

**Council on Education for Public Health
Adopted on October 24, 2015**

REVIEW FOR ACCREDITATION
OF THE
COLLEGE OF PUBLIC HEALTH
AT THE
UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CENTER

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the College of Public Health (CPH) at the University of Oklahoma Health Sciences Center. The report assesses the college's compliance with the *Accreditation Criteria for Colleges of Public Health, amended June 2011*. This accreditation review included the conduct of a self-study process by college constituents, the preparation of a document describing the college and its features in relation to the criteria for accreditation, and a visit in April 2015 by a team of external peer reviewers. During the visit, the team had an opportunity to interview college and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the college and verify the self-study document.

Established in 1971, The University of Oklahoma is accredited by the Higher Learning Commission in the North Central region and has been since 1913. The university has three campuses: Norman, which is the main campus, the Health Sciences Center in Oklahoma City, and the OU Schusterman Center in Tulsa.

The Oklahoma public higher education system, governed by the Oklahoma State Regents for Higher Education, consists of two research universities, 10 regional universities, one public liberal arts university, and 12 community colleges. Collectively, the public higher education system supports 49 separate campuses and branches in 37 different cities. The Health Sciences Center serves approximately 4,000 students, over 3,200 faculty and staff and has over 70 undergraduate and graduate degree programs. The Health Sciences Center has seven colleges: the Graduate College, College of Allied Health, College of Dentistry, College of Medicine, College of Nursing, College of Pharmacy and the College of Public Health. All colleges at the university have a range of four to 31 departments. The College of Public Health has four departments.

The College of Public Health was founded in 1967. It received full accreditation from the American Public Health Association in 1969 and has maintained accreditation ever since. The college was renamed the "College of Health" in 1972 and merged with the College of Allied Health in 1973. Public health and allied health became separate colleges again in 1981, and have remained independent colleges since then. The college's last CEPH accreditation review, in 2007, resulted in a seven-year term of accreditation.

Characteristics of a College of Public Health

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

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

These characteristics are evident in the College of Public Health at the University of Oklahoma Health Sciences Center. The college is a part of a regionally accredited institution. The dean, faculty members and students have the same rights, privileges and status as other colleges at the university.

The college's goal statements emphasize the importance of instruction, research and service, and its organizational culture embraces core public health values and goals. The college plans, develops and evaluates its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the public health field.

The college uses an ecological approach to create a learning environment that promotes a framework for intellectual learning and development of public health core values. The college is committed to teaching, research and service, as reflected in its goals and value statements.

The college's faculty are trained in a variety of disciplines, and faculty ensure that the environment supports interdisciplinary collaboration. The college has adequate resources to offer MPH and doctoral degrees.

1.0 THE COLLEGE OF PUBLIC HEALTH.

1.1 Mission.

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

This criterion is met. The college has a clear and concise mission statement with supporting goals and objectives. The mission, vision and goals were developed through an iterative process consisting mainly of meetings with internal and external stakeholders, including faculty, staff, students, county and state health departments, local hiring agencies and alumni. Stakeholders had multiple opportunities to review and provide input over a several month period. The college's mission is as follows:

To protect and improve the health of the people of Oklahoma, the United States, and other nations through: (1) education, public health workforce development, and cutting-edge research; (2) translating research and scholarship into public health practice and service; and (3) development and advocacy of evidence-based health management and policy.

The associate dean for planning and evaluation is responsible for the development and evaluation process of the mission, goals and objectives. The mission, goals and objectives are reviewed during the strategic planning process, every five years. The strategic plan is monitored at several levels. Each objective has specific individuals designated to lead the implementation and completion of the objective by the target date. The Executive Committee, the Advisory Board, each department and the standing committees of the Faculty Board are all involved in monitoring the progress toward achieving the objectives and goals. The strategic plan was developed using a 15-step process as described in the self-study.

The college articulates five goal statements in the areas of excellent education and life-long learning, research and scholarship, health disparities, diversity and global health. Each goal is linked to at least one objective with a total of 36 measurable objectives.

The mission, goals and objectives are distributed in written form to all faculty, staff and students via the student bulletin. The core values are displayed in a continuous broadcast on the two plasma screens that provide communication to the college and are disseminated to attendees at the public health grand rounds. The mission and goals are also discussed at student orientation and in meetings with the College of Public Health Student Association leadership. The strategic plan, including mission, values, goals and objectives are provided to the general public on the college web site. The values are also included in each

edition of the college's magazine "OU Public Health", which is distributed to all college faculty, staff, advisory board and alumni.

During a meeting with students, they expressed that the college would be best characterized as having rigor, integrity, and professionalism.

1.2 Evaluation and Planning.

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

This criterion is met. The college uses a variety of methods and processes in monitoring and evaluating its progress against its defined objectives. Evaluation tools include student electronic course evaluations, regular meetings with the student association, exit surveys, alumni focus groups, employer and external stakeholder interviews and faculty annual reports.

The college has reported outcome measures related to accomplishing planned tasks and have met the majority of the targets. Some of the targets have not been met including the following: the number of faculty in Tulsa, number of full-time faculty, extramural funding, number of peer-reviewed publications, and proportion of students who are American Indian, Hispanic or international. Faculty members stated that the targets that were not met were categorized as "stretch targets," and they represent indicators considered to be important and eventually attainable.

To ensure student engagement in the evaluation process, the dean hosts monthly meetings with elected student association officers to gather feedback regarding the college's academic programs and student support services. This information is factored into both short term operational planning and longer-term strategic planning, particularly regarding curriculum design and student support. Also, each year the associate dean for planning and evaluation facilitates a meeting with the students to obtain their comments and observations in a Strengths, Weaknesses, Opportunities and Threats (SWOT analysis) session which is later reported to the Executive Committee, the department chairs and the faculty.

The college's strong and long-term working relationships with state and local public health agencies, allow for the college to gain input and advice from public health leaders and decision-makers. Examples include the Commissioner of Public Health of the State of Oklahoma, the directors of the city-county health departments for both Oklahoma City and the City of Tulsa, the leadership at the Oklahoma Health Care Authority, senior leaders at local agencies such as Variety Care and state and local legislators. Meetings with stakeholders have led to workforce planning initiatives, curriculum review and modification and changes in the college's teaching and learning methods.

The self-study document was prepared with input solicited from all faculty of the college. A Self- Study Committee was developed in 2010 to take the lead in assembling the necessary data and developing the initial draft sections for faculty review and comment. At the end of the developmental stages, all faculty members reviewed the document and incorporated any changes that needed to be made. The final draft of the self-study was circulated to the college's Advisory Board in October 2014 for their feedback. Electronic copies were sent to all faculty and advisory board members, and an electronic copy was posted on the college's web site for ongoing review and comment by faculty and the general public. The dean also conducted one-on-one meetings about the self-study with the Oklahoma commissioner of health and the two city-county health department directors.

1.3 Institutional Environment.

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

This criterion is met. The University of Oklahoma is accredited by the Higher Learning Commission in the North Central region. In addition to CEPH, the university responds to 14 specialized accreditors in areas such as dentistry, nursing, medicine and pharmacy. The college enjoys the same level of autonomy and authority as all other colleges at the university.

The University of Oklahoma has three campuses: Norman which is the flagship campus, the OU Schusterman Center in Tulsa and the Health Sciences Center (OUHSC) in Oklahoma City, where the College of Public Health is located. On the OUHSC campus there are six other colleges including, the colleges of medicine, nursing, pharmacy, allied health, dentistry and the graduate college. The Norman campus has 17 colleges, and the Tulsa campus has a college of community medicine and a graduate college.

The dean of the college reports directly to the provost and is responsible for the overall leadership of the college, including administrative activities, development of the college's budget and resource allocation. The health sciences public health program at the Tulsa campus is also under the administration of the dean. Through the Deans' Council, the dean also has a role in strategic planning and has decision-making responsibilities. The provost, who is also the senior vice president and chief academic officer of the Health Sciences Center, reports to the university's president, who in turn reports to the Board of Regents.

Faculty recruitment, appointment, promotion and tenure begins within the department. The faculty members recommend a potential candidate through the department chair, and the recommendation is forwarded to the dean. The dean refers potential candidates to the provost, who sends the applications to the president, who then sends them to the Board of Regents to make the final approval.

