

REVIEW FOR ACCREDITATION
OF THE
PUBLIC HEALTH PROGRAM
AT THE
UNIVERSITY OF DELAWARE

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
September 19 – 20, 2024

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

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INTRODUCTION

Established in 1743 and located in Newark, Delaware, the University of Delaware (UDel) is a public land-grant, sea-grant, and space-grant institution.

UDel offers a range of academic and professional programs including three associate’s programs, 165 bachelor’s programs, 135 master’s programs, and 64 doctoral programs. Degree offerings are housed in ten colleges: College of Agriculture and Natural Resources; College of Arts and Science; Alfred Lerner College of Business and Economics; College of Earth, Ocean, and Environment; College of Education and Human Development; College of Engineering; College of Health Sciences; Joesph R. Biden, Jr. School of Public Policy and Administration; the Graduate College; and Honors College. The university holds institutional accreditation from the Middle States Commission on Higher Education. The university responds to other specialized accreditors such as the Accreditation Board for Engineering and Technology; Commission on Collegiate Nursing Education; Network of Schools of Public Policy, Affairs, and Administration; and Accreditation Council for Education in Nutrition and Dietetics.

The public health program at Udel was established in 2019 with the full support of the College of Health Sciences and in collaboration with the Biden School of Public Policy and Administration. The program currently functions as an interdisciplinary offering and draws on faculty from the two different colleges; the program plans to become a department in the future, but university protocol indicates that the program must operate for five years before this can occur. The MPH in epidemiology draws on faculty housed in various departments in the College of Health Sciences (CHS), and the MPH in health policy and management draws on faculty from the Biden School of Public Policy and Administration. Faculty from both concentrations teach the foundational courses required of all program students. Each concentration has a concentration director who reports directly to the MPH program director for program-related matters; the program director reports directly to the deans of both colleges for matters related to the MPH program but has a home faculty appointment in the CHS.

At the time of the visit, the program enrolled 32 epidemiology students and four health policy and management students. The program draws on seven primary faculty members as well as six non-primary faculty members.

This is the program’s initial accreditation review.

Instructional Matrix - Degrees and Concentrations				
			Place based	Distance based
Master's Degrees	Academic	Professional		
Epidemiology		MPH	MPH	
Health Policy and Management		MPH	MPH	

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The program's committee structure, organization, and administrative processes are sufficient to enable the program to fulfill its stated mission and goals.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 		Program governance is led by the MPH Program Committee, with input from the MPH Admissions Committee, MPH Curriculum Committee, Academic Health Department Planning Committee, MPH Student Engagement Committee, and the Partnership for Healthy Communities Steering Committee, which is also known as the MPH Advisory Committee. The program also holds program meetings which happen once per semester.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		<p>The MPH Program Committee (PC) includes the MPH director, MPH assistant director, epidemiology concentration director, health policy and management concentration director, and remaining full time faculty from both MPH concentrations. This team was responsible for the development of the MPH Program and committee structures, program bylaws, and operating procedures and is now responsible for program monitoring, evaluation, and improvement.</p> <p>The PC reviews degree requirements on an annual basis and incorporates ongoing feedback from the Curriculum Committee, Advisory Committee, current students, and program performance metrics to determine any necessary</p>		

		<p>revision or improvements. Any changes to degree requirements must go through the university approval, beginning with processes in the college that houses the concentration, before implementation. Creation of a new course must also go through the university's curriculum approval process.</p> <p>Curriculum design, changes, and improvements are initiated by program faculty, reviewed by the Curriculum Committee, and reviewed by the PC for final approval. Feedback from the Advisory Committee may also be considered when revising the curriculum.</p> <p>For student assessment policies and processes, changes or revisions are brought to the PC for review and approval by the Curriculum Committee and program faculty. Individual faculty members may adjust course-specific assessments based on student performance and feedback. Any faculty course adjustments are shared at Curriculum Committee meetings which occur every semester.</p> <p>The MPH Admissions Committee, which includes the program director, concentration directors, and faculty from both concentrations, review applications and coordinate admission decisions. Final decisions about recommendations for admission are made by the concentration directors. MPH admission policies are governed by the university's admissions policies for graduate programs.</p> <p>Despite the fact that all faculty are ultimately appointed to a home college, the program director and faculty play key roles in hiring new faculty for the program. If a search is approved, the MPH program creates a search committee</p>		
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		<p>to make hiring recommendations to university leaders. The search is composed of MPH faculty as well as faculty from other programs at the university. The university Human Resources Team provides support and assistance with advertisement, recruitment, and coordination. Final decisions on faculty hiring are made by the provost and president.</p> <p>Each department defines standards, procedures, and credentials for promotion which align with those set by the university. Faculty candidates must submit a promotion dossier to their home department which defines standards, specifies procedures, and reviews the credentials submitted. The university's Committee on Promotion and Tenure also governs promotion and tenure at the university level by recommending and consulting with the provost about every candidate as well as assisting departments in developing or revising their criteria for promotion and tenure.</p> <p>Each year, program faculty meets with their department chair to discuss faculty research and service plans for the upcoming year, but service activities are also discussed at program committee meetings.</p> <p>Faculty contribute to decision-making activities outside of the program by serving on committees such as the university's Faculty Council; Graduate College Awards Committee; the CHS Research Committee; and the Center for Teaching, Assessment, and Learning committee.</p> <p>All full-time faculty attend faculty meetings that occur several times per semester as well as Curriculum Committee meetings and program meetings. Part-time</p>		
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		faculty also have the opportunity to attend committee meetings and program meetings. These interactions are evidenced in the meeting minutes provided for review.		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Students have formal methods to participate in policy making and decision making.	Student representatives have participated in various MPH program committee meetings as noted by the Site Visit findings. A student representative participates in the MPH-PC annual retreat each year. Minutes from the 2023 and 2024 retreat meetings are provided. The MPH program also recently held a program-wide meeting (which is held each semester) that was attended by MPH students, faculty, and staff and provided an opportunity for program updates and student input/feedback. The agenda/slides are provided. The	The Council reviewed the site visit team's report and the program's response and determined that the program has demonstrated compliance with this criterion. Therefore, the Council changed the teams' finding from met with commentary to met.
Students engaged as members on decision-making bodies, where appropriate		<p>There is an MPH student representative on two standing program committees, the MPH Student Engagement Committee and the PC, enabling student input into policies and processes related to student engagement, professional development, and curriculum. Students are also invited to participate in specific committee events such as the annual MPH-PC retreat and the Academic Health Department Planning Committee's annual program review.</p> <p>The program also supports a graduate assistant in the epidemiology track each year. The GA provides administrative support, assisting with program planning and improvement. The GA serves as an executive board</p>		

