also provided examples of capstone projects from students. About topics such as training for community health workers and the Health Belief Model. Visitors verified that the products are high-quality written products that are well mapped to the competencies.		
		During the site visit, faculty expressed the relevancy of the capstone projects and the alumni discussed how they were able to communicate the findings of their capstone projects in their employment after graduation.		
		Current students discussed how the program has provided them with the information needed to prepare for the capstone when they get to that point of the curriculum. The program begins having the discussion during new student orientation with an overview and expectations of the capstone that will be completed at the end of the curriculum.		

D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

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

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

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

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

D13. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		The MPH program requires 45 credit hours to complete the degree. The university sets guidelines for the definition of credit hours per contact hours. One credit hour equals one hour of instruction plus two hours of out of class time. This is the same for distance-based courses. Joint degree students do not use electives outside of public health coursework to count toward the 45 MPH credits.	Click here to enter text.	

D14. DRPH PROGRAM LENGTH

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

D15. BACHELOR'S DEGREE PROGRAM LENGTH

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

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

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

D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

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

D18. ALL REMAINING DEGREES

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		The program developed the distance-based MPH in both concentrations as a response to feedback from the CAB and to serve full-time working professionals.	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated		Online courses in the program are offered through the Learning Management System (LMS) Sakai. The content is the same as that of placed-based courses, and faculty that teach place-based courses also teach online courses. Instructors have regular and substantial interactions with students through synchronous and asynchronous class meetings as well as support and guidance via email, phone calls, and web-based conferences.		
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services		Online courses have the same expectations for rigor and measurement of educational outcomes as the place-based degrees offered by the program. Data and feedback collected by the CAB, Learning Outcome Committee, and Workforce Readiness Committee are reported to the dean, and with aid of faculty, the program reviews data and implements changes to programmatic processes and curriculum.		
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		Online students have access to the same support and administrative services as residential students including mentoring, technology support, and other services. The program employs an IT professional who specifically works with the LMS, and any student enrolled in distance education.		

	The WRC uses student course evaluations to monitor and evaluate educational outcomes, format, and delivery methods. The program also uses student course evaluations to drive program and curricula changes. Faculty perform peer review of courses yearly, alternating review of campus-based and distance-based courses. TTUHSC uses an authentication process that includes a secure log-in and passcode for each student, including students enrolled in distance education. During the site visit, online students expressed high satisfaction with the program. Students stated that they love time flexibility and that instructors are always helpful and responsive. Online students also spoke highly of the program's inclusivity.		

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 faculty complement's education and experience are appropriate for the degree level and courses taught. The program has hired faculty whose backgrounds are very diverse, including training and experience in environmental law, sociology, and computer science. The program also has hired public health practitioners from diverse employment settings as adjunct faculty. All the faculty, full-time and part-time, hold doctoral degrees with three also having an MPH degree which is appropriate for the degree level of instruction. During the site visit, the program discussed the wide-ranging expertise and experience of both full-time and part-time faculty, noting that some part-time faculty are graduates of the MPH program. Most faculty are mid-career with substantial teaching experience and a robust number of research publications. This level of experience was apparent in the faculty CVs provided for review.	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)				

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		The program has PIF and non-PIF with experience in public health practice. Faculty are involved in local and national activities working with and training community health	Click here to enter text.	

demonstrated competence in public health practice		workers, engaging in policy development and policy review, and involving students in community-based research activities led by community-based agencies.		
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		There are several PIF with substantial experience in public health practice. One faculty member came to academia in 2016 with more than 25 years of experience in public health practice at local, state, and federal levels. In the mid-2000s, he was an executive at the March of Dimes Foundation, where he worked at state and federal levels on health policy related to prematurity, birth defects, and infant mortality among a myriad of other responsibilities.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		Another PIF has more than 15 years working in community-based settings using the community health development approach to build community capacity that improves population health. She has experience working with hospitals, county health advisory panels, health districts, and departments of health in developing strategic and operational plans and conducting community health status assessments. Another faculty member has worked as the director of research at the Center of Excellence for Health Disparities and Cultural Competency for African American Health with Kaiser Permanente. There she supported the center's mission to provide culturally competent health care for members of the Black and African American community. This work also included an interdisciplinary team of clinicians, researchers, and program staff. The goal was to increase cultural humility, provide culturally responsive care, and spread best practices across Kaiser Permanente. Currently, she and another program faculty member are engaging with Lubbock area mental health		

| | | and criminal justice organizations toward improving the assessment of mental health for justice-involved individuals and the training of first responders in dealing with subjects with acute mental health episodes. In addition to faculty with ongoing ties to the public health practice community, practitioners are invited to various courses to provide guest lectures. Guest lectures represented a variety of organizations including the Lubbock Health Department, Hendrick Medical Center, Abilene- Taylor County Public Health District Prevention Services, Serenity Foundation of Texas, Inc. and Women-Infant-Children (WIC) Programs. During the site visit, students and alumni confirmed their exposure to a wide array of practitioners through guest lectures in their course. Alumni and APE placement site supervisors also noted they were invited to present to students in some of the classes, both online and in-person. | | |