All college faculty, including the department chairs, the dean of the college, the assistant dean for student services, the associate dean for academic affairs, the assistant dean for academic affairs and the dean of the graduate college (regarding MS and PhD programs only) are responsible for determining and monitoring the general academic standards and policies for the college. The University Of Oklahoma Board Of Regents and the Oklahoma State Regents for Higher Education approve new degree programs.

1.4 Organization and Administration.

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

This criterion is met. The college provides an organizational setting conducive to public health learning, research and service. The college is organized into four departments, health administration and policy, biostatistics and epidemiology, occupational and environmental health and health promotion sciences. Each department has a chairperson who reports to the dean of the college. The college has four research centers and two training centers to provide support for an expanded emphasis on applied public health research and training. Most centers are operationally housed within departments, with the exception of one, which has a funding source requirement of reporting directly to the dean.

The dean has the same level of authority as the other deans in the colleges at the university. The dean is assisted by six associate deans, two assistant deans and other administrative and academic directors. The deans and directors are responsible for academic affairs, administration, external affairs, research, student affairs and finance.

Each of the four departments is administered by a chairperson who is appointed by the dean. The department chairs and faculty are responsible for planning, conducting and evaluating departmental teaching, research and service programs, and make recommendations to the dean about faculty appointments, retention, promotion and tenure. The chairs administer their departmental budgets and request additional resources from the dean.

The organizational setting facilitates interdisciplinary communication, cooperation and collaboration that contribute to achieving the college's public health mission. The college has six centers, the American Indian Diabetes Prevention Center, Center for American Indian Health Research, Biostatistics and Epidemiology Research Design and Analysis Center, the Center for Biosecurity Research, Oklahoma Public Health Training Center and the Southwest Preparedness and Emergency Response Learning Center. Faculty members in the Department of Biostatistics and Epidemiology regularly provide statistical and other study design and quantitative assistance across the campus through the Research and Design Analysis Center and the college's research and training centers regularly execute projects involving

professional contributions by faculty across the departments and in other colleges, public health agencies, and tribal organizations. The college has 16 memoranda of understanding (MOU) with other health professional colleges and with external stakeholders such as the Oklahoma State Department of Health and the Oklahoma City-County Health Department, which bring fiscal resources and learning, research and service opportunities to the college.

The college also has an active Public Health Grand Rounds program that hosts presentations on a variety of public health related topics, with speakers from the campus, other universities, professional organizations, state, national and international public health agencies. The college's dual degree programs between the College of Public Health and the colleges of medicine, law social work provide opportunities for students to receive interdisciplinary instruction and research training.

Students expressed satisfaction with the fact that the college is very integrated with the Health Sciences Center, which fosters interdisciplinary interactions with other students and faculty members throughout the campus. Both external stakeholders and community members revealed to the site visit team their high regard and appreciation of the involvement and leadership of the dean in all aspects of the college including the following: academics, research, service and positive and productive relationships with all local and state health organizations and higher institutional leadership. The dean's availability to become actively involved in any and all public health issues and his ability to involve college faculty and students in public health problem solving was apparent and was mentioned frequently.

1.5 Governance.

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

This criterion is met. The college faculty have clearly defined responsibilities concerning governance and academic policies. The college has ten committees, two boards and three ad-hoc committees. Faculty, staff, students, alumni and community partners are involved in the college's operations.

The Executive Committee is responsible for the overall function of the college and includes the dean, associate deans, assistant deans, department chairs, the chair of the Faculty Board and two student representatives. The department chairs and the Faculty Board shares the decisions and actions made by this body with the faculty and students. The committee meets once per month.

The departmental faculty, along with the Academic Program Committee, are responsible for determining the curricular design and degree requirements of each program, admission requirements, graduation

requirements and the content of each course. The university-wide Academic Programs Council makes the final approval for changes to the curriculum.

The Promotion and Tenure Committee reviews applications for promotion and tenure submitted by department chairs. The committee is composed of four tenured faculty members, one representing each of the four departments in the college.

Recruitment of new faculty occurs at a departmental level. The department chair forms a search committee. Members of the search committee review the qualifications of each candidate and select a minimum of three candidates to be interviewed by faculty and students during a two day visit. The faculty and students evaluate each candidate and submit their ratings to the chair of the department, who submits a recommendation to the dean.

The Admissions and Academic Advisement Committee, along with the College of Public Health Office of Student Services, oversees student admissions. Student Services monitors each application until it is complete and contacts the applicant if additional information is required, and the Admissions and Academic Advisement Committee makes the final admission decision.

Student recruitment occurs at a departmental level and is coordinated through the Office of Student Services. Academic degrees are verified through the Graduate College; professional degrees are verified by the dean or the dean for academic affairs in the College of Public Health. The president of the university ultimately awards both types of degrees.

Faculty members hold leadership positions and are members of 25 university committees including the Graduate Council, Faculty Senate, Graduate Faculty Appointments Committee, Health Sciences Center Academic Programs Council and the Oklahoma University Physicians Peer Review Committee.

The college Advisory Board, which consists of the health commissioner, health care directors, the president of the hospital association, state and governmental agency public health figures, alumni and members of non-government organizations, is the primary mechanism that allows the college to incorporate external stakeholders in its governance. Faculty members also meet individually with different stakeholders to solicit feedback on the curriculum, the competencies and how the college's mission, goals and objectives align with the need of the workforce.

The Public Health Student Association serves as the primary student governing body. The association recommends representatives to be appointed by the dean to serve on the college's Academic Program Committee, Academic Appeals Board and the academic misconduct hearing panels. The college also has

departmental student associations including the Biostatistics and Epidemiology Student Association, in which students meet to discuss their interests in biostatistics and epidemiology, and the Social, Community and Behavioral Health Students Association, which promotes awareness of the importance of health promotion, behavioral health and community health-related issues on campus and in the community. Students also participate in the Graduate Student Association, the Student Association, the Crimson Club and the OU Tulsa Student Association.

Students stated that they were included in planning processes and ongoing decision making by providing their input on the changes that faculty members propose. Students also stated that faculty members changed their teaching styles and how the classes were structured based on student evaluation feedback. Community stakeholders, the commissioner and the vice provost of planning and evaluation stated that the dean values partnership with the community and makes a conscious effort to include all stakeholders in the college's strategic planning and curriculum development efforts.

1.6 Fiscal Resources.

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

This criterion is met. The college has adequate fiscal resources to fulfill its stated mission, goals and objectives. Despite a drop in sponsored research funding and limitations on any increases in state funding, the college has been able to maintain the integrity of all of its essential functions.

The provost, dean, university financial officers, department chairs and the associate dean for finance and administration are involved with the budgeting process for the college. The provost, in consultation with the financial officers, determines the amount that is allocated to the college annually. The college in turn allocates funds to each department.

With recent budget cuts, each department and the Dean's Office now use extramural funding generated, indirect cost returns or account reserves to fund their operating expenses. As shown in Table 1, the college receives the most revenue from grants and contracts (\$6,216,195), despite the slight reduction in funds as grants have terminated over the last seven years. The college has shown success in entrepreneurship evidenced by a significant increase in "other revenue," which represents secured consultancies and contracts from which the college is able to collect revenues directly. This particular source has shown a visible increase from \$635,799 in 2007 to \$1,719,404 presently. The college receives 12% of indirect funds that are distributed from the university. The college administration has chosen to shrink its expenditures significantly below its allocated budget from \$15,126,633 in 2007 to \$12,059,750 in 2014. The college is able to retain the resulting savings in an account that can be used in the future if faced with further reduction in state appropriations or other sources of funding.

The site team identified some concerns regarding the uncertainty of future revenues, which may leave the college vulnerable. As an example, the college has ambition to increase national visibility and the ability to attract a larger student body; to do so, the college will need to spend resources in marketing and communications and student fellowships, both requiring resources that are not currently available. The senior leadership of the college mentioned an area of potential future growth in revenue linked to a proposed undergraduate program. The college is currently involved in a university-wide fund raising campaign. A target for the college is to raise \$10,000,000 as an endowment to maximize student fellowships needed to support students enrolled in doctoral programs. Funding is adequate for the current needs.