		<p>member of the program's graduate student association (PHGSA), bridging communication between the PHGSA and the program.</p> <p>All MPH students have automatic membership in the PHGSA upon enrollment in the program. This student-run organization provides input and feedback for program policies, curriculum, and program-related events.</p> <p>The commentary relates to the opportunity for the program to strengthen the documented evidence of student participation in program-related activities. Meeting minutes provided for review did not identify student participants, but site visitors were able to validate student engagement via discussions with faculty.</p>	<p>program maintains attendance sheets for these meetings.</p> <p>In addition to more consistent archiving of meeting minutes and attendance sheets to document participation, the MPH Program also has a new student engagement reporting database (via a Qualtrics survey) for students to report extra-curricular activities including their participation as student representatives at various MPH program meetings. The MPH program intends to use this student-submitted data to augment the program's tracking and monitoring of student engagement and activities. A copy of the activity submission form has been provided.</p> <p>Supplemental documentation provided: MPH-PC retreat minutes; MPH All Program meeting agenda/slides; Public Health Fellows Activity submission form</p>	
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The program clearly defines its vision, mission statement, goals, and statement of values. The vision reads "healthy, equitable, and thriving communities in Delaware and beyond." The mission is as follows: the University of Delaware Master of Public Health Program contributes to advancement and leadership in public health through actionable research, collaborative interdisciplinary education, and community-engaged service. The program's goals are as follows:	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				
Guiding statements reflect aspirations & respond to needs of intended service area(s)				
Guiding statements sufficiently specific to rationally allocate				

resources & guide evaluation of outcomes		<ul style="list-style-type: none"> ● Expand student capacity to understand, integrate, and use public health tools and methods to promote community engagement and advance health equity. ● Engage faculty, students, and communities in research that contributes to promoting health equity and improving the lives of individuals in resource-constrained communities. ● Engage in partnerships and collaborations to meet critical public health challenges. <p>The program cites the following values:</p> <ul style="list-style-type: none"> ● Academic Freedom ● Diversity and Inclusion ● Innovation ● Community ● Service <p>Overall, the guiding statements adequately address instruction, scholarship, and service. They were developed as part of institutional processes that guide the development of new programs, including sharing with key external partners for review and feedback. The program does not currently have its own strategic plan. When the program becomes a department, it will be required to have its own strategic plan.</p> <p>During the site visit, faculty shared that public health in the state of Delaware is centralized. In the past, there were 12 epidemiologists in the state, and only two had degrees in public health. As the workforce has grown, there has been a deficit of qualified public health professionals. Community partners share feedback about what skills they need in workers, and the program works to respond to</p>		
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		these identified needs, with the guiding statements serving as a foundation for this effort.		
		The guiding statements are sufficiently specific to allocate resources and to provide guidance for decision making.		

B2. EVALUATION AND QUALITY IMPROVEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Collects & reviews all measures in Appendix 1		<p>The evaluation plan measures student success and progress in advancing public health. The plan provides comprehensive detail for data sources, methods of analysis, parties who have relevant decision-making responsibility, and identification of each measure's alignment with the program's three major goals. The plan is routinely reviewed by the program director and MPH-PC.</p> <p>One example of an evaluation measure is student readiness in skills to promote community engagement and advance health equity. Data sources include the MPH exit survey and alumni survey. The data is reviewed by the PC during an annual program review.</p> <p>The unit collects and reviews all required measures in Appendix 1. In addition, the unit defines additional measures that are unique to its own context that align with its mission and goals.</p> <p>The MPH program director reviews and compiles a summary document for these indicators that is shared</p>	<p>The MPH program appreciates the feedback from the Site Visit findings around the program's ongoing plans for evaluation and performance monitoring. The MPH program values data informed continuous improvement and has identified the program's data management plan as a priority area of focus for the MPH-PC's upcoming January 2025 program retreat (draft agenda is provided for documentation). The MPH-PC hopes to develop a multi-tiered data management system that includes both the comprehensive ongoing program data (outlined in the program's self study) while also generating a dashboard of "rapid feedback" indicators identified by the MPH-PC that allow for real-time monitoring of key performance metrics. The</p>	<p>The Council appreciates the program's response to the site visit team's report.</p>
Measures mission & goals & addresses unit's unique context				
Reviews & discusses data				
Makes data-driven quality improvements				
Consistently implements evaluation plan(s) over time				

		<p>with concentration directors and discussed at least once per year during faculty meetings and committee meetings. Reviewers substantiated faculty review of evaluation data by reviewing documentation including PC Data Review reports and Annual Program Review and Accreditation Meeting agendas.</p> <p>The self-study provides several examples of changes made based on evaluation data. For example, feedback from external partners on changing practice and research needs that might impact the curriculum suggested that epidemiology students needed to be more prepared in SAS and data management. In response, the program created a required Intro to SAS course.</p> <p>As a second example, data from the Employer Survey revealed that MPH students needed more professional development and hands-on preparation beyond curriculum content. As a result, the program formed the MPH Student Engagement Committee in collaboration with the Partnership for Healthy Communities to plan and facilitate additional professional development and extracurricular field opportunities.</p> <p>A third example relates to advising ratios and student perceptions of academic advising. As a result, the epidemiology concentration implemented a hybrid advising model drawing on staff and faculty.</p> <p>The commentary relates to the opportunity for the program to strengthen evaluation of indicators and data sources to better provide the necessary information for continuous program improvement. During the site visit, faculty discussed how they are in the beginning stages of</p>	<p>program's data management plan will continue to be reviewed and refined to ensure that the plan is usable for decision-making and performance monitoring.</p> <p>Supplemental Documentation provided: MPH-PC Annual Retreat draft agenda</p>	
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		data evaluation, and the next phase of evaluation could possibly transition to more of a dashboard perspective. Faculty acknowledged the vast amount of data and recognized a need for stronger evaluation methods to make better data driven quality improvements. Faculty also discussed plans for revisiting the evaluation plan in the next academic year to identify areas of improvements and recalibration. The MPH assistant director outlined plans to better engage faculty, staff, students, and community partners in data communication for review and feedback.		
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B3. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The program allows MPH students five years to graduate. The last five years' cohorts have enrolled between seven and 24 students. The cohorts that entered in 2019-20 and 2020-21 have final graduation rates of 86% and 71%, since all students have either graduated or left the program. For the next three cohorts, the program reports graduation rates of 83%, 71%, and 0%, with students continuing in each. The final cohort has only had one withdrawal, making it possible to meet this criterion's threshold by the maximum allowable time.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

B4. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
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	Met		
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The program reports MPH post-graduation outcomes for cohorts graduating between 2021 and 2023, which included six, 17, and 20 individuals, respectively. Data indicate 100% positive outcomes with zero unknown for 2021; 88% positive outcomes with two unknowns for 2022; and 80% positive placement with three unknowns for 2023.	Click here to enter text.
Chooses methods explicitly designed to minimize number of students with unknown outcomes			
Achieves rates of at least 80% employment or enrollment in further education for each public health degree			