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 MPH program evaluates instructional effectiveness using one-on-one peer teaching reviews, formal peer syllabus evaluation, and student course evaluations. The peer teaching reviews can be requested every two years. This process helps to ensure that faculty members have collegial relationships wherein they can receive	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		constructive feedback from their peers without fear of repercussion. It also helps create a culture of continuous teaching improvement for the program. Faculty who met with site visitors discussed the benefits and support of the peer review process.		
Supports professional development & advancement in instructional effectiveness for all faculty		The syllabus evaluation is done by the WRC, in which they assign and review syllabi on a rotating cycle using the Syllabus Peer Evaluation Form (SPEF). The SPEF includes criteria on currency of readings, topics, methods, and rigor, plus adherence to syllabus formatting and content. The processes are inclusive of both full-time and part-time faculty because the WRC assures currency of curriculum, course approvals, and the alignment of expertise of non-primary faculty with course offerings.

Lastly, student evaluations are sent to students every semester to evaluate seven categories: effective interaction, learning objectives and activities, student assessment and feedback, course materials and learning activities, course learning objectives/competencies, effectiveness of instructor, and additional feedback of how to improve course. The findings of the student course evaluations are discussed during faculty annual review with the department chair.

The program provides support for faculty instructional improvement through financial support by paying for primary faculty to attend training, seminars, conferences, etc., and by allowing faculty time to pursue additional training. Additionally, the university holds a yearly conference on advancing teaching & learning that is available to all faculty. | | |

| | | Besides the tenure and promotion process, the program ensures primary faculty currency through annual faculty evaluation, faculty development funds, syllabus review, ASPPH membership, continuing education units, and post-tenure review. The currency of part-time faculty is assured by WRC before they begin teaching and every two years thereafter. The evaluation of the part-time faculty is through review of their CV for appropriate education training, current scholarly publications/presentations, teaching assignments outside of the MPH Program, and current employment/service. They are also asked to report CEUs, training, and any other data that are relevant to teaching the course they have been assigned.

The self-defined indicators the program chose for faculty instructional quality are faculty currency, faculty instructional technique, and program-level outcomes. For faculty currency, the program chose "peer review of syllabus for currency of reading, topics, and rigor" as a specific indicator. For faculty instructional techniques, the program chose "peer evaluations of teaching" as a specific indicator. For program-level outcomes, the program chose "courses that involve community-based practitioners" and "course that employ active learning techniques" as their specific indicators. | | |

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		All primary faculty are expected to engage in scholarship, which can include research, development of new education techniques or modules, or development and evaluation of new public health practices. In addition to startup funds that are negotiated at hire for research development or continuation of research and scholarly activities, SPPH provides faculty with office space, computer equipment, and software. In 2019 the DPH added a director of research administration staff position who manages pre- and post-award processes and submissions for grants and contracts. This person also coordinates with the university's Office of Sponsored Programs.	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		The university provides library resources and services for faculty to conduct meta-analysis, scoping, and systematic reviews to assist in publication preparation. The university also has a Clinical Research Institute to assist with IRB preparation, experimental design review, language translation, and proposal preparation.

One faculty member has included many students in his research process for tasks such as formulating research questions, reviewing literature, analyzing data, and writing and communicating scientific findings. He has worked with several students who were either research assistants funded by his grants or students who volunteered to work with him. Additionally, he has | | |

		published 15-peer reviewed journal articles with a total of 16 different MPH students or alumni on various topics related to public health such as cardiovascular disease, opioid misuse, and racial and ethnic disparities. Another faculty member has provided students with several opportunities to collaborate on research papers, to learn new and existing statistical methodologies, and to use statistical software applications for various public health data analyses. This work has resulted in seven peer-reviewed publications co-authored by MPH students on various topics such as HIV/AIDS awareness, disease indicators, and breast cancer. A third faculty member has multiple research projects using NHANES data to examine social characteristics, health outcomes, and biomarkers across a variety of topics. This work provides him with material for teaching Social Epidemiology, including topics such as sampling and representativeness, development of research questions using secondary data. Additionally, his work has provided useful teaching and discussion material for the SPPH 5316 Responsible Conduct of Research and Communication in Public Health course. The program chose the percent of primary faculty participating in research activities each year, number of articles published in peer-reviewed journals each year, and presentations at professional meetings as indicators of its success in scholarship. The program has shown success over the past three years with each of the indicators. For percent of primary faculty participating in research activities each year, the program has met its target for the past three years. For number of articles		

| | | published in peer-reviewed journals each year, the program has exceeded its target for the last three years. For presentations at professional meetings, the program has exceeded its target for the past three years.

While the indicators demonstrate quantitative success, the self-study notes a challenge with the diversity of scholarship: due to the small number of faculty, it is not typically possible to cluster research interests, which forces faculty to seek collaborations outside of the program. This could ultimately be a strength as the program grows, but the program identified this as a weakness because it adds extra pressure for junior faculty to learn to make connections with researchers very quickly.