Table 1. Sources of Funds and Expenditures by Major Category, 2007 to 2014								
	Year 1 FY 2007	Year 2 FY 2008	Year 3 FY 2009	Year 5 FY 2010	Year 6 FY 2011	Year 7 FY 2012	Year 8 FY 2013	Year 9 FY 2014
Source of Funds								
Tuition & Fees	1,201,663	1,336,122	1,564,502	1,364,107	1,758,012	1,714,626	1,919,335	2,049,855
State Appropriation/ University Funds	3,648,404	4,118,305	4,128,558	4,314,949	4,076,483	4,307,243	4,097,806	4,033,466
Grants/Contracts	8,580,039	8,975,583	8,615,656	6,956,149	6,556,558	7,358,019	7,048,521	6,216,195
Indirect Cost Recovery	209,024	272,992	301,297	279,317	210,197	240,275	182,473	169,693
Investment Revenue	68,704	100,859	98,956	70,956	44,752	78,070	80,672	82,735
Gifts	49,368	69,547	84,294	72,690	72,910	8,512	18,585	35,581
Other - Revenue	635,799	638,422	356,945	297,833	587,684	750,467	1,866,639	1,719,404
Total	14,393,001	15,511,830	15,150,208	13,356,001	13,306,596	14,457,212	15,214,031	14,306,929
Expenditures								
Faculty Salaries	5,404,284	5,402,428	5,674,691	5,517,498	5,444,736	5,982,002	5,541,744	5,575,528
Staff Salaries	2,723,713	2,445,636	2,344,931	2,077,660	1,893,224	1,638,290	1,620,476	1,630,252
Fringe Benefits	2,470,301	2,459,069	2,594,623	2,513,106	2,517,683	2,704,514	2,406,838	2,281,140
Operations	3,353,055	3,981,841	3,485,993	2,564,918	1,924,880	2,190,646	1,945,282	1,639,732
Travel	390,699	314,383	245,694	167,433	254,518	232,644	233,573	214,931
Student Support	763,562	599,290	579,808	442,228	471,334	511,579	644,363	710,094
University Tax	21,019	18,188	9,871	5,961	8,251	6,497	11,744	8,073
Total	15,126,633	15,220,835	14,935,611	13,288,804	12,514,626	13,266,172	12,404,020	12,059,750

Note: There are some expenses for faculty, staff, and student salaries resulting from the MOU's with other colleges. The revenue can be captured, but the expenses are not captured in the salary lines because the expenses are within another college's budget and the numbers are not accessible. As of June 30, 2014 the cash balances in the college totaled \$1,613,611.

1.7 Faculty and Other Resources.

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

This criterion is met with commentary. As of fall 2014, the college has a total of 41 primary faculty members and 27 other faculty members. The biostatistics specialty area has nine primary faculty members, epidemiology has 10, health administration and policy has six, health promotion sciences has eight and occupational and environmental health has eight. All primary faculty contribute to the interdisciplinary MPH program. The public health preparedness program has 11 primary faculty drawn from the primary faculty associated with the five core areas, and the DrPH program has eight. Currently, there are three primary faculty in the Tulsa program, who are not accounted for in the previous numbers. Additional college staff include student services, administration/financial services and information technology.

The commentary relates to the faculty complement. The college has a relatively small faculty complement of 41 to fully support 86 interdisciplinary MPH master students and 13 DrPH students, on top of the 142 students in the departmentally-focused MPH, MS and PhD programs. The college attempted to estimate faculty allocations to each degree program, dividing each primary faculty member's time among the degree programs and avoiding any double counting. Based on these estimates, the college approximated that the departmental areas have a range of 2.38 to 3.41 FTE with student faculty ratios (SFR) well under 10:1; the interdisciplinary and public health preparedness areas have a total of 15.63 FTE with SFRs well below 10:1. The DrPH has an approximated FTE of 2.71 and a SFR of 2.57 when the college divides out time using the method mentioned above. This may impact the ability of the college to deliver these master and doctoral programs and may impact the experience of the students involved in these programs. Students who met with the site visit team were complimentary regarding the availability, responsiveness and commitment of faculty, but there were concerns regarding the diversity of and accessibility to course offerings, which may be a reflection of the availability of faculty time dedicated to developing and teaching such courses. The site visit team was informed that three additional faculty positions have been made available to the college (one already hired); this may alleviate some of the concerns expressed.

The college is housed in a historically significant building, the original location of University of Oklahoma Medical College. The building provides over 65,376 square feet for the administrative and academic needs of the college and its programs. Classroom space is shared among the departments. There are many other health-center-based and university-based facilities that are available to the students and faculty including the libraries. The college also occupies 1,853 square feet of office space in the nearby Presbyterian Health Foundation Research Park. This space is utilized by the college's Center for Biosecurity Research. The proximity of the college to the other facilities of the UO Health Sciences Center, and the state health department of is a definite strength.

The college has five laboratories housed on two floors within the college. The Department of Occupational and Environmental Health manages the aerosols laboratory, nanomaterials laboratory, chromatography laboratory, teaching laboratory and microbiology laboratory.

The college provides personal computers to all full-time and most part-time faculty and staff. All students are required to purchase a computer for their academic needs. There are two computer labs for biostatistics and epidemiology students. The information technology staff offers information and communication solution, integrating networking, telecommunications, the internet and intranet, organizational and desktop database technology and applications to all faculty, staff and students.

The Robert M. Bird Health Sciences Library collection allows students and faculty access to unlimited electronic resources including over 100,000 books, journals and audiovisuals. The University of Oklahoma Library in Norman houses over 4.7 million books, journals and audiovisuals and the OU-Tulsa Schusterman Library has nearly 70,000 volumes of bound material. The reference librarians are also available to faculty, staff and students, and offer one-on-one and group instruction on a variety of topics.

1.8 Diversity.

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

This criterion is met with commentary. The college follows university policies prohibiting discrimination and actively pursuing affirmative action. Other policies address reasonable accommodations for persons with disabilities. The college's efforts towards enhancing diversity must comply with recent state statutes that prohibit the use of race/ethnicity in educational or employment decisions. Diversity and cultural considerations are also built into the various professional degree core competencies and practicum experience. The college also has a cooperative program with Langston University (an HBCU) to offer basic core courses in public health.

Several goals and objectives address various areas of cultural diversity. American Indians, African Americans and Hispanic Americans have been identified as under-represented populations. For the most part, through the college's 2011-15 strategic plan it has achieved its goal to contribute to reducing health disparities in the American Indian population through new partnership agreements and an online elective course.

The college's efforts to recruit minority faculty include placing advertisements in professional journals oriented toward minority and female job candidates, using websites that focus on diversity recruitment and informal networking by department chairs and faculty to enhance the minority applicant pool.

When qualified minority faculty become available outside of open faculty searches, the dean uses appropriate mechanisms within university policy to create faculty appointments under a waiver of search authorized by the provost and the university's equal opportunity officer. This mechanism has been used in the recruitment of one faculty member of American Indian descent, appointment of an African American candidate to a tenure-track position and in the recent recruitment of another faculty member who will focus on community-based intervention programs in the Hispanic community. It is expected the dean will continue to use this mechanism appropriately to enhance the diversity of the faculty when qualified applicants become available outside of regular open faculty searches.

Overall student recruitment appears to be satisfactory. One of the college's goals is to represent the state's demographics. The target for American Indian students is set higher (15% vs. 13.4% for the state) because the college has a role in helping to provide American Indian graduates who may leave the state and serve in national roles, such as the Indian Health Service or other national governmental public health entities. Another strategic goal is to increase the number of African American and Hispanic student applicants and admissions, yet few strategies were put forth on how this would be accomplished, particularly with bringing more Hispanics into the college. Hispanic student enrollment remains a challenge in the short term, since most undergraduate institutions in the state have 4% or less Hispanic students. It was expressed that a new generation of Hispanic students would likely increase Hispanic enrollment, and current African American matriculation was acceptable.

The commentary relates to diversity recruitment. The college needs to take further steps in minority student recruitment efforts. Though the target for international student enrollment has been achieved, those for Hispanic (4% to 9% target) and American Indian (8.8% to 15.0%) in FY14 are lacking. The university's apprentice program is a way to focus minority student recruitment, but barriers exist related to offering stipends and other types of financial support to minority students. New strategies are needed to increase diversity in both faculty, staff and students. Specific marketing efforts should be tailored to each of these diverse audiences.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Degree Offerings.

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

This criterion is met. As illustrated in Table 2, the college offers an MPH in biostatistics, epidemiology, health administration and policy, health promotion sciences, occupational and environmental health, public health preparedness and terrorism response, an interdisciplinary MPH, an MHA degree, an MS

degree in biostatistics, epidemiology and health promotion sciences, a PhD in biostatistics, epidemiology health promotion sciences, occupational and environmental health, a DrPH in health administration and policy and four joint degree programs. Site visitors' reviews of MPH syllabi from the concentration areas show appropriate breadth and depth of content.