B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The program collects alumni feedback through its alumni survey, which is administered every two years. The most recent survey was administered to 43 alumni in fall 2023. Of the 43 alumni, the program received 13 responses. Program faculty who met with site visitors acknowledge the low response rate; however, the open-ended questions presented in the survey gave alumni the	Click here to enter text.	
Documents & regularly examines its methodology & outcomes to ensure useful data				

Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation		<p>opportunity to provide meaningful feedback and provided the program with useful data for changes and implementation. Faculty discussed offering an incentive for alumni in hopes of raising response rates.</p> <p>In the survey, alumni were asked to provide qualitative feedback on most valuable skills used post-graduation from the MPH coursework and most valuable skills used post-graduation that are not a part of the MPH coursework. Alumni outlined epidemiology methods, SAS-based practices, and biostatistics as most valuable skills from MPH coursework. Alumni said that communicating with diverse audiences, understanding surveillance systems, and using analysis/visualization platforms such as Power Bi and Tableau are valuable skills that were not adequately covered in MPH coursework.</p>		
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C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The program's fiscal resources are adequate to fulfill its mission and goals and to support degree programs.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		<p>Information in the self-study indicates growth in tuition and fees from \$899,955 in FY 2020 to over \$2.1 million in FY 2023, along with significant increases in grant funding.</p> <p>Faculty salaries are funded by their home departments. Additional faculty may be hired based on a five-year hiring plan, submitted annually to each college dean, and reviewed by the provost and president.</p>		

		<p>Operational costs are defined as the expenses necessary for program administration, faculty support, and academic activities. These are funded through an annual budget prepared by the business administrator and approved by the CHS business office.</p> <p>Student support is provided through various means, including tuition discounting, funded research positions, teaching assistantships, and donor-funded scholarships. The program funds three students with full tuition and stipend support annually and encourages students to seek additional opportunities across the university. Student travel and activities are also supported through the program and donor funds.</p> <p>Faculty development is supported through start-up budgets for new hires, grant-funded research, and professional development funds included in the program's operating budget. Conference travel and other development activities are funded by the program.</p> <p>As the program continues to grow, there is a recognition that staffing may need to expand to meet increasing demands. The program has included this in its five-year hiring plan to ensure that it can sustain its growth. The current budget process allows for requests for additional funds to be made as needed, ensuring flexibility for future adjustments.</p> <p>Under the university's hybrid budget model, 50% of graduate tuition is retained by the university, while 25% goes to the student's academic program, and 25% is allocated to the instructor's department.</p>		
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		Indirect costs from grants are split, with 50% retained by the university and 50% returned to the college, department, and principal investigator. Indirect returns below \$1,000 are retained by the program and used for student support, while larger amounts are managed by faculty for their research activities.		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The program has adequate faculty resources to support its degree offerings. The program has seven primary instructional faculty (PIF) and six non-PIF for its two MPH concentrations, which exceeds this criterion's minimum requirements. Two of the PIF are fully dedicated to the program and the remaining PIF dedicate between 0.25 and 0.75 FTE to the program.	Click here to enter text.	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
		Efforts in the program as calculated for PIF based on teaching, research, and service. PIF are required to perform student academic, or career advising and serve on one or more MPH program committees in addition to their teaching. Non-PIF allocation to the program is calculated based on teaching responsibilities.		
		General and career advising are performed by program staff as well as faculty. Staff advise on average,		

Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable		32 students. MPH faculty advise on average, four students with a minimum of two and a maximum of four. For the Integrated Learning Experience, faculty advise on average, 13 students with a minimum of one and a maximum of 14.		
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable				
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)		The program collects quantitative and quality data on class size and faculty availability through its exit survey. The most recent survey had 10 responses from a pool of 16 students. One hundred percent were satisfied or extremely satisfied with both class size and faculty availability. Students noted that class sizes are appropriate, and faculty are always available when needed. Students who met with site visitors praised faculty for their availability and responsiveness and said that class sizes are ideal.		
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)				

C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The program's staff and other personnel resources are adequate to fulfill its mission and goals and to support degree programs.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable		The program is supported by a team that includes the MPH assistant director (1.0 FTE), business administrator (0.75 FTE), graduate coordinator (0.15 FTE), Partnership for Healthy Communities (PHC) program manager (0.20 FTE), and an epidemiology program graduate assistant (0.50 FTE).		

		<p>The assistant director leads the program's development, marketing, and student engagement. The business administrator manages financial, HR, and administrative tasks for both concentrations. The graduate coordinator provides academic support, particularly to health policy and management students, while the PHC program manager assists with student engagement and experiential learning opportunities. The graduate assistant supports administrative and marketing efforts for both concentrations.</p> <p>The program operates effectively with its current staffing, as evidenced by its ability to manage program development, student support, and administrative needs. There is a plan for expansion to ease the administrative workload on current staff and support the program's growth.</p>		
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C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The program's physical resources are adequate to fulfill its mission and goals and to support degree programs.	Click here to enter text.	
Physical resources appear sufficiently stable		The epidemiology concentration is housed at the CHS STAR Tower within the Health Sciences Complex. The building provides students and faculty access to interdisciplinary research labs, health clinics, and academic spaces. The health policy and management concentration operates from Graham Hall on the main campus, near classrooms, student centers, and the university library. Both locations offer faculty private		

		<p>offices, shared meeting spaces, and secure staff office suites, while students have access to various study and meeting spaces.</p> <p>Classrooms are mainly located in STAR tower equipped with wireless internet and smart technology, with additional access to general campus classrooms.</p>		
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C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		The program's information and technology resources are adequate to fulfill its mission and goals and to support degree programs.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty		Students benefit from campus-wide internet access, 24/7 IT support, and access to a range of essential software. IT resources are continuously updated to meet the evolving needs of students and faculty, ensuring adequate support for both academic and administrative functions.		
Library & IT resources appear sufficiently stable		<p>Students have free access to key software, such as Microsoft Office and Google Suites, through UDeploy, and software relevant to their coursework, like SAS for quantitative analysis, is provided at no cost.</p> <p>The University's library resources are comprehensive and sufficient for both faculty and students. The University of Delaware Library system, including the main Hugh M. Morris Library and its branch libraries, offers extensive collections and access to over 500 licensed databases,</p>		

		124,000 journals, and interlibrary loan services. These resources, along with personalized library assistance, ensure that faculty and students can access the necessary materials for research and learning.		
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D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>All MPH students are grounded in the 12 foundational knowledge areas through a non-credit Introduction to Public Health training module. Students complete the module prior to or during their first semester in the program, and the module must be completed to be cleared for graduation.</p> <p>The self-study maps the 12 foundational knowledge areas to a two-part PowerPoint-based video recording and a quiz. The course topics covered in the videos align with all 12 foundational knowledge areas. During the site visit, faculty discussed how the 12 foundational knowledge areas are also embedded in many courses throughout the program to ensure that students receive appropriate grounding. For example, in SPPA 606: Environment and Public Health, students read an article about the environmental burden of disease; discuss biological hazards and their significance to public health; and listen to a podcast about the intersection of climate change and global migration, which relate to learning objectives 7, 8, and 11, respectively. In BHAN 820: Social and Environmental Determinants of Health, course lectures address socioeconomic status and social class; race,</p>	Click here to enter text.	