During the site visit, faculty spoke highly of the student engagement with their research and their future professional plans. Students who are engaged with faculty research spoke highly of the opportunities provided to them to be engaged and ability to publish with their faculty members. One of the new online students mentioned wanting to learn about research opportunities earlier into the program as opposed to later. | | |
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Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		The program defines extramural service activity as any effort related to community development, community intervention, community assessment, community advising, service to the community or the academic field of public health. Faculty may allocate 25% of their time to non-teaching activities, including 10% institutional service plus 15% extramural service, unfunded research, and/or public health practice. Faculty are encouraged to apply for external resources to support extramural service. Faculty and the department chair target increasing levels of extramural services over individuals' careers. For example, a junior faculty member may attend a national conference, a mid-stage assistant professor may serve as a local or regional representative to a professional organization, an early associate professor may join a subcommittee of a national professional organization, a late-stage associate professor participates may participate on a national committee, and a full professor may chair a national committee. Starting with the 2023-24 faculty evaluation cycle, there will be an explicit expectation that faculty continuously improve extramural service by spending some percentage of effort each year on extramural service.	Click here to enter text.	

	Faculty receive support from TTUHSC and the program in distinct ways, to include an annual allotment of discretionary funds of $2,500, which is intended primarily for travel to professional meetings and conferences but can be used for other purposes. SPPH supports faculty travel and conference expenses, generally at 100%, that directly support program priorities; every faculty member has an explicit 15% effort that can be allocated to extramural service; and the Office of Global Health at the university level provides faculty some funds for travel abroad, including for extramural service assignments. Faculty engage in service in various ways. One faculty is a mentor to start-ups and businesses receiving support for the Texas Tech University Innovation Hub Accelerator and NSF I-Corps programs. She received funding to develop an elective course, SPPH 5336: Digital Health, as a Faculty C-Start Up and Innovation Ambassador. She created a six-speaker Digital Health Innovator Speaker Series for the course, SPPH 5336, and opened enrollment to all MPH students. In her courses she uses her work with digital entrepreneurs to demonstrate how social media and big data can be used in public health. Another faculty member serves on the Texas Midwest Healthcare Executive (TMHE) Board of Directors: TMHE is a chapter of the American College of Healthcare Executives. In this role, she helps organize educational events for health care administrators in Texas. She also incorporates information on US health care policy and issues in the course she teaches, SPPH 5337: US Healthcare System, and weaves in leadership and management issues in the SPPH 5315: Organizational Behavior and Leadership course.		

	A third faculty member has extensive experience helping entities to conduct community health needs assessments for public health, healthcare, and social service entities. As such, she incorporates this extramural activity into SPPH 5334: Community Based Methods and Practice, where she uses examples from past assessments in teaching assessment and evaluation methods. Community members whom she works with have also been involved in the assessments; these individuals share their experiences using assessment findings in their organizations to better serve their communities and improve health status. The program selects seven outcome measures with targets to monitor faculty extramural service: percent of PIF participating in extramural service activities (target: 85%); number of community-based service projects (target: 10); number of public/private or cross-sector partnerships for engagement and service (no specific target); numbers of community board positions held (no specific target); consultations with health departments and other community-based organizations (no specific target); participation in national or regional public health organizations (no specific target); and peer reviews for academic journal (no specific target). During the site visit, faculty and students provided examples of student engagement in extramural activities, and international trips were often referenced.		

F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program uses its Community Advisory Board (CAB) as a formal structure for constituent input. The committee is composed of alumni, working professionals, and representatives from health profession schools. The purpose of the CAB is to provide the program with useful data, information, and knowledge on curriculum, planning, workforce, and community needs. It also provides ongoing review and advice on policies and practices and allows community partners and local public health professionals an opportunity to offer input on changing workforce needs, curriculum, procedures, and other related topics. Regular updates on the self-study process and document have been provided to external partners via email and in person meetings for feedback. Evidence from the self-study such as meeting minutes and discussion during the site visit verified that the program engages with community partners.	Click here to enter text.	
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		In addition to the CAB, the program also uses a survey to gather input from employers. The survey allows employers to provide insight on how well the curriculum prepared students for the field; what professional development needs they have; feedback on the program's guiding statements; and emerging public health issues. The dean reviews all survey data and works with faculty to identify needed quality improvements or new initiatives. Of the 153 respondents, 61% wanted additional training in public health on topics such as		

| | | epidemiology, data analytics, bioinformatics, and emergency preparedness.

The program utilizes its alumni employer survey to gather employer feedback. The most recent survey was conducted in spring 2023 and had seven responses. Employers were asked if they would hire another graduate from TTUHSC's MPH program. One hundred percent of employers responded "yes." Employers were also told to provide suggestions for any new public health topics or concentrations they would like to see added or emphasized to the curriculum. One employer responded, "data management tools," and another employer responded, "marketing and digital content management." During the site visit, members of the CAB spoke highly of the knowledge of the graduates from the program whom they have employed and/or supervised during an internship. The CAB members also spoke highly of the program's involvement with public health issues in the West Texas region such as human trafficking, agriculture, and border control. | | |
|---|---|---|---|---|

F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The program introduces students to community engagement and professional development opportunities through the Sakai MPH Student Union, which is an online push mail notification board, and through the Student Public Health Association. There are also two courses in the curriculum that focus on service and community engagement: Introduction to Public Health and Community Based Methods and Practice	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 reports numerous examples of professional and community service opportunities performed by students. MPH students implemented a women's walk for Women's History Month and a Hunger Games food drive so employers in the community can contribute to the food bank. MPH students also worked with local high schools to develop a public health education mentoring program. Additionally, MPH students volunteered with a pet therapy program. During the site visit, students discussed various community and professional service opportunities. One student mentioned creating hygiene kits for the homeless.		