Table 2. Instructional Matrix – Degrees & Specializations		
	Academic	Professional
Masters Degrees		
Biostatistics	MS	MPH
Epidemiology	MS	MPH
Health Administration and Policy		MPH, MHA*
Health Promotion Sciences	MS	MPH
Occupational & Environmental Health		MPH, MS**
Interdisciplinary		MPH
Public Health Preparedness and Terrorism Response		MPH
Doctoral Degrees		
Biostatistics	PhD	
Epidemiology	PhD	
Health Promotion Sciences	PhD	
Occupational and Environmental Health	PhD	
Health Administration and Policy (lead department for college-wide degree)		DrPH
Joint Degrees		
BS Mathematics/MS Biostatistics	BS/MS	
MPH Health Administration & Policy/Juris Doctor Law		MPH/JD
MPH Health Administration & Policy/Doctor of Medicine		MPH/MD
MPH Health Promotion Sciences/Masters Social Work		MPH/MSW

*The MHA is considered an “other professional degree” rather than a public health professional degree.

**The MS in Industrial Hygiene and Environmental Health Sciences (IH/EHS) is considered an equivalent public health professional degree by CEPH and an academic degree by the institution. Two other equivalent public health professional degrees in the OEH Department, the MS in Industrial Hygiene and the MS in Environmental Health Sciences, were closed to new enrollments in fall 2011. The last MS EHS student graduated in fall 2012 and the last MS IH student graduated in summer 2013.

In addition to coursework in the five core public health knowledge areas, the program requires coursework in health program evaluation, integrated public health practice, data analysis, organizational theory and behavior, public health biology and sanitation and psychological aspects of public health preparedness. Students complete the degree with advisor-approved electives, a practicum and a culminating experience.

The site visit team was initially concerned about the distance of the Tulsa-based MPH program affecting student's access to faculty and level of interaction with other MPH students. Students expressed satisfaction with their schedule and stated that travel to the Oklahoma City campus was not a major inconvenience. They also stated that faculty members have provided video conferences so that students

in Tulsa would be able to virtually attend courses in Oklahoma City. Students also stated that they interacted frequently with students on the main campus and did not feel isolated.

2.2 Program Length.

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

This criterion is met. All MPH degrees offered by the college require a minimum of 42 semester credit hours, comprised of at least 40 hours of didactic study, one hour of practicum preparation seminar and one hour of practicum, with 240 contact hours. The MS degree in IH/EHS requires 48 semester credit hours.

One credit hour of instruction is expected to represent 16 weeks times 50 minutes of instruction per week per credit hour, for a total of 800 instructional minutes per semester per credit hour. Laboratories take twice as much time to equal one credit hour.

No MPH degrees have been awarded for less than 42 semester credit hours in the past three years. No equivalent public health professional masters (MS) degrees have been awarded for less than 48 credit hours in the past three years.

2.3 Public Health Core Knowledge.

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

This criterion is met. All students including students in the industrial hygiene and environmental health sciences program are required to complete a course in each of the five public health core knowledge areas as displayed in Table 3. The core courses address the MPH core competencies, and all of the competencies are reinforced in the other required courses. Waivers of core courses are not permitted. Site visitors’ reviews of course syllabi show appropriate breadth and depth of content.

Table 3. Required Courses Addressing Public Health Core Knowledge Areas for the Professional MPH Degrees		
Core Knowledge Area	Course Number & Title	Credits
Biostatistics	BSE 5163 Biostatistics Methods 1	3
Epidemiology	BSE 5113 Principles of Epidemiology	3
Health Administration and Policy	HAP 5453 U.S. Health Care Systems	3
Health Promotion Sciences	HPS 5213 Social & Behavioral Sciences in PH	3
Occupational & Environmental Health	OEH 5013 Environmental Health	3

2.4 Practical Skills.

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

This criterion is met with commentary. All students are required to successfully complete a minimum of 240 practicum contact hours at a host site and complete the public health seminar.

Initially the student identifies, in conjunction with the site preceptor, the competencies that will be addressed in that particular practicum experience. The preceptor oversees the student practicum, and interim reviews are conducted by the faculty practicum coordinator. Practicum policies and procedures are outlined in the Guidelines for Public Health Practicum and the syllabi for the CPH 7941 practicum preparation seminar and the CPH 7950 public health practicum. Student performance is evaluated at the midcourse review and at the completion of the MPH practicum based on the preceptor evaluation of student practicum performance, the practicum time and activities log, the practicum paper and oral presentation. The practicum is expected to be completed as near to the end of a student's program as practicable. If it is completed before the student's last semester of study the paper must be submitted during the semester of enrollment in CPH 7950 Public Health Practicum; however, the oral presentation of the paper and associated comprehensive oral examination do not occur until the student's last term of enrollment. Site visitors' review of sample practice experiences showed them to be adequate opportunities that allow students to apply skills and knowledge from the curriculum in a practice setting.

The practicum is a part of the culminating experience and involves an MPH paper addressing contributions to the five core areas of public health. The MPH masters paper is a report of the student's practicum experience that includes an integrated discussion of the contributions of the five core disciplines to their specific public health learning objectives and practice goals and assesses the extent to which the practicum demonstrated the competencies. Information on the expected content of the masters paper and oral presentation is outlined in CPH 7941 practicum preparation seminar course and on the college's website.

A similar field practice experience is also required of students in the industrial hygiene/environmental health sciences (MS IH/EHS) program, although the practicum can be waived for the MS/IH/EHS students who have two or more years of full-time experience.

Because admittance to the DrPH program is limited to applicants with at least three year's work experience, the practicum experience is waived for these students. The Admissions and Academic Advisement Committee ensures that each individual applicant has adequate experience that allows for the waiver. Complementary to their classroom learning, DrPH students obtain additional field experience

through multiple channels. First, in a number of courses the higher-level learning assignments require that students engage in projects with organizations within the community. After a thorough review of each student's CV, the site visit team felt as though each student's prior work experience was sufficient to waive the practicum, under existing policy.

The commentary, however, pertains to the practice of granting waivers of the practicum experience to DrPH program students. Individualized waiver screening occurs as part of the DrPH admissions process; to date, admission has only been granted to students with three or more years of work experience. The net effect of this is that the DrPH program does not include a field experience component. In the spirit of the degree, which is intended to provide advanced practice and leadership skills development for professional public health practice, the school is strongly encouraged to develop meaningful field-based practical experiences designed to enhance professional development for all DrPH students. Students could work with their advisor, the program director or the program director's designee to identify placement sites and craft learning objectives that build relevant skills appropriate to the students' career development goals.

2.5 Culminating Experience.

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

This criterion is met. All students in the MPH program are required to complete a culminating experience that is designed to demonstrate the ability to synthesize and integrate knowledge obtained through course work and the practicum.

The student and the student's faculty advisor assemble a Culminating Experience Committee with a minimum of two faculty members from the department and a faculty member or professional from outside of the department. All members of the committee must have contributing knowledge and experience appropriate to the student's project. The faculty advisor forwards the recommended committee to the department chair for review and approval. The committee has the responsibility to assist and guide the student through the selection of the practicum and writing of the paper. The defense and examination assess the student's knowledge and understanding of the five core disciplines of public health and the student's knowledge and understanding of the content and context of the programmatic competencies. Although the oral comprehensive examination component of the culminating experience occurs in conjunction with the practicum paper presentation, the examining committee's questions are not limited to the scope of the practicum experience. Students are cautioned that they should be prepared to respond to questions on any aspect of their MPH studies.

The culminating experience for the MS IH/EHS students is the preparation and defense of a research-based masters thesis. The masters thesis defense is combined with a comprehensive oral examination. It is administered by a committee of at least three faculty, a majority of whom must be from the Department of Occupational and Environmental Health. The quantitative skills examination is considered the written part of the comprehensive examination and hence may also be considered part of the culminating experience. The student's field practice is not considered part of the culminating experience, but the field practice report is available to the Thesis Committee members during the thesis defense and oral examination and may serve as a framework for some oral examination questions.

The culminating experience for DrPH students is the preparation and defense of a practice-based doctoral dissertation. The dissertation defense is combined with a comprehensive oral examination.