		ethnicity, gender, and culture; social capital; the built environment; and access to health care, which support learning objective 10. Additionally, in EPID 605: Epidemiology Methods 1, students are assigned readings about collecting and analyzing qualitative and quantitative data and an article about mortality estimates, which relate to learning objectives 3 and 4. Reviewers' findings are summarized in the D1 worksheet.		
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D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to		The program provides appropriate didactic preparation and assessment opportunities for the 22 foundational	Click here to enter text.	

demonstrate each foundational competency (see worksheet for detail)		<p>competencies. The competencies are mapped to five courses: Introduction to Epidemiology; Biostatistics for Health Science; Social and Environmental Determinants of Health; Policy for Population Health; and Environment and Public Health.</p> <p>Students receive didactic preparation through lectures and readings. The assessment opportunities are varied and include quizzes, data analysis, concept mapping, roleplaying, case studies, and final papers. For example, to assess foundational competency 20, students must present a culturally tailored communication plan about a program or policy that addresses social and environmental determinants of health. Discussions and documentation provided during the site visit added additional context to didactic preparation and assessments. The D2 worksheet summarizes reviewers' findings.</p>		
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D2 Worksheet

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

14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply leadership and/or management principles to address a relevant issue	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Integrate perspectives from other sectors and/or professions to promote & advance population health	Yes
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The program presents five competencies for each of its two MPH concentrations, and each has three required courses. For the epidemiology concentration, courses include Epidemiology Methods II, Introduction to Analyzing Epidemiology Data in SAS, and Biostatistics for Health Sciences II. For the health policy and management concentration, courses include Leading Organizations in Public or Non-Profit Sectors; Health Systems, Policy, and Economics; and Health Policy (a more specialized class	Click here to enter text.	
Assesses all students at least once on their ability to demonstrate each concentration competency				

If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)		<p>than the Policy for Population Health course required of students in both concentrations).</p> <p>Although at least one of the competencies for the epidemiology concentration initially appeared to be written at a lower level than what would typically be associated with a concentration in the discipline, site visitors reviewed the associated assessments and discussed the curriculum with faculty during the site visit. Students are assessed on appropriately robust concentration-specific tasks and activities for each of the competencies in this concentration. During the visit, faculty were also able to clarify assessment activities for several health policy and management competencies.</p> <p>Students are assessed on concentration competencies through midterm exams, final exams, final projects, lab assignments, policy memos, and discussion assignments. The team's assessment of each competency statement and assessment opportunity is presented in the D4 worksheet.</p>		
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D4 Worksheet

MPH in Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Use epidemiologic reasoning and appropriate analytic methods to identify, analyze, and address biases, such as confounding.	Yes	Yes
2. Describe strengths and limitations of major epidemiologic study designs.	Yes	Yes
3. Apply appropriate data analysis and management techniques to analyze epidemiologic data.	Yes	Yes
4. Present epidemiologic data in appropriate formats.	Yes	Yes
5. Demonstrate the use of epidemiologic data in evaluating health policy.	Yes	Yes

MPH in Health Policy and Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Use policy and management tools to analyze the effects of decisions on organizations and populations.	Yes	Yes
2. Interpret and leverage economic analysis tools to inform policy and program implementation	Yes	Yes
3. Apply knowledge of how the US healthcare system has developed or improved public health programs and policies.	Yes	Yes
4. Communicate evidence-based options to address public health management and policy problems.	Yes	Yes
5. Engage in dialog about complex health concepts to diverse audiences with respect for differing values and lived experiences.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		For the Applied Practice Experience, the program requires all MPH students to complete a 200-hour internship in a professional public health setting.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		While students arrange their own placements, they receive support from faculty and the MPH assistant director to ensure alignment with program objectives. In collaboration with the host site, each student must complete a work plan for approval by the program and concentration directors. The work plan outlines objectives, products, and competencies. Students must identify five competencies to demonstrate in their APE with three foundational and two concentration-specific.		
All students demonstrate at least five competencies, at least three of which are foundational		During the experience, students must submit progress memos and reports, and at the conclusion of the experience, each student must submit two products, a final summary report, a presentation, and an evaluation report completed by the preceptor. The APE course		

		<p>instructor assesses student products for quality and attainment of the identified competencies. Additionally, preceptors assess attainment of each competency and provide comments in the evaluation reports.</p> <p>Students have completed the APE at sites such as the Delaware Division of Public Health, Food Bank of Delaware, Delaware Division of Parks and Recreation, the Jefferson Street Center, Central Delaware Habitat for Humanity, Delaware Coalition Against Domestic Violence, and the Delaware Public Health Association/Delaware Academy of Medicine. Site visitors reviewed samples of student work products and found them to be high-quality practice products that demonstrate specific competencies. For example, students have created food safety training, a safety checklist for medicinal marijuana consumption, team surveys, pandemic response plans, and asset maps.</p> <p>During the site visit, students, alumni, faculty, and preceptors all described the APE as positive and beneficial to both the student and the host site.</p> <p>During the site visit, faculty also discussed resources to recruit and train preceptors, with plans to formalize preceptor training to enhance site engagement and supervision quality.</p>		
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D6. DRPH APPLIED PRACTICE EXPERIENCE

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

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		Students complete an integrative learning experience explicitly designed to demonstrate synthesis of foundational and concentration competencies.	The MPH-HPM facilitated their first ILE course this fall using the redesigned requirements. Since HPM is a smaller cohort than EPI, there were only 2 students enrolled in Fall 2024; thus, the ILE was conducted in an online hybrid format (synchronous or asynchronous). Despite the modified format, all content and ILE requirements remained consistent with the MPH-EPI ILE course. Materials from the MPH-HPM course including the syllabus, grading rubric, and a sample of student work is provided. Supplemental documentation provided: EPID/SPPA 699 Fall 2024 modified syllabus outline; HPM ILE student sample; HPM ILE grading rubric	The Council appreciates the program’s response to the site visit team’s report.
Project occurs at or near end of program of study		Prior to the 2024-25 academic year, the ILE requirement was unique for each of the two concentrations, but the ILE is now a cross-listed course taken by all MPH students, using the structure that has been used by the MPH-EPI concentration. The ILE course provides students with a variety of professional development modules (e.g., guest speakers, career workshops) and guides students through the development and completion of a culminating course project that involves preparation of a literature review, written Congressional testimony, and an oral presentation.		
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies		Since all students complete the same culminating assignments, the program defines the competencies for the experience; the assignments are structured to ensure that all students demonstrate the following two foundational and one concentration competencies: <ul style="list-style-type: none">● Interpret results of data analysis for public health research, policy or practice● Advocate for political, social or economic policies and programs that will improve health in diverse populations		