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 program offers opportunities for community health workers to obtain continuing education credits necessary for maintenance of their credentials. The program has offered nine events between 2019-2023 on a range of topics such as social determinants of health and mental health issues. The trainings have served over 500 community health workers and instructors. In another workforce event, faculty helped identify topics and create a curriculum for a training session about individuals with mental health issues to help bridge gaps between law enforcement, health care, and academic partners. The seminar was held in 2021 and had 45 participants.	Click here to enter text.	

G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines appropriate priority population(s)	(green)	The program has defined several priority student populations. The first priority student population is multilingual speakers; approximately 30% of Texans live in Spanish-speaking households, which is more than twice the national average. Having this student population as a priority is important to the health of West Texas to have graduates who can communicate effectively with constituents, partners, and stakeholders in their region.

The second priority student population is West Texas residents; the program aims to provide accessible education to residents with permanent mailing address in the 108 counties within the service area.

The third priority student population is first-generation students because West Texas has a lower educational attainment compared to Texas as a whole.

The fourth priority student population is TTUHSC clinical students, because the university aims to provide every student an opportunity to receive a public health credential during their studies through joint degree programs.

The final priority student population is public health workers because the proportion of public health workers | Commentary 1 on Goals and Strategies to Increase Representation of Priority Populations: Since the CEPH Accreditation Site Visit in October 2023, the Program has already begun to execute on four strategies to increase or enhance representation of Priority Populations:

First, we have reached out to SOPHAS to add customized application questions that will help us to standardize and consolidate our internal data that identify Student Priority Populations, and we have begun working internally with the Registrar and University IT services to port this data regularly into Slate, our most frequently used student records platform. Given the SOPHAS cycles, these changes cannot go into effect until Spring 2025.

Second, we conducted a review of each of our three scholarship programs (two existing, one emerging and not yet advertised to students) to determine its suitability for recruiting and retaining Priority Population students. We | The Council appreciates the program's response and planned improvements in this area. |
| Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals | (yellow) | | | |
| Learning environment prepares students with broad competencies regarding diversity & cultural competence | (green) | | | |

Identifies strategies and actions that create and maintain a culturally competent environment	🟩 (green)	in West Texas with formal public health credentials is low and decreasing due to COVID-19 workforce burnout and increased retirement.

Among faculty, the self-study notes that the program prioritizes "scholars of public health competencies" which are faculty members with expertise in the public health competencies. Additionally, the program has identified public health practitioners as a priority faculty population. Finally, the program prioritizes faculty with public health-adjacent work experience. This population will consist of adjuncts who could broaden students' exposure to issues of cultural and economic significance to West Texas such as agriculture and energy, challenges at the border, refugee health, and human trafficking.

The program has defined practices to recruit and retain new faculty with attention to these priority populations. The program finalized a strategic growth plan during summer 2023, which includes the addition of up to two new public health programs that will require the hiring of new faculty. Faculty area of expertise will be the driver of the next several new hires.

The strategic growth plan also calls for hiring two new department chairs during AY 2023-2024; two to three more faculty before fall 2026; and three to four more before fall 2027. To retain faculty, the self-study says that the program plans to continue affording faculty the opportunity to have a streamlined voice in governance through the FEC and the Faculty Council.

To maintain a culturally competent environment, the program follows the values-based culture led through the | determined that both the Presidential Scholarships and the Rural Health Scholarships could be more specifically targeted to recruit Priority Population students, and the latter could also help retain them. We will put these policies into effect no later than the Summer Semester 2024. A third scholarship (not yet named or advertised to students) was not suitable for this purpose, as described below.

Third, we have instituted a quarterly Standing Committee Chairs Meeting, chaired by the Associate Dean for Academic Affairs, that more specifically addresses our larger and more existential goals. The question of Student Priority Populations, along with questions of what makes a graduate "workforce ready" and how we know when we have succeeded, are the first questions on the docket of this meeting series.

Fourth, and perhaps most important, the Program has determined that at this phase of our development, we are primarily focused on understanding the obstacles and struggles of identifying and supporting Priority Population Students. Therefore, we will not set target proportions or numerical targets until we more fully understand how to recruit and retain students from these groups. To that end, we purposefully decoupled consideration |
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)	🟩 (green)		
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)	🟨 (yellow)		
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies	🟨 (yellow)		
Perceptions of climate regarding diversity & cultural competence are positive	🟩 (green)		

Office of People & Values at TTUHSC, which aims to engage people from all backgrounds in scholarly discourse. The program covers disparities in health outcomes among diverse populations in the Introduction to Public Health (SPPH 5313), Social Behavioral Science (SPPJ 5304), Social Epidemiology (SPPH 5327), and Community-Based Methods and Practice (SPPH 5334). The program also encourages students to partner with community agencies for coursework and community service as well as pursue APE projects that involve working with communities that are representative of those in which they reside. Students also gain insight on social determinants of health through case studies and other course activities.