2.6 Required Competencies.

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

This criterion is met. The college has developed 12 MPH core competencies, 22 DrPH core competencies and additional competencies specific to each concentration and program. The college's competencies were established based on source materials from the Association of Schools and Programs of Public Health (ASPPH) and input from faculty members, stakeholders and CEPH. The college reviewed the ASPPH DrPH Core Competency Model to determine the appropriate competencies for the DrPH program.

The seven MPH concentrations have their own sets of competencies ranging from four to nine. Each PhD concentration has a set of competencies ranging from seven to 20. The MHA program has four sets of over-arching competencies with four to eight competencies in each set, and the MS concentrations each have a set of competencies ranging from 10 to 16.

The dean oversaw the development of the MPH core competencies with input from all faculty members and external stakeholders. The department chair and faculty members in each department developed the competencies for each concentration. The college has an ongoing comprehensive revision process of the competencies, which includes input from faculty, students, local employers, board members and alumni. The college uses data from focus groups, key stakeholder interviews and surveys of recent graduates to provide the contextual framework for changes in the public health field. Faculty attendance at local, state and national conferences serves as the primary method for departments to assess changes to the research needs of the public health sector.

The college has made some enhancements to strengthen specific competencies. The college is in the process of re-examining the interdisciplinary MPH concentration competencies and curricular offerings to ensure that the competencies are aligned with the elective courses and are sufficient for what is required in the workforce. The occupational and environmental health program has added a teaching requirement and revised its PhD curriculum to be more prescriptive.

Students are made aware of the competencies through syllabi for each core and required course, the College of Public Health Student Bulletin, the college's website and self-assessment and preceptor evaluation tools. Competencies for the practicum and culminating experience are clearly identified with the student, discussed with the preceptor and evaluated by the student, preceptor and faculty advisor.

Students who met with site visitors were aware that competencies have been identified for each degree and were familiar with their use and assessment in courses, during the practicum and in the culminating experience.

2.7 Assessment Procedures.

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

This criterion is partially met. The college has established procedures beyond course grades to assess students' mastery of competencies for each degree program and concentration. The college has also identified outcome measures to evaluate student achievement in each program.

The college assesses students' mastery of competencies through successful completion of coursework, assessment by the student's Culminating Experience Committee, evaluation of the student's practicum and culminating experiences, self-evaluations of competency achievement and performance on the Certified in Public Health (CPH) examination. The CPH exam is intended to serve as a key individual and aggregate metric for attainment of the MPH core competencies. Students who fail the CPH examination are required to make a second attempt after remedial tutoring and advising. However, passing the examination is not a graduation requirement.

The college require all students in professional and academic degree programs to maintain a letter grade of A or B in all courses. If a student receives more than two C's, or any failing grade of D, F or U, the student may be required to meet with a subcommittee of the Admissions and Academic Advisement Committee. The college also requires all students maintain an overall grade point average of 3.0.

The college assesses student's achievement of DrPH competencies through the DrPH general examination review and oral defense of the dissertation and final oral examination. Competency assessment for the MHA, MS and PhD programs are similar to the DrPH.

All masters-level and DrPH students have a maximum allowable time of six years to graduate. PhD students have seven years. The graduation rate for the 2008-2009 cohort in the MS program is currently 50%. There are a total of two students in this cohort; one has graduated and one student is continuing; with the successful completion of that student the program will reach the required 70% graduation rate. This is also the case for the 2008-2009 cohort in the PhD program. The MHA program has a graduation rate of 69.2% for the 2008-2009 cohort. There are no students continuing in this cohort, and four of the 13 students withdrew during their first year. Although the MHA program did not reach the required graduation rate, cohorts in previous academic years and cohorts from academic years following this one have reached the required 70% graduation rate.

The concern relates to graduation rates. Data provided in the self-study show that graduation rates for MPH students have been below 70% in each cohort entering in academic years 2005-2006, 2006-2007, 2007-2008 and 2008-2009. The attrition rate has been above 30% for each year with two years reaching close to 40%. Though the program has large cohort sizes, the high attrition rate affects the graduation rate. This is also the case for the DrPH students. The college has not achieved a 70% graduation rate for DrPH students within the typical six-year allowable time, which may be attributable to the small cohort sizes for the 2008-2009, 2010-2011 and 2011-2012 cohorts. The college assessed the reason for attrition in each program, and most students withdrew for personal or job reasons, or to transfer to a health-related degree program. About 7-16% of the students in each MPH entry cohort were dismissed for academic reasons or dropped out while on academic probation. The college has examined the admissions process for MPH students and realized that having a generalist degree as a default option for students who are not fully qualified for acceptance in a departmental program may have a direct impact on the high attrition rates. The college has changed the admissions process by removing the generalist degree and requiring students to apply to their program of interest. These changes ensure that a consistent standard is used to evaluate each applicant's potential to successfully complete their degree program of interest. While the college's approach shows promise, the graduation rates have not had an opportunity to improve yet.

The college collects job placement data for the MPH program on an annual basis through the College of Public Health Graduate Information Form, which is completed at the time of graduation. The college also administers follow-up interviews of recent graduates by phone every three months during the first year after graduation and every six months thereafter. There were a total of 51 MPH students who graduated in the academic year 2012-2013, 76% were employed; 10% were continuing education; 4% were not

seeking employment; and 10% were unknown. MS students who graduated during this same academic year had an 88% employment rate. PhD students had a 100% employment rate, and DrPH students had a 100% employment rate.

Aside from graduation rates and job placement measures, the college has identified outcome measures to assess the program's success. The college has identified three overarching performance targets including 78% of students achieving the national average pass rate on the CPH examination, 100% of students achieving the national average score on each core content area of the CPH examination and occupational and environmental MS students receiving a minimum of 85% on the Quantitative Skills Exam. For academic year 2013-2014, the college did not meet its first target; only 70% of students achieved the national average pass rate on the CPH exam. The college met the second target only for the epidemiology and health policy and management area; in the other core areas, students had an average of 95% or higher. The college has met and surpassed the last target.

The college distributed an employer survey for the occupational and environmental health program in 2013 that appropriately assesses graduates' abilities to perform the competencies. This survey has been expanded to include assessment of core competencies and also modified to gather similar data for the other degree options.

The MHA program and the MS IH/EHS program conduct regular periodic assessments of graduates' performance in the workforce. The MHA program uses annual alumni focus groups and interviews to assess the strengths and weaknesses in how the program prepares its graduates. The responses collected in 2013-2014 have been aggregated and used by the department to refine didactic approaches. The MS program in Industrial Hygiene and Environmental Health Sciences conducts an alumni survey and employer survey every three years, with the purpose of evaluating the performance of alumni two to five years after graduation.

2.8 Other Graduate Professional Degrees.

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

This criterion is met. The college offers an MHA degree grounded in basic public health knowledge. Students may be admitted to this program directly or may transfer from the MPH program. The core knowledge in public health is obtained through the following required courses; US Health Care Systems, Health Information Systems, Managerial Epidemiology Health Care Quality Management, and Health Policy and Politics. These courses allows the MHA students to interact with MPH students. The culminating experience for the MHA program is the completion of the internship report and presentation, and the completion of the capstone: seminar in health administration course (HAP 5973 MHA). Site

visitors' review of course syllabi show an appropriate breadth of public health that is weaved throughout the courses mentioned above.

2.9 Bachelor's Degrees in Public Health.

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

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

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

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

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

This criterion is not applicable.

2.10 Other Bachelor's Degrees.

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

This criterion is not applicable.

2.11 Academic Degrees.

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

This criterion is met. The college offers three MS degrees and three PhD degrees in biostatistics, epidemiology and health promotion sciences and offers an additional PhD degree in occupational and environmental health and an MS degree in occupational and environmental health.

Students in the biostatistics and epidemiology academic programs have the same requirements and receive the same broad introduction to public health. Students in the biostatistics programs are required

to take an intro epidemiology course and one of the following: U.S. health care systems, environmental health or social and behavioral sciences in public health. Students in the MS or PhD in epidemiology program are required to take an intro biostatistics course and one of the following courses: U.S. health care systems, environmental health or social and behavioral sciences in public health. In addition, students are exposed to broad public health concepts through the following activities: required attendance at five to six fall and spring Seminar Series at which speakers focus on a particular public health topic area; required attendance at two to three grand rounds series; and participation in case study discussions with guest lecturers from the Oklahoma State Department of Health. Beginning in fall 2015, students will also be required to complete an online training module that provides an overview of public health core functions.