		<ul style="list-style-type: none">● Demonstrate the use of epidemiologic data in evaluating health policy (MPH-EPI) or● Communicate evidence-based options to address public health management and policy problems (MPH-HPM). <p>The ILE is completed by students in their final semester. The ILE course instructor assesses the final project and presentation using a grading rubric that references the competency requirements.</p> <p>The program provided five high quality work products from MPH-EPI students. Students created legislative testimonies on topics such as medication-assisted treatment of opioid use disorder in incarcerated individuals; regulation of prison health care; community mentors for moms; and the Mail for Care Act. All examples appeared to be appropriately aligned with the purpose of the ILE.</p> <p>Students who met with site visitors had not yet begun the experience but shared that faculty were already offering guidance to help them to prepare for when they reached the point in their program of study to complete the ILE.</p> <p>The commentary relates to the fact that no health policy and management students had completed the new format, as it was implemented at the start of AY 2024-25. This is understandable, as there has not been adequate time for project completion due to implementation effective fall 2024 for that concentration. Their projects will follow the same guidelines and be assessed on the same basis as the longstanding EPI format. Two health policy and management students are on track to finish in</p>		
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		May 2025. They will be guided by the same instructor in the same course as the EPI students, so there is no uncertainty about the adequacy of the process, including the quality of the final product for assessing the required set of competencies specific to health policy and management students.		
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

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

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

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

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

D13. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		The MPH program requires 42 semester credits. A single credit represents one hour of classroom instruction plus two hours of out-of-class student work per week.	Click here to enter text.	

D14. DRPH PROGRAM LENGTH

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

D15. BACHELOR’S DEGREE PROGRAM LENGTH

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

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

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

D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

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

D18. ALL REMAINING DEGREES

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

D19. DISTANCE EDUCATION

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

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		There are seven PIF that teach and supervise students within the program, including one tenured professor, one continuing-track (non-tenure) associate professor, four tenure-track assistant professors, and one continuing-track (non-tenure) assistant professor. All seven hold doctoral degrees, and five PIF hold MPH degrees. Faculty hold degrees in disciplines including epidemiology, clinical and population health, public policy, medical policy, and health services research.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)		There are six non-PIF regularly involved in instruction, including one professor, one assistant professor, two adjunct assistant professors, and two adjunct instructors. Four of the non-PIF are employed by the University of Delaware, and the other two have external employers relevant to public health. Four of the six have doctoral degrees while the remaining two have at least a master's degree. Degree disciplines include biostatistics, epidemiology, health policy, sociology, and public policy.		

		Overall, faculty education and experience are appropriate for the degree level and nature of employment. During the student session, site visitors heard positive comments regarding the qualifications of the MPH faculty. Students noted they were consistently inspired by the MPH faculty, describing how the faculty cared very deeply for their well-being and advocated for their success. They described how faculty are always available to provide support. One student shared how one of her faculty has “movement breaks” in her class, which help to alleviate stress.		
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E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The program’s faculty complement brings a variety of experience in public health practice.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		The self-study and meetings with faculty provided the site visit team with evidence of primary faculty members’ experience in public health practice. For example, one faculty member has extensive international experience, having worked in the U.S., Central America, Asia, and Africa. Her work has focused on developing training materials for front-line public health workers, particularly for the Centers for Disease Control and Prevention’s (CDC) Field Epidemiology Training Program (FETP). Her efforts have spanned critical areas such as influenza and Ebola surveillance and response.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

		<p>Another faculty member brings a unique perspective from working as a physician with Doctors Without Borders on the Indian/Myanmar border. His field experience, particularly in addressing health inequities influenced by social determinants of health, informs his research and teaching.</p> <p>In addition to employing faculty with ongoing ties to the public health practice community, the program invites practitioners to serve as guest lecturers. For example, the Delaware Division of Public Health has provided guest lecturers and real-world evidence to the program.</p> <p>During the site visit, students and alumni confirmed their exposure to a wide array of practitioners through guest lecturers in their courses. Alumni and APE placement site supervisors also noted that they have been invited to present to students in some of the classes</p>		
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E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>The program relies on policies and processes at the university, college, and program level to evaluate faculty instructional effectiveness, using multiple systems, including faculty annual evaluations and course evaluations.</p> <p>The college maintains faculty-approved guidelines for tenure and promotion (for tenure-track faculty) and</p>	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty				

competence & performance in instruction		promotion (for continuing-track faculty). These guidelines include an assessment of instructional effectiveness appropriate for faculty at each rank.		
Supports professional development & advancement in instructional effectiveness for all faculty		<p>Full-time faculty meet annually with their immediate supervisors for a personal review of activities and accomplishments, as well as planning for future goals and objectives. This review addresses professional growth and development, and the chair writes a narrative appraisal of each member's relevant activities, followed by rating their performance on that activity; adjunct faculty do not follow this standardized process, but program leaders review their course evaluations and student feedback.</p> <p>All MPH courses participate in the university's online course evaluation system. Content is managed by the department and can include additional questions beyond the university-required items at the discretion of faculty. Results are reviewed by faculty, the department chair, MPH program director, and assistant director for all MPH-affiliated courses. Data are used to inform necessary changes to course content and structure based upon student feedback, as well as for inclusion in faculty appraisals and dossiers for promotion and tenure.</p> <p>Faculty peer evaluations are available annually; they are not required but are a favorable component in a faculty member's portfolio.</p> <p>The Center for Teaching and Assessment of Learning (CTAL) is available to all faculty, providing both in-person and virtual drop-in support, as well as semester-long and multi-day intensive programs scheduled during university breaks, optimizing available instructional tools such as</p>		