Students and faculty perception of climate regarding diversity and cultural competence is gauged through climate surveys. The most recent survey was administered in April 2023 and had 34 student responses (n=168) and 11 faculty responses (n=14). Data indicates overall high satisfaction with climate by both students and faculty.

The first commentary relates to the opportunity for the program to strengthen or better define its goals and strategies to increase the representation of the priority populations. The program has identified process goals rather than outcome goals for student recruitment and retention such as establishing more subcommittees and consolidating enrollment data. Faculty and staff acknowledged that they had not fully defined recruitment goals for priority students due to the need for additional data collection and analysis. After these data have been merged and cleaned, during spring 2024 semester, faculty and staff plan to discuss funding and determine

of Student Priority Populations from our most flexible scholarship program (emerging non-competitive scholarship, which is not yet advertised to students), and we have designed an interactive session with our Community Advisory Board (slated for our January 2024 meeting) to determine value propositions and outreach strategies for recruitment and retention.

Commentary 2 on Strengthening and Better Defining Practices to Support Student Retention: Since the October 2023 CEPH Accreditation Site Visit, the Program has improved one practice and has executed on one strategy to enhance student retention.

Historically, the Program has enjoyed high retention rates, so our primary focus has been on understanding those few students who drop out. Moreover, while we have a deep commitment to the students, themselves, we also must respect the needs of our West Texas community and improve the health of the public, so our solutions have sought not simply to prevent student drop-out at any cost, but rather to prevent student disengagement or disconnection from our mission of serving the community.

recruitment goals. They noted a need to hire more faculty to support the increase in student recruitment.

In the self-study, the program describes how the SEC will review SOPHAS data on enrollment to inform future recruitment efforts; during the site visit, faculty described plans to meet during spring 2024 to develop new goals and recruitment strategies for the student priority populations.

The program also discussed a new partnership with the local school district to meet with high schoolers to talk about public health as a career option and to develop a pipeline for first-generation students. Additionally, the program is working with the undergraduate programs at Texas Tech to develop a pipeline for first-generation students and to provide mentorship to undergraduates interested in research.

The second commentary relates to the opportunity for the program to strengthen or better define practices to support the retention of students. During the site visit, the program discussed the Presidential Scholars program that has been implemented to provide scholarships to MPH students. During the site visit, one student in attendance was the recipient for this academic year and noted that the scholarship removed financial pressure, which allowed her to focus on her education. Because she received the scholarship, she was able to quit her job and work with one of the MPH faculty to conduct research as a graduate assistant, which will help her develop her research skills for her post-graduation goals.

The final commentary relates to the program not regularly collecting and reviewing quantitative and qualitative data

To that end, we have worked to identify and systematically aggregate early warning signs to prevent preventable drop-out. In Fall 2023, we piloted a practice to identify at-risk students while maintaining student privacy and adhering to FERPA standards. The pilot yielded names of five students who might be at risk, but based on our initial schema, none was deemed sufficiently at-risk of dropping out to warrant specific intervention besides that which would be afforded by any instructor in an isolated situation. By the end of the Fall semester, one student had dropped out who was not detected by our mechanism. For the Spring 2024 semester, therefore, we are revising our indicators slightly but maintaining the same processes. We will continue to monitor and adapt each semester as appropriate.

The strategy we have recently executed to retain students simultaneously supports our goal to prevent student disengagement or disconnection from our mission of serving the community. Specifically, we have revised the administration of the Rural Health Scholarships not only to support students financially, but also to support them specifically in serving rural communities at a late stage in their degree programs, i.e., at the time they conduct their APEs. Thus, we not only promote

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| | | and using data to inform and adjust strategies. During the site visit, faculty discussed having to change priority populations due to new state legislation and plans for collecting data on those populations moving forward. Faculty reported that new surveys were in development. | retention, but also directly support our mission within West Texas communities.

Commentary 3 on Regularly Collecting and Reviewing Quantitative and Qualitative Data to Inform and Adjust Strategies: In response to legislation passed in Texas in May 2023, the Program conducted a thorough review of its diversity, equity, and inclusion initiatives including its treatment of Student Priority Populations. We modified our Student Priority Population definitions slightly to capture the elements essential to achieving our public health mission, most particularly by adopting "bona fide occupational qualifications" (BFOQs) for the provision and practice of public health, while adhering to the new State mandates; we added populations that were concomitant to the new strategic directions of the School and the institution; and we are modifying our data capture methods to improve the regular and frequent use of these data. The new governance structure ensures that at least two committees – the Student Experience Committee and the Learning Outcomes Committee – must use the collected data periodically to maintain accountability to the Program; and each of these committees is scheduled at least annually to discuss their findings with some other committee, depending on topic. | |

H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		The program hosts orientations for students three times per year, approximately one week before the start of the fall, spring, and summer terms with information on academic advising. At enrollment, students are introduced to the staff advisor, who assists all incoming students, and they are randomly assigned to a faculty mentor, who also supports advising needs. The program offers optional refresher to orientations, and all orientation information and materials are compiled and available in the Sakai MPH Student Union.