The site team was concerned about the adequacy of the broad overview of public health that students in the biostatistics, epidemiology and occupational and environmental health programs are receiving. Though students are required to take an introduction course in biostatistics or epidemiology, students are required to take only one of the core introduction courses in the other three core areas. However, the college has clarified the requirement so that if a student does not already have an MPH, he or she is required to take a three credit overview course. In addition, students are also required to attend two to three grand round series, though grand rounds are typically narrowly-focused discussions. Though attendance at the grand round series is a requirement, there have been cases where students are unable to attend; since there are only three sessions at most, students who are unable to attend the grand rounds miss this particular exposure to the public health topics. Students are also required to take a lab-based course in which guest lecturers from the state department are invited to facilitate case studies. Students address problems in epidemiologic study design, measurement of disease occurrence and data presentation and interpretation by applying the principles of epidemiology and biostatistics to public health problems. Topics have included an outbreak investigation of a foodborne illness, health disparities in breast cancer between Caucasian and African American women and smoking-related morbidity and mortality. These topics seem to encompass areas related to epidemiology and biostatistics.

Students receiving an MS in health promotion sciences are required to complete an introductory biostatistics and epidemiology core courses, an introductory course in health education and health promotion and either an environmental health or health administration and policy core course. In addition, they are required to complete four courses related to theory, planning and evaluation of public health programming. These students are also required to complete a cultural diversity and public health course and five to eight hours of electives that focus on public health areas such as chronic disease or more focused courses such as physical activity and public health. PhD students admitted into the health promotion program must have an MPH or a related master's degree and have completed the five core public health courses. PhD students take the biostatistics methods II or analysis of frequency data

course, as well as an introductory epidemiology course if they did not complete the course in their master's degree program. PhD in health promotion students must complete a three-course sequence of theory and evaluation classes that present public health problems and their solutions from an ecological perspective. PhD students in health promotion are also required to complete two courses that cover qualitative as well as quantitative research methods in public health and two additional courses in either area to provide specialization in their chosen methodological approach. In addition, PhD students in health promotion complete three courses in a minor area and five courses in a substantive area that focus on public health issues such as health disparities, policy and inequality, minority health, and social determinants of health.

The Culminating Experience for the MS and PhD programs is the thesis or dissertation and its defense. The three member committee for the master's degree and the five member committee for the doctoral degree provide oversight and guidance for the research area. These committees evaluate the thesis or dissertation prospectus and the potential for the research to contribute to the body of knowledge in the area.

2.12 Doctoral Degrees.

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

This criterion is met. The college offers four PhD programs in biostatistics, epidemiology, health promotion sciences and occupational and environmental health. The program also offers a DrPH in health administration and policy. Each program is supported by faculty qualified in the appropriate disciplines. Required coursework for most of the PhD programs is approximately 90 semester hours, including the master's degree and thesis credits. Site visitors determined that the coursework available to doctoral students is at an appropriate level of depth and rigor.

Students in the biostatistics program must have completed a master's degree program in biostatistics or a related field. With approval of the department and the graduate dean, up to 40 credit hours from the master's program may be counted toward the PhD. The student must earn at least 30 credit hours in coursework after admission to the PhD program.

Students in the PhD in epidemiology must have completed a master's degree program in epidemiology or the equivalent. With approval of the department and the graduate dean, up to 40 credit hours from the master's program may be counted toward the PhD. The student must earn at least 28 credit hours in coursework after admission to the PhD program.

Students in the PhD in health promotion sciences must have completed an MPH or other relevant master's degree and the core public health courses. A minimum of 60 credit hours post-masters is required for the degree.

Students in the PhD program in occupational and environmental health must hold a master's degree in a related field. The minimum required number of semester hours for the degree, combining both formal courses and hours of research, is 90 post-baccalaureate hours including up to six hours of thesis research but excluding hours for research tools.

The DrPH degree program requires a minimum of 51 credit hours above the master's degree, consisting of a minimum of 36 credit hours of course work and 15 dissertation credit hours. Students who do not hold an MPH degree are required to complete the five core courses in addition to the required courses.

The PhD in biostatistics has graduated one student to date and currently has four students enrolled: two were new admits, one has completed their coursework and one student has advanced to candidacy. The PhD in epidemiology has 11 students: three were newly admitted, two have completed their coursework, two are in candidacy and one has already graduated. The PhD in health promotion sciences has seven continuing students: two were new to the program, one has completed coursework, one is in candidacy and one has already graduated. For the DrPH program, five new students were admitted: 13 are currently enrolled, no students completed coursework during academic year 2013-21014, one was advanced to candidacy and one graduated in 2013-2014.

2.13 Joint Degrees.

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

This criterion is met. The college offers four joint degree programs as shown in Table 2.

Each joint degree has a detailed program of study that indicates when courses are taken and how credits are shared. Site visitors reviewed the syllabi for shared coursework and determined that the learning objectives are appropriate for the MPH competencies that are to be addressed.

The greatest variation from the standalone MPH program is for students in the MPH/MSW and MPH/JD. The MPH/MSW requires a total of 85 hours over a three-year period, whereas separate programs would be expected to require two years each. Of the 85 hours, 37 are for didactic courses in the MPH health promotion sciences curriculum and 48 hours are in social work. The MPH degree includes 37 credit hours of prescribed course work and at least seven credit hours of advisor-approved electives. Students must

complete a practicum in a public health setting and perform satisfactorily on the MPH culminating experience examination at the end of the MPH program.

Under the joint MPH/JD program, students are allowed to apply nine hours of credit to the MPH for courses taken at the College of Law. The intention is for the student to acquire a much greater depth of knowledge in law as it relates to public health and healthcare. The law courses available to MPH students through this joint curriculum include administrative law, environmental law and health law. The first two are substituted for the two electives included in the MPH curriculum, and the third course is substituted for public health law. The substitutions provide the dual degree candidate a broad base of knowledge in legal topics relevant to public health and public health practice. The substituted courses are reviewed regularly to evaluate the continuing relevance of the subject matter.

The MD/MPH joint degree differs from the other joint degrees in that completion of the MD and the MPH are coordinated in time but do not involve any sharing of course credit across programs. Students in the MD/MPH program have the option of completing some of the required courses one year before they begin medical school, or completing the MPH degree during a one-year period between the second and third years of medical school studies. Applicants must be accepted to both the MD degree program and the MPH degree program.

The BS/MS program is designed so that 24 credit hours can be applied to both degree programs. The differences between the BS/MS and the MS in Biostatistics are the elective courses (six hours in applied biostatistics and six additional hours in epidemiology) are more restricted in the BS/MS, and the MS thesis double counts as the senior capstone project.

The self-study indicates very low enrollment of students in the joint degree programs ranging from no enrollment for many of the years listed in the self-study to a maximum of five. As of fall 2014, three students enrolled in the MPH/MSW program and no students were enrolled in the accelerated BS/MS program. The lack of critical mass for these programs may affect the overall quality of the learning experience, since students may not find counterparts within the same learning cohort for purposes of cross learning and building common experiences. However, students seemed generally pleased with their experiences.

2.14 Distance Education or Executive Degree Programs.

If the college offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these programs must a) be consistent with the mission of the college and within the college's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the college and university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the college

offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The college must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The college must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course and degree and receives academic credit.

This criterion is not applicable.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

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

This criterion is met. The college pursues an active research program consistent with its mission and directed at improving the practice of public health.

The level of research activity by the college has increased since the last reaccreditation period, and the college has demonstrated a commitment to conducting community-based research activities. Fifty-one of the 74 projects conducted between 2012 and 2015 were community-based (69%). Examples of community-based research activities include “Native Healthy Lifestyle: A Return to Balance,” “OK Center American Indian Diabetes Health Disparities,” “American Indian Diabetes Prevention Center,” “Training for American Indian Caregivers,” “Dementia Among American Indians” and “Tribal Health and Resilience in Vulnerable Environments.” In addition, there are projects focusing on residents in rural areas, teenagers, the elderly, patient groups and workers. The college also has major research projects in the areas of biosecurity and infectious diseases, including global health.

In addition to the individual departments, the college’s six interdisciplinary centers have focused on issues such as the following: reducing the excess mortality and morbidity from diabetes so that quality of life and cultural vitality is secure in the American Indian community; conducting research on biodefense and emerging infectious diseases to enhance U.S. military force protection and homeland security and improving the health status of the American Indian population.