		<p>CANVAS and Perusall. CTAL resources include regular seminars, course design institutes, and faculty learning communities.</p> <p>The program provided several examples of faculty engagement with professional development resources. One faculty member worked with the CTAL's Education Technology Consultant Group to redesign the CANVAS site for Epidemiology Methods II to allow for integration of SAS OnDemand. Another faculty member attended the Society of Behavioral Medicine Mid-Career Leadership Program to focus on development and implementation of qualitative and mixed methods courses, followed by integration of these research methods into the MPH curriculum.</p> <p>The program selected three indicators to monitor faculty instructional quality. One indicator is student satisfaction with instructional quality, as measured by the MPH Student Exit Survey, supplemented with additional feedback from university course evaluations. The target is accrual of 75% extremely to moderately satisfied, and this target has been consistently met over the last three years. Another indicator is the number of courses that involve community-based practitioners, with a target of at least one-third of MPH courses. The program has also met this target over the last three years.</p>		
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E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		There are policies and practices in place to support faculty involvement in scholarly activities. The program follows guidelines set forth in the university’s Faculty Handbook for defining research and scholarly activity expectations. The department chair discusses scholarship as part of faculty workload and reviews progress in this area during the annual faculty review process. There are university and college-level resources that provide available support for faculty development in scholarly activities. At the university level, the UDel Research Office provides support as faculty pursue research sponsored by governmental and non-governmental agencies, helping to ensure compliance with all policies and procedures associated with the responsible conduct of research, foster the transfer of inventions and technologies into commercially marketable products, and assist in communication university research achievements to the public. MPH faculty also have access to the CHS or the School of Policy and Administration’s grants management office, a college-based resource that works with the faculty to oversee proposal preparation, support award management, and interface with the UDel Research Office, subcontract administrators, and other administrators for cross-college collaboration. MPH	Click here to enter text.	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>faculty have direct access to the university's Biostatistics Core housed within the epidemiology program.</p> <p>Tenure-track faculty receive start-up funds to support their initial research endeavors, with the understanding that ongoing support should transition to funded grants. There are also opportunities for merit-based seed grant funds designed to launch an idea leading to future external sponsorship of research.</p> <p>The program provided several examples of faculty research activities that are integrated into instruction. One faculty member who teaches disaster epidemiology routinely includes examples from their current and prior disaster research as tangible examples of concepts taught in the course, using tabletop exercises based on real events that allow students to work in teams that mirror an actual public health emergency response. Another faculty member who teaches social epidemiology uses examples from her own research to introduce students to motivational interviewing as a data collection method.</p> <p>Students have opportunities to be involved with faculty research. For example, one faculty member has engaged an MPH student to assist with development of interview protocol design, theme-coding, literature reviews, article drafting, survey development, data analysis, and poster presentations for her work with the National Science Foundation - Domestic Violence and COVID research project. Another faculty member has engaged an MPH student to support similar tasks for her project with the Delaware Developmental Disabilities Council - COVID Impact Study. Another faculty member facilitates student volunteer research opportunities on her funded research</p>		
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		<p>projects through the creation of a cardiovascular research lab, meeting with students regularly to assign them project-based tasks.</p> <p>During the site visit, students expressed their satisfaction with the availability of research opportunities with faculty, noting that faculty were frequently looking for student involvement. They described a rich array of opportunities such as working on a grant-funded project examining domestic violence and COVID and providing support for studies examining gun safety and violence and flood mapping.</p> <p>The program selected three outcome measures to assess faculty research and scholarly activities, providing supporting data for the last three years. The first indicator is percent of primary faculty participating in research activity, with a goal of 65%; this has successfully been met for all three years of data reporting. The second indicator is the number of grant submissions, with a goal of 10 per year. The program exceeded this for the first two years of data collection but fell slightly short for 2022-23, with nine grant submissions for that year. The third indicator is total research funding with a goal of one million dollars per year. This goal was successfully met for all three years of data reporting.</p>		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		The university and the MPH program provide faculty support to engage in extramural service activities. The program emphasizes community engagement. Faculty service is expected to benefit not only the university but also the broader community and profession.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		<p>The university was designated a community engaged university by the Carnegie Foundation for Advancement of Teaching in 2015. In 2016, the university established a Community Engagement Initiative (CEI), which drives strategic community engagement research. The CEI, guided by the Civic Action Plan, offers broad support for faculty involvement through funding opportunities, partnerships, and resources for engaged scholarship.</p> <p>Specifically, MPH faculty benefit from the program’s relationship with the Partnership for Healthy Communities (PHC), one of five of the university CEI centers, which facilitates community-academic partnerships and collaborations. The CEI and PHC provide avenues for faculty to pursue extramural service, further supported by the integration of service into faculty workload and tenure review processes.</p> <p>The program demonstrates faculty engagement in service activities that are integrated into their teaching, providing students with real-world public health applications and</p>		

		<p>professional engagement opportunities. Examples of this include:</p> <ul style="list-style-type: none"> • Faculty affiliated with the Delaware COVID-19 CASPER project incorporated service-learning into the field epidemiology course. • Faculty involved in Delaware’s State Health Needs Assessment and State Health Improvement Plan (SHNA/SHIP) have used this project across courses, particularly in the Integrative Learning Experience, where students have worked with data to develop projects on state health priorities. <p>The program's five-year hiring plan focuses on expanding the number of faculty in professional practice tracks, and the program increased the number of Continuing Track faculty from zero in AY 2020-21 to three by 2022-23. The number of public/private or cross-sector partnerships increased from one informal collaboration in AY 2020-21 to four formal partnerships by AY 2022-23.</p>		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program uses the Partnership for Healthy Communities Steering Committee (PHC-SC) as a formal structure for constituent input. The PHC-SC is in the CHS, and its purpose is to guide the work of the college around meaningful community engagement in areas such as education, research, and service. The committee is	Click here to enter text.	

Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 		composed of members from other departments in the college as well as the MPH assistant director, MPH alumni, and over 30 public health professionals. At least once per year, the MPH assistant director engages the PHC-SC in a structured feedback conversation about the MPH program curriculum, workforce needs of community partners, and student engagement and experiential learning. These discussions were evident in meeting minutes provided for review.		
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback		<p>In addition to the PHC-SC, the MPH collaborated with the Delaware Division of Public Health to establish an Academic Health Department. The MPH Academic Health Department Planning Committee meets several times per year to plan formal and informal structures for collaboration. During meetings, the planning team has also reviewed accreditation criteria requirements and the self-study document. The committee also allocates one meeting per year to discuss and review the MPH curriculum as it relates to workforce needs as well as plans for workforce development events and activities. These discussions were evident in meeting agendas and other evidence provided for review.</p> <p>The program administered its employer survey in fall 2023. The survey asked employers to rate their likeliness of hiring program graduates in the future and to rate graduates on professional dimensions. Employers were also asked to give qualitative feedback on most essential skills and program suggestions. The survey was sent to 34 employers and received 14 responses. Of the 14 responses, 44% of employers said that they would hire program graduates in the future and 44% of employers were unsure. During the site visit, faculty acknowledged</p>		

		<p>the data and discussed plans for revising the employer survey to ask more specific and open-ended questions in order to gather more meaningful feedback.</p> <p>Employers rated graduates relatively high on the various professional dimensions. Employers reported community engagement, research, communication, policy systems, and understanding equity and disparities as skills most essential when entering the workforce. Employers also suggested that the program required students to do more analytic projects and collaborate more with the state public health association.</p>		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The MPH program integrates community engagement, service, and professional development into the student experience from orientation through graduation.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		<p>The program and the PHC provide students with opportunities to participate in professional development events, community projects, and volunteer work. PHC also facilitates student placements with community organizations, including APE placements and extracurricular volunteer opportunities.</p> <p>The epidemiology concentration and the university's Disaster Research Center convene a group of students called Epi Assist. Epi Assist provides students with hands-on public health and emergency management experience,</p>		