The initial orientation is held in a single session over Zoom and both campus-based and distance-based students are invited to attend.

The academic advisor has one-on-one interactions with students via Zoom, over the telephone and through email correspondence. While there is only one dedicated advisor for students, faculty members are trained to provide additional support to the students and augment the staff advisor's services.

The TTUHSC Student Handbook Code of professional conduct governs all MPH students and includes a code of professional conduct, ethical standards, disciplinary procedures, sanctions, registration of student organizations, use of university facilities, student travel policy, and all other policies concerning university | 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				

		operations that impact students (absences, academic admissions, attendance, grading, tuition/fees, graduation, registration, required immunizations, veterans' resources, etc.) The Handbook is updated annually, and all students have access to the most current version online. During the site visit, the dean provided updates on the program's plan to hire an additional faculty advisor to support the general academic advisor and offload some of the students he advises. Students confirmed that they were satisfied with services provided by the academic advisor as well as faculty mentors. Alumni survey data reported that sixty percent of respondents (n=25) rated the quality of advising in the program as extremely good while 32% rated advising as somewhat good.		

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		The SPPH provides career advising to students in four distinct ways: assigned and ad hoc one-on-one mentoring and advising by faculty and staff, optional remote professional development programs offered periodically throughout the academic year, access to generalized career resources through the School of Nursing's Career Services and promoting awareness of specific jobs through the Sakai MPH Student Union and the MPH Career Support Website.

Although students are assigned a core faculty mentor, they have opportunities to engage with other faculty who have expertise that aligns with their specific career interests. Through their engagement with faculty mentors, students are provided with tailored career counseling.

Assigned faculty mentors, ad hoc mentors, and staff encourage students to become involved in professional organizations such as the American Public Health Association to start building their career networks. The program provides student travel funds so students can travel to the annual APHA meeting, and the program has purchased access since 2019 for students to attend virtual sessions at APHA as well.

In addition to direct career advising, career development presentations are held at least annually but were | Click here to enter text. | |
| Variety of resources & services are available to current students | | | | |
| Variety of resources & services are available to alumni | | | | |

		suspended during the 2020–2021 academic years because of the COVID-19 pandemic. Additional career focused sessions are held over Zoom to include career mentoring small group workshops, resume and cover letter workshop and networking and personal marketing plan. The program also hosts career panels.		
		Based on 2021 student survey data, 59% of students strongly or somewhat agreed that they were satisfied with the career advising process in the MPH Program. The 2022 survey showed that 69% of students strongly or somewhat agreed that they were satisfied with the career advising process.		
		The 2022 alumni satisfaction survey, which had a 24% response rate, indicated that 82% of alumni reported that MPH faculty were available for career advising. Seventy-seven percent of alumni in the 2023 survey rated career advising as extremely or somewhat good though data are limited by a similarly low response rate of 10%.		
		While survey response rates were low and may not be responsive, and some results identify dissatisfaction with career advising, students and alumni who met with site visitors rated career services favorably. Faculty provided updates on ways they plan to increase future survey responses, particularly through building out their presence on Linked In and other online forums frequented by students and graduates.		

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 SPPH has a defined set of policies and procedures to govern formal student complaints and grievances. Students who have complaints or grievances about a specific course, course component, assignment, assignment grade, or course grade are instructed to first discuss the issue with the course instructor. This can be done verbally or in writing. If a student has followed without satisfaction the within-course grievance procedure, grievances may be escalated to the department chair, then to the associate dean for academic affairs, and then to the dean. The dean is responsible for making final determinations.	Click here to enter text.	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints		The SPPH Catalog and the TTUHSC Student Handbook present procedures for formalized student complaints. There are two student complaint procedures detailed within the SPPH Catalog: grade appeals and non-grade		
All complaints are processed & documented		grievances. There are seven student complaint procedures included in TTUHSC Student Handbook, including general or academic misconduct of another student; discrimination; student records; employment at TTUHSC; grades or grading; other types of mistreatments; and other institutional-level student complaint procedures. The SPPH Catalog and TTUHSC Student Handbook are available online to the students for ongoing access. During the new student orientation, the complaint procedures		

		are reviewed, and students are shown where the documents reside on the website and Sakai. No formal complaints had been submitted during the time of the self-study submission and faculty said that none had been raised since then when asked during the site visit. When asked, students said they were aware of the program's grievance policies. During the site visit, the program discussed during the spring 2023 semester the new dean hosted a Town Hall with students to learn of any issues they may have been experiencing. During this discussion, the dean learned that students did not know how to file grievances, and they did not know how to report discrimination. The program recognized that they were not providing clear information for students to know how to escalate issues. The discrimination policy was developed by the university, but it was not widely known. Therefore, the program changed the course syllabus template to add the university complaint policy, and they also added a module to the new student orientation regarding how to report grievances. To meet the needs of the faculty, the program held in-service discussions with faculty to discuss any issues from the classroom as well as their experiences as faculty regarding the policies. In the end it was confirmed by the program, that most grievances end with the dean in escalation but can be forwarded to the provost, if needed.		