All faculty members are expected to engage in scholarly activity in their areas of expertise, and all new faculty members are expected to devote a significant proportion of their time to research. Faculty who have significant research commitments may have the opportunity, on a case-by-case basis, to buy out of teaching courses. Newly appointed tenured and tenure-track faculty are expected to support 25% to 50% of their salary through research grants and contracts after an initial start-up period negotiated at the time of appointment (typically two to three years). One incentive for research involves the use of salary off-set

from grants and contracts, which covers 50% of the faculty-member's salary. Faculty may take this incentive pay as salary or have it deposited in an account (a "CLNOP" account) to support travel, research, student assistants or other purposes of the faculty's choosing. Another practice that stimulates departments to encourage research is a 5% return of indirect costs to the department from which the grant originated.

The school identified five research targets in the self-study: increase the college's annual extramural fund expenditures by 20%; increase the number of peer-reviewed publications from the college and the number of presentations at professional conferences by 20%; 50% of faculty salaries off-set from grants; 95% of funded faculty; and \$150,000 of research dollars per FTE. The college has met the last three targets and is working to meet the first two by fiscal year 2015.

Student involvement in research includes participation as research assistants on extramurally funded projects. Forty-three of the 74 projects funded between 2012 and 2015 included student participation (58%). In many cases, these experiences have culminated in authorship of a published manuscript or conference presentation. Master's and doctoral students have presented original research at national and international meetings. The college actively involves students in publishing either through doctoral research and/or sharing co-authorship by contributing to faculty research projects.

3.2 Service.

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

This criterion is met. The college has established a service component for faculty and has an awards recognition incentive for students participating in service activities. Service is considered a component of faculty performance review, including annual evaluations and promotion and tenure decisions. For faculty, these activities are guided by a Professional Practice Plan.

The college has established and maintained partnerships with the Association of American Indian Physicians, the Oklahoma City Area Inter-Tribal Health Board and various tribal agencies. Approximately one-half of the primary faculty provide service at the community/state level, although a majority engaged in service activities at the national level (88%) in 2014. Additionally, the college provides auditorium space for grand round presentations, meetings, partner trainings and other functions to numerous professional state and regional agency and organizations.

Students are involved in student-initiated service through membership in local and national professional and student organizations including the Public Health Student Association, Graduate Student Association, Biostatistics and Epidemiology Student Association, American College of Healthcare Executives Student

Chapter, Social, Community, and Behavioral Health Association, Christian Medical and Dental Association and the Global Health Interest Group. Volunteer opportunities for both MPH and PhD students were presented, although paid service activities were lacking.

Faculty are provided a time allotment for service, which is negotiated each year between each faculty member and the department chair. Service to community-based, government and professional organizations and agencies are under review and will be addressed more specifically with improved performance metrics in the upcoming 2016-20 strategic plan.

The college has identified one over-arching objective for each department, which specifies the participation of a minimum of two activities per FTE faculty each year on national or international boards, committees, study sections or grant review panels. The college has met or exceeded the target for each department.

3.3 Workforce Development.

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

This criterion is met. The college has provided workforce development in the field of public health through collaborations with multiple partners, including the Oklahoma State and City-County Health Departments and the Tulsa Health Department. The creation of an Oklahoma Public Health Training Center and Southwest Preparedness and Emergency Response Learning Center have provided funding to meet many workforce training needs, though continued funding is a noted concern with recently reduced federal funding levels.

A graduate certificate in public health has been offered for over ten years that involves a 15-credit hour program of the five core courses in the MPH program; many workers at the health department become students through the certificate program. The apprenticeship program developed in collaboration with the Oklahoma State Department of Health offers opportunities for students to get hands-on job experience while in college, as well as the possibility for employment upon graduation. Opportunities also exist for doctoral students to be involved in teaching classes.

The college's Advisory Board is a key mechanism to acquire partner input on workforce development needs, as are meetings held by the dean with the Commissioner of the State Department of Health. It is recognized that other attempts are made to gather this information. Examples include the dean's presence on the State Board of Health and his meetings with external public health organizations, through alumni working in health agencies that provide feedback and the certificate program which offers collaboration between students and the state health department. The college has also assisted others to conduct a more formal assessments of the needs of the local and state public health workforce, such as through health department or other organization workforce surveys. The two college training centers have

helped the health department to conduct workforce needs assessments and have acted on the resulting data.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

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

This criterion is met. The college has a qualified faculty complement to carry out its teaching, research and service mission. The college has 14 full professors, 11 associate professors, 15 assistant professors and one instructor. The majority of the faculty are trained at the doctoral level in a discipline relevant to their assigned field. Of 41 individuals listed as primary faculty in the MPH-relevant fields, 40 are listed with a doctoral or terminal professional degree.

There is diversity among the primary faculty by rank, tenure-track status, educational background, public health experience and degree concentration. The college has been highly successful in recruiting and retaining qualified and experienced faculty and has achieved a strong faculty complement in each of the five core areas. Strengths include an increase in the number of full-time faculty, and consistent success in achieving tenure and promotion and in receiving prestigious university-wide competitive awards. Awards include two Regents' Awards for Superior Teaching, one Provost's Research Award for Junior Faculty, two Regents' Professorships and three Presidential Professorships.

The biostatistics department has nine faculty members, all tenured or in the tenure track except for two, with three professors, two associate professors, three assistant professors and one instructor. All have expertise in biostatistics and statistics. The epidemiology specialty area has 10 faculty members; five tenured, three in the tenure track and two in the non-tenure track. The epidemiology faculty have expertise in epidemiology, genetics, medicine, statistics and pharmaceutical sciences. The health administration and policy department has six faculty members, which include three tenured, two in the tenure track and one in non-tenure track. Faculty members have expertise in areas such as law, medicine, health policy and management. This department has one full professor, three associate and two assistant professors. The health promotion sciences specialty area has eight faculty members, including five tenured, one in the tenure-track and two in non-tenure track. Faculty members have expertise in areas such as health communication, nutrition, sociology, biology and anthropology. The occupational and environmental health department has eight faculty members, five tenured and three tenure-track. Faculty members have expertise in areas including environmental engineering, economics, botany, policy analysis and physical chemistry.

A majority of the college's primary faculty have significant nonacademic professional experience as full-time practitioners in their teaching area prior to their academic appointment. Additionally, the college's Professional Practice Plan provides a mechanism for primary faculty to remain current as practitioners by engaging in consulting and/or extramural educational activities. Faculty are thus well equipped to draw from their past and/or ongoing practice experiences in teaching the application of theory through case studies, illustrative examples, and problem sets. The directors of both the Oklahoma City-County and Tulsa City-County health departments also serve as part-time faculty and regularly teach in the MPH program every fall and spring semester.

The college has identified five outcome measures to assess faculty qualifications including the number of national study sections, grant review committees and/or national or international boards or committees, where the target of two per faculty member has been exceeded for each of the last three years; student ratings of instruction, where the target of 85% rating the class as excellent or good is met or close to being met (however as discussed in criterion 4.2, return rates for online-based course evaluations are very low); number of peer-reviewed publications is slightly lower than the target of three per faculty member; number of faculty with at least one university award, which has been met for the most recent two years; and proportion of faculty involved in service, which is slightly lower than the target of 100%.

4.2 Faculty Policies and Procedures.

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

This criterion is met. The faculty handbook describes the procedures and policies clearly and concisely. Faculty are appropriately involved in self-governance with clearly regulated participation in faculty governed committees. The policies regarding promotion and tenure at the college level are clear with definition of expectations in teaching, research and service. There is appropriate freedom given to departments to define some of their own guidelines based on their discipline-specific qualifications and expectations.

Faculty members are evaluated formally through an annual evaluation by the chair on the three domains of productivity including teaching, research and service. Faculty members have a reasonable teaching load; ranging from three to four courses taught annually, which leaves adequate time for academic career development through grant development and professional development. The faculty members construct a professional portfolio that includes consultancies and sponsored research support to augment their compensation, in agreement with their chair. The base salary "X" can be augmented by a component "Y," which is given for administrative or extra duties for that year, and finally a component "Z," which represents reimbursement to faculty for salary savings through externally funded sources.

There are wide ranging opportunities for faculty development, offered at the college and university level, and faculty members take advantage of opportunities offered at the Health Sciences Center to advance their professional skills and bolster their academic careers. Faculty development opportunities include the faculty leadership program, professional meetings, the professional practice plan and the junior faculty mentoring and development program.