		<p>assisting with outbreak investigations and community health assessments.</p> <p>The program's collaboration with the Delaware's Division of Public Health to develop an Academic Health Department (DPH) aims to streamline student volunteer opportunities within DPH offices and programs.</p> <p>The Center for Community Research and Service (CCRS), based in the School of Public Policy and Administration, supports MPH students interested in policy areas related to social determinants of health, offering community-based research and service opportunities.</p> <p>In addition, the program is in the process of establishing a Public Health Fellows program, which tracks student engagement in extracurricular activities and awards recognition (bronze, silver, or gold medals) based on accumulated points. This system aims to motivate students to participate in community and professional service, with rewards such as paid conference registration.</p> <p>The program provided examples of professional and community service opportunities for students. For example, one MPH student volunteered at vaccine clinics held on campus, assisting with administrative tasks such as check-in, record-keeping, and traffic control during multi-day events in 2021. In 2022, MPH students were involved in organizing and conducting Delaware's first CASPER survey, focused on COVID vaccine hesitancy. They contributed to survey development, field data collection, training, and analysis. Another example includes MPH students' continuous support of the development of</p>		
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		<p>Delaware's State Health Improvement Plan by helping with coalition meeting planning and event operations related to the SHIP.</p> <p>During the site visit, the faculty discussed how the program has benefited from being co-located with the PHC, providing valuable community and professional service opportunities for students. However, challenges exist in ensuring consistent student engagement in extracurricular activities due to varying availability among the diverse student body. The program hopes that the Public Health Fellows program will better incentivize and recognize service participation.</p>		
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F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs of the current public health workforce		<p>The self-study includes examples of the program's delivery of professional development opportunities.</p> <p>In response to the Delaware Division of Public Health's need to guide workforce and community volunteer capacity, the MPH program provided just-in-time training to community volunteers and DPH employees to train on the CASPER method and field data collection. The training occurred in 2022 and served 35 participants.</p> <p>In response to the avian flu outbreaks, the MPH program, in collaboration with the university's Poultry Health System, conducted annual training on basic incident command systems and animal disease emergencies for</p>	Click here to enter text.	

		<p>various individuals such as local high school teachers, public health employees, veterinary medicine students and practitioners, and poultry science students and practitioners. The training had 20 participants in both 2022 and 2023.</p> <p>As part of a collaboration with the CHS and the Delaware School Nurses Association, the MPH program has provided requested training related to reportable conditions and grant writing to support public health innovations in schools. Both training courses were provided during continuing education workshops hosted by the university. The training courses are ongoing and have served 68 participants so far.</p>		
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines appropriate priority population(s)		<p>The university and the program are committed to growing opportunities for under-represented populations. The program recognizes the need for academic public health programs to contribute to addressing the public health workforce deficit by building a public health system resilient to emerging themes, focused on equity, and responsive to the role of social determinants in health outcomes. The program has identified facilitating pathways for undergraduate students to be trained in public health as a key priority.</p> <p>The program defines its priority population as minoritized students with marginalized racial/ethnic identities, gender/sexual identities, and/or students from socially</p>	<p>Since the program's site visit, an MPH Program faculty and staff feedback survey has been developed and administered. This initial administration of the survey had a response rate of 50% across all current MPH faculty and staff. The program seeks to improve this response rate to aim for 100% and will look to align future administration of the survey to the annual employee review cycle to encourage survey completion. The survey response window just closed</p>	<p>The Council appreciates the program's response to the site visit team's report and looks forward to reviewing evidence of regular data collection and review.</p>
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty				

(and staff, if applicable), with attention to priority population(s)		disadvantaged backgrounds. The program also seeks to prioritize recruitment and hiring of similarly minoritized faculty and staff with the intention of having them be representative of the MPH student population.	at the end of November, so results from this first administration of the Faculty/Staff feedback survey have not been analyzed but will be prepared to be reviewed and discussed by the MPH-PC at the January 2025 program retreat.	
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)		The program has established a series of goals and strategies to advance diversity, equity, and inclusion, based on guidance by the university's vision and strong commitment to DEI principles.		
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies		MPH program goals for DEI are the following: <ul style="list-style-type: none"> Increasing resources for MPH program initiatives that prioritize recruitment and matriculation of minoritized students. Supporting active engagement of faculty, staff, and students on campus-wide or college committees targeting diversity, equity, and inclusion Ensuring access to tuition and/or stipend funding for minoritized students. 	The MPH program also appreciates the feedback out adding an additional opportunity for student feedback beyond the exit survey. Based on this suggestion, the MPH program has created a student survey to administer annually. Moving forward (starting Spring 2025), the program will administer the general MPH Student Survey to all non-graduating students and the MPH Student Exit Survey to all students graduating in that academic year. This will provide the program with continual data and feedback about the program, including data/feedback related to DEI. A copy of the annual student survey is provided.	
Perceptions of climate regarding diversity & cultural competence are positive		A series of strategies to support the program's DEI goals include the following: <ul style="list-style-type: none"> Targeted resources for student recruitment - includes several funded grants focused on supporting the prioritization of minority student recruitment, competitive university funding for marketing/outreach materials, events, and fee waivers for minority student applicants Supporting faculty, staff, and student participation on DEI committees. Student funding - helps to ensure that a significant percentage of available funding is provided to minority students. 	Supplemental Documentation provided: MPH-PC Annual Retreat draft agenda; copy of MPH Program Faculty and Staff Feedback survey; copy of MPH Program Annual Student Feedback survey	