H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The program has procedures in place to admit and enroll students who are likely to successfully pursue public health careers in a variety of areas. The school uses active and passive recruitment strategies, including a heavy emphasis on utilizing SOPHAS, posts on social media and participating in recruitment events at high schools, and local community events. Faculty also participate in undergraduate fairs and classes to promote the program's offerings. Applications requirements include transcripts for all higher education institutions attended, two letters of recommendation, and a written essay. International students must also provide GRE and International English Language Testing System scores. Applicants are reviewed holistically using criteria that may include grade point average, accreditation status of prior educational institutions, letters of recommendation, work and/or volunteer experience, personal essay, and consideration for student priority populations. Applicants may be invited for interviews as needed, and joint degree applicants are processed through the admissions subcommittees of both schools. The program identified a series of measures to track their progress in enrolling individuals capable of taking advantage of graduate studies, including all incoming students having a 3.0 GPA or higher from their previous	Commentary on Formalized Recruitment Strategy and Plan: Since the CEPH Accreditation Site Visit in October 2023, the Program has formally enhanced one practice to increase recruitment yields and has designed an instrument to aid in formalizing enhanced targeted recruitment strategies. To increase recruitment yields, the Program has fully revised its SOPHAS-based data reports to display each of seven key steps in a prospective applicant's journey from signaling interest in the Program to formally matriculating as a student at the School. For five of the seven steps, we developed or are developing a specific, targeted, customizable outreach that becomes successively more high-engagement as applicants progress through the application process. To formalize recruitment strategies and plans, the Program has developed a focus group instrument to help guide conversation and prioritization of strategies. The instrument will be piloted with the Community Advisory Board at its January 2024 meeting. Specifically, the instrument pre-populates a list of target	The Council appreciates the program's response and planned improvements in this area.
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers				

| | | institution. The program has a central focus on the needs of those from West Texas, and they met the target of 20% in two of the last three years.

The commentary relates to the program not having an organized or formal recruitment strategy or plan. Although the program outlines tools used for recruitment, there was not a formalized plan for recruitment that outlined efforts beyond SOPHAS, which had not been implemented at the time of the site visit, and social media. During the site visit, faculty provided examples of how they are bolstering their recruitment activities that are currently taking place and projected to commence in the future such as outreach plans for undergraduates and working professionals. | recruitment groups, leaving space to brainstorm more; the moderator provides relevant demographic and psychographic information for each group; the moderator then uses the "Nine Whys" methodology (https://www.liberatingstructures.com/3-nine-whys/) to discover the truest, most unfiltered value proposition for each group; the group determines the most appropriate platform and strategy to deliver that recruitment message; then the Program and the individual group members offer up assets that could innervate the recruitment; and finally, the Program and/or the group members prioritize the targets. As the Program prepares for its next budget cycle, we have determined that we cannot hire an additional formal recruiter to develop and execute formalized strategies; however, we are actively revising job descriptions to make this function more consolidated in one staff member's jurisdiction. We have also allocated budget to support social media expenditures for the targeted recruitment effort detailed above. | |

H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		Site visitors validated that all program offerings are accurate, available, and accessible online. Site visitors reviewed department website links that provided information about admissions policies, grading policies, academic integrity standards, and degree completion requirements. Information included online was aligned with perspectives shared by faculty and students during the site visit.	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				

Monday, October 23, 2023

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

8:30 am   **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
1. Gerard Carrino, PhD, MPH – Dean, Julia Jones Matthews School of Population and Public Health, TTUHSC; Acting Department Head, MPH Program 2. Duke Appiah, PhD, MPH – Associate Professor, Program Director, MPH Program 3. Rick Danko, DrPH – Associate Dean for Academic Affairs, MPH Program 4. Julie St. John, DrPH, MPH – Associate Professor, MPH Program 5. Rubini Pasupathy, PhD, MBA, Associate Professor, MPH Program 6. Jeff Dennis, PhD – Associate Professor, MPH Program 7. Lisaann Gittner, PhD – Associate Professor, MPH Program 8. John Baker, Associate Director of Student Services, SPPH (via Zoom) 9. Beverly Bowen, MBA – Managing Director, SPPH 10. Corey Patterson - Director of Admissions, Marketing, and Special Projects, SPPH 11. Aaron Brooks – IT Support Senior Specialist, SPPH	*Decision- and policy-making within program* **(Criterion A1)** *Student engagement in program operations* **(Criterion A3)** *Guiding statements – process of development and review?* **(Criterion B1)** *Evaluation processes – how does program collect and use input/data?* **(Criterion B2)** *Data related to grad rates, post-grad outcomes, alumni perceptions* **(Criteria B3-B5)** *Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?* **(Criteria C2-C5)** *Budget – who develops and makes decisions?* **(Criterion C1)** *Diversity and cultural competence – who monitors goals, actions, strategies, who reviews the data and how are changes made based on the data?* **(Criterion G1)** *Recruitment and admissions* **(Criterion H4)**