4.3 Student Recruitment and Admissions.

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

This criterion is met with commentary. The college has student recruitment and admissions procedures designed to locate and select qualified individuals, including career fairs, undergraduate classroom presentations, advisors' symposiums, on campus tours and open houses, enrichment activities for middle and secondary-college students and individual prospective applicant meetings with faculty and representatives of the Office of Student Services. Additionally, multiple internet session presentations are offered, and the college recruiter/career counsellor routinely conducts student recruitment efforts throughout the state, focused on those institutions with the highest minority student enrollment.

For two years the college has had an arrangement with the state department of health to provide no-cost education to students who go on to take first part-time and then full-time staff positions within the department. An annual bulletin, yearly magazine, pamphlets and ads in the Oklahoma Health Association convention program help to increase awareness of the college among potential applicants.

Admissions criteria for each instructional program are clearly stated and easily accessible on the college's website. Student application criteria are well laid out, including the use of a web application mechanism (SOPHAS). The SPH joined SOPHAS in fall semester 2014. An Admissions Committee oversees the competitive admissions process by reviewing application materials including: GPA (at least a 3.0 average), GRE scores, statement of purpose, letters of recommendation and personal statements. Each degree program has standard minimum percentiles for GRE scores. For master's programs, GRE scores are waived for applicants already holding a doctoral degree or its professional equivalent obtained in the United States. GRE scores are also waived for applicants currently enrolled in terminal degree programs (ie, medical students, law students). Applicants whose native language is not English must submit WES evaluations and the Test of English as a Foreign Language (TOEFL). Going to a departmental, rather than a centralized admissions review process should improve the quality of students admitted within the college overall.

The self-study provides the number of students applying, accepted and enrolled in the MPH degree programs. There has been a decrease in applications to the MPH programs over the last four years, however enrollment has increased, which may be a reflection of the streamlined application process. All of the other programs show a similar trend in application and enrollment.

The commentary relates to low enrollment of students in departmental MPH programs. In fall 2014, 85 students enrolled in the interdisciplinary MPH program, and only one to 21 students enrolled in the other MPH programs. Starting in the fall of 2015, the college is modifying the admissions process for the generic interdisciplinary MPH degree, which has supplied the bulk of student enrollment for at least the last three years. This action should boost student enrollment in the other MPH programs. Additionally, transition to an acceptance process made by department-based admissions committees rather than a centralized committee should improve the assessment of applications.

The school has identified two over-arching outcome measures for each degree program, used to evaluate success in enrolling qualified students, including the percent of students dismissed for academic reasons and master's and doctoral- level GPA's. Each degree program has met both targets, with the exception of the master's level programs in regards to GPA. The target was to accept less than 5% of students with a GPA below 3.0; the college accepted 9.7%.

4.4 Advising and Career Counseling.

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

This criterion is met with commentary. The college has an accessible academic advising system and mechanisms in place to offer career counseling for students. The college offers orientations for entering students. Each student is assigned an advisor upon matriculation, with assignment dependent upon the type of academic program. The advisor assists the student in completing an Outline of Graduate Work form. Students are required to obtain their advisor's approval and signature for each semester's enrollment and for their practicum. Beginning in fall 2015, new MPH students will be advised by faculty from the department housing their degree programs. Throughout the curriculum, students are exposed to various in course lectures and presentations regarding advising and career opportunities.

The self-study provides less description on preparing faculty for their advising responsibilities. An admitted weakness noted in the self-study is the challenge of keeping faculty up-to-date on information important to be effective academic advisers. These topics, including graduation requirements, practicum and culminating experience requirements and planning and documentation of a curriculum plan for students, are discussed in Executive Committee meetings, and chairs are charged to communicate information to their faculty. Faculty are also provided copies of the College of Public Health Student

Bulletin, in which these policies are described, at the beginning of each academic year. In 2014 a series of faculty and staff Lunch and Learn events have been conducted to better assure that faculty members are fully prepared for advising.

Each graduating student is asked to complete an exit survey regarding his or her educational experience, including a change in the fall 2014 instrument to separately assess satisfaction with academic advising and mentoring for a career choice. On surveys conducted between fall 2013 and summer 2014, the college received 118 responses; 14 of the 118 respondents thought that career counseling was poor or very poor, and only six students thought that advising was poor or very poor. In fall 2014, the college implemented a new survey to periodically survey current students.

Multiple mechanisms are in place for students to file complaints and/or grievances if needed, including one-on-one discussions with their academic advisors, professors, department chairs, the associate dean for academic affairs and the dean. There is an open-door policy throughout the college, with all faculty maintaining open office hours during which advisees and other students can communicate their concerns. During the past three years, there have been nine academic appeals within the college and no complaints of sexual, racial, or ethnic harassment.

The commentary relates to the need for a more formalized career services mechanism for students. Although there is a staff member designated for career counseling and faculty members provide informal career counseling to students who seek it, a more formal and systematic method is needed.

Agenda

COUNCIL ON EDUCATION FOR PUBLIC HEALTH ACCREDITATION SITE VISIT

The University of Oklahoma Health Sciences Center

April 22-24, 2015

Wednesday, April 22, 2015

- 8:30 am Request for Additional Documentation
Deanna Debus
- 9:30 am Meeting with Core Leadership
Gary Raskob
Daniel Boatright
Dale Bratzler
Deanna Debus
Robin Howell
David Johnson
Steven Mattachione
Margaret Phillips
James Regens
Eleni Tolma
Sara Vesely
- 10:45 am Break
- 11:00 am Meeting with Self-Study Committee
Deanna Debus
Steven Mattachione
Margaret Phillips
Daniel Boatright
Robin Howell
David Johnson
Alicia Meadows
Sara Vesely
- 11:45 am Break
- 12:00 pm Lunch with Students
Veronica Andrade
Cassandra Camp
Janis Cravatt
Tyler Dougherty
Monica McKee
Jade Owen
Steve Carrillo
Quyên Duong
Sharayah Farrell
Brandt Higley
Amanda Janitz
Jennifer Moore
Whitney Richardson
Amy Schultheiss
Sarah Abhayagoonawardhana
Anthony Van
Jacob Bartels
Ann Paul
- 1:30 pm Break

1:45 pm Meeting with Instructional Programs Group 1: MPH and DrPH Degrees
Ann Chou
Sharyl Kinney
Robert Lynch
Steven Mattachione
Jennifer Peck
Thomas Teasdale
Deirdra Terrell
Eleni Tolma
Sara Vesely
Marianna Wetherill

3:00 pm Break

3:15 pm Team Executive Session and Resource File Review

5:00 pm Adjourn

Thursday, April 23, 2015

8:30 am Meeting with Faculty Related to Research, Service, Workforce Development
Laura Beebe
Helene Carabin
Evan Floyd
Tabitha Garwe
Neil Henderson
Valarie Jernigan
Sharyl Kinney
James Regens
Alicia Salvatore
Lancer Stephens
Julie Stoner
Vicki Tall Chief
Dave Thompson
Jun Wang
Aaron Wendelboe

9:45 am Break

10:00 am Meeting with Instructional Programs Group 2: MHA, MS, & PhD Programs
Michael Anderson
Christina Bennett
Janis Campbell
Kai Ding
David Johnson
Sharyl Kinney
Roy Oman
Margaret Phillips
Robert Roswell
Julie Stoner
David Thompson

11:15 am Break

12:00 pm Lunch with Alumni and Community Stakeholders
Amanda Cash
Marcia Castellanos Aymat
Gary Cox
Bruce Dart
Nico Gomez
Neil Hann
Scott Henley
Leslie Hudson
Henry Hartsell
Emily Hua
Spencer Kusi
Nathan Liles
Joyce Samuel
Ronald White
Devery Youngblood

1:30 pm Break

2:30 pm Meeting with University Leadership
M. Dewayne Andrews
Marcia M. Bennett
Valerie Williams
Jason Sanders

3:00 pm Meeting with Faculty Related to Faculty Issues, Student Recruitment, Advising
Kathryn Adkins
Christina Bennett
Ann Chou
Robin Howell
Valarie Jernigan
David Johnson
Jennifer Peck
Margaret Phillips
Eleni Tolma

4:00 pm Break

4:15 pm Executive Session

5:30 pm Adjourn

Friday, April 24, 2015

8:30 am Meeting with Oklahoma Commissioner of Health
Terry Cline

9:00 am Executive Session and Report Preparation

12:00 pm Exit Interview