9:30 am   **Break**

9:45 am   **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
1. Duke Appiah, PhD, MPH – Associate Professor, Program Director, MPH Program 2. Julie St. John, DrPH, MPH – Associate Professor, MPH Program 3. Hafiz Khan, PhD – Professor, MPH Program 4. Rubini Pasupathy, PhD, MBA, Associate Professor, MPH Program 5. Jeff Dennis, PhD – Associate Professor, MPH Program 6. Lisaann Gittner, PhD – Associate Professor, MPH Program 7. Courtney Queen, PhD – Assistant Professor, MPH Program	*Foundational knowledge* **(Criterion D1)** *Foundational competencies – didactic coverage and assessment* **(Criteria D2 & D3)** *Concentration competencies – development, didactic coverage, and assessment* **(Criterion D4)**

11:00 am　　　**Break**

11:15 am　　　**Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
1.　Jeff Dennis, PhD – Associate Professor, APE Course Director, MPH Program 2.　Duke Appiah, PhD, MPH – Associate Professor and MPH 3.　Rubini Pasupathy, PhD, MBA, Associate Professor, MPH Program	*Applied practice experiences* **(Criteria D5 & D6)** *Integrative learning experiences* **(Criteria D7 & D8)** *Distance education* **(Criterion D19)**

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

1:00 pm　　　**Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
1.　Gerard Carrino, PhD, MPH – Dean, Julia Jones Matthews School of Population and Public Health, TTUHSC; Acting Department Head, MPH Program 2.　Rick Danko, DrPH – Associate Dean for Academic Affairs, MPH Program 3.　Duke Appiah, PhD, MPH – Associate Professor, Program Director, MPH Program 4.　Julie St. John, DrPH, MPH – Associate Professor, MPH Program 5.　Hafiz Khan, PhD – Professor, MPH Program 6.　Lisaann Gittner, PhD – Associate Professor, MPH Program 7.　Courtney Queen, PhD – Assistant Professor, MPH Program - 8.　John Baker, Associate Director of Student Services, SPPH (via Zoom) 9.　Liesl Wyett, Director of Departmental Research Administration, SPPH 10.　Beverly Bowen, Managing Director, SPPH	*Currency in areas of instruction & pedagogical methods* **(Criteria E1 & E3)** *Scholarship and integration in instruction* **(Criteria E4)** *Extramural service and integration in instruction* **(Criterion E5)** *Integration of practice perspectives* **(Criterion E2)** *Professional development of community* **(Criteria F1-F3)** *Academic and career advising* **(Criteria H1 & H2)** *Complaint procedures* **(Criterion H3)** *Accurate publication of offerings* **(Criterion H5)**

.

2:00 pm　　　**Break**

2:15 pm　　　**Transport to Hotel**

3:00 pm　　　**Students via Zoom**

Participants	Topics on which participants are prepared to answer team questions
1.　Erum Inamdar, MPH Student (Generalist, Lubbock, Started Fall 2022) 2.　Hasan Tinwala (Generalist, MD/MPH, Summer 2022) 3.　Amanda Nemariam (HPC, Started Fall 2022)	*Student engagement in program operations* **(Criterion A3)** *Curriculum* **(Criterion D)** *Resources (physical, faculty/staff, IT)* **(Criteria C2-C5)**

4.	Jayci Derby (Generalist, Online, Started Fall 2023)	*Involvement in scholarship and service* **(Criteria E4, E5, F2)**
5.	Yousef Ibrahim (Generalist, Pharm.D./MPH, Started Summer 2023)	*Academic and career advising* **(Criteria H1 & H2)**
		Diversity and cultural competence **(Criterion G1)**
		Complaint procedures **(Criterion H3)**

4:00 pm **Break**

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

Participants	Topics on which participants are prepared to answer team questions
1. Joy Ellinger, Co-chair, Community Advisory Board (Graduate Certificate alum, part time MPH student - not currently enrolled in Fall 2023)	*Involvement in program evaluation & assessment* **(Criterion F1)**
2. Katherine Wells, Director, Lubbock Health Department (Preceptor, CAB Member)	*Perceptions of current students & school graduates* **(Criteria D5, D6, F1)**
3. Christopher O'Dell, Clinical Director of Operations, TTUHSC Department of Ophthalmology (Alum)	*Alumni perceptions of curricular effectiveness* **(Criterion B5)**
4. Steven Lara, Director of Veteran's Services for Starcare, Lubbock, TX (alum, preceptor)	*Applied practice experiences* **(Criteria D5 & D6)**
5. Savannah Forsyth-Panagopolous, Community Health Analyst, Cook Children's Health Care System (alum)	*Integration of practice perspectives* **(Criterion E2)**
6. Blanca Lance- Director Human Trafficking and Child Exploitation, Department of Family and Protective Services (Preceptor)	*Program delivery of professional development opportunities* **(Criterion F3)**

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

6:00 pm **Adjourn**

Tuesday, October 24, 2023

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

Participant(s)	Topics on which participants are prepared to answer team questions
1. Darrin D'Agostino, DO, MBA, MPH Provost and Chief Academic Officer	*Program's position within larger institution* **(Criterion A1)**
2. Billy U. Philips, PhD, MPH Executive Vice President for Rural and Community Health Grover E. Murray Professor, Department of Family and Community Medicine, Department of Public Health, TTUHSC Former Acting Dean, TTUHSC School of Population and Public Health	*Provision of program-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   **Exit Briefing**