		<ul style="list-style-type: none"> • Faculty (and staff) recruitment - engages in specific outreach to culturally specific professional organizations and spaces to promote open positions and employment opportunities within the program; includes working closely with the HR department to assist with recruitment. <p>Actions and strategies designed to create and maintain a culturally competent environment include ensuring faculty diversity, maintaining a curricular focus on health equity, and providing support for student organizations such as Leaders in Equity, Access, and Diversity in Public Health (LEAD-PH), a group that aims to give graduate students within the college and across the entire campus the opportunity to engage in research and service to advance health equity and dismantle health disparities.</p> <p>Student perceptions of the unit's climate regarding diversity and cultural competence are assessed by a module within the MPH Student Exit Survey. The most recent data, collected for AY 2023-24, provides evidence that most respondents either "Agree" or "Strongly Agree" with five statements related to DEI within the program:</p> <ul style="list-style-type: none"> • I had opportunities to interact with individuals from different backgrounds or identities. • My experiences in the MPH program have influenced my awareness of the perspectives of individuals from different backgrounds or identities. • MPH program directors, staff, and faculty are committed to diversity, equity, and inclusion. • The diversity of students and faculty within my MPH classes has enhanced my ability to interact with individuals from different backgrounds or identities. 		
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		<ul style="list-style-type: none">• The program provides a welcoming environment to students of all backgrounds. <p>Even though the response rate to this survey was 63% (14 respondents), it still provides valuable data to inform the program on student perceptions of the cultural climate. During the site visit, students commented on the program’s receptiveness to feedback regarding diversity, equity, and cultural competence. Students also expressed their high regard for diversity within the MPH student body, as they enjoyed interacting and learning from international student peers from countries such as India, Ghana, Sierra Leone, Zimbabwe, and Ethiopia.</p> <p>Site visitors and program faculty discussed the opportunity to expand student feedback on the program’s climate beyond the exit survey, which only measures perceptions as students are about to graduate. During the site visit, faculty discussed adding a new method of getting climate data from students including an additional survey and/or focus groups.</p> <p>Reviewing relevant DEI data is part of a regular, ongoing process. The program uses four performance indicators to monitor its approaches, successes, and challenges in increasing representation and supporting persistence and ongoing success of the targeted priority populations. The first DEI indicator pertains to MPH program student diversity as reflected in the percentage of students who identify as racial/ethnic minority and/or from economically disadvantaged backgrounds. For the past four years, results have been 35%, 71%, 67%, and 71%, reflecting a significant increase from the first year to the current year.</p>		
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		<p>The second DEI indicator pertains to MPH program faculty diversity as reflected by percentage of faculty who identify as racial/ethnic minority and/or sexual/gender minority. The data reflects 38%, 42%, 50%, and 63%, representing a significant increase over time.</p> <p>The third DEI indicator pertains to the percentage of funded students who identify as racial/ethnic minority and/or from economically disadvantaged backgrounds. The data ranges from 63% to 67% for the four years.</p> <p>The fourth DEI indicator pertains to the program withdrawal rate for students who identify as racial/ethnic minority and/or from economically disadvantaged background. The data ranges from 0% to 40% (n=2) over the past two years, indicating that minority students are being retained successfully in the program.</p> <p>The concern relates to the lack of data to assess faculty and staff perceptions of the program's climate. The program acknowledged this gap and outlined barriers to upholding the anonymity of surveys given that the faculty group is relatively small. Faculty discussed including the topic on an upcoming PC meeting agenda, which will allow for a more robust discussion.</p>		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		<p>The program provides academic advising that supports students from the application process through graduation. Before matriculation, the MPH director and assistant director engage with applicants to address questions and offer support. Upon admission, incoming students are assigned a faculty advisor based on their concentration and receive initial guidance from the MPH assistant director for course registration and program requirements. Throughout the program, students meet with the assistant director once per semester for academic advising and can request additional support as needed. Faculty advisors also provide academic and professional mentoring.</p> <p>In the final semester, the assistant director works with students to clarify graduation requirements and process degree audits for epidemiology students; the assistant director collaborates with staff in the school of public policy and administration to address these requirements for health policy and management students.</p> <p>Orientation and training for the assistant director occurs through informal mechanisms, such as guidance from the Graduate College and participation in the Graduate Services Network, a university-wide workgroup that advocates for formalized graduate advisor support. Faculty advisors are chosen based on their roles within the MPH program, with assignments typically determined by</p>	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

		<p>student concentration and faculty capacity. Faculty receive orientation primarily from the MPH assistant director and through university-provided resources.</p> <p>The MPH program offers a thorough and well-structured orientation process for all incoming students. First-year graduate students participate in a university-wide orientation provided by the Graduate College, with additional sessions specifically for international students. Both the CHS and the school of public policy and administration also hold college-specific orientations for their incoming graduate students. After orientation week, the MPH program provides orientation for all new MPH students, to introduce program requirements, faculty, and staff, and foster community within the cohort. This program-specific orientation covers key topics such as an overview of the program, course plans, university training, available resources, and tips for success in graduate school, followed by an open discussion for student questions. Additionally, students are granted access to the MPH program's Google Drive, which contains vital resources such as course plans, policy documents, academic forms, and APE materials. The MPH assistant director ensures that the drive is regularly updated, providing a centralized hub of information to support student success throughout the program.</p> <p>The program uses the Student Exit Survey to gather feedback on student satisfaction with academic advising. The data show overall high satisfaction levels, with at least 80% of students being either extremely satisfied or satisfied between 2021 and 2024.</p>		
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		<p>Open-ended responses from students and alumni indicate strong support from both staff and faculty advisors, highlighting the responsiveness and guidance provided throughout the program.</p> <p>The program is moving toward a hybrid centralized advising model, combining program-level support with faculty advisors from each concentration. During the site visit, faculty confirmed that the new model has been implemented and spoke very positively about the process improvement. This change has enabled them to not only serve as advisors for each student's program of study, but also in a more general capacity in building strong relationships as being a mentor for academic and professional career guidance.</p>		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & provide career placement advice		<p>The program offers career advising services that are integrated within the student support framework. Students have access to one-on-one career advising from the MPH assistant director, concentration directors, and faculty advisors, who assist with job opportunities, resume writing, interview preparation, and networking with alumni and employers. The program also shares job openings via the program listserv and organizes informal workshops during public health graduate student association (PHGSA) meetings and monthly meetings for funded students. Additionally, the university's Career Center and Graduate College Professional Development</p>	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		<p>team offer workshops and job search services. In the student's final semester, the ILE course includes guest speakers from public health careers, a session on resume writing, mock interviews, and discussions on career paths.</p> <p>Alumni also continue to receive career assistance, with seven alumni engaging with faculty for job application support, resume writing, and interview preparation.</p> <p>The program gathers feedback through the Student Exit Survey, which specifically asks students to rate their satisfaction with career advising. Over the past four years, satisfaction rates have varied, with data from spring 2024 showing 89% of students being extremely satisfied or satisfied.</p> <p>During the site visit, students and alumni expressed their satisfaction with the level of support, information, and commitment they received from faculty and staff related to career advising.</p>		
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H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern informal complaint resolution & formal student complaints & grievances		The program uses a clearly defined set of policies and procedures to govern formal student complaints and grievances. This information is outlined in the Program Policy Statement and is provided to all MPH students at orientation, as well as in all course syllabi. During the site visit, students validated their knowledge of the grievance	Click here to enter text.	
Procedures are clearly articulated & communicated to students				

Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel		process for both formal and informal complaints. Students recently created a new electronic survey that enables them to anonymously voice concerns and complaints about all aspects of the program, noting that it was well-received by the faculty.		
Designated administrators are charged with reviewing & resolving formal complaints		There have been no formal complaints or student grievances submitted in the last three years.		
All complaints are processed & documented				

H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The program's recruitment activities include social media promotion, participation in graduate fairs, collaboration with external colleagues and partners, and internal recruitment efforts targeting undergraduates in related fields. The program also works with the CHS Communications Team and the University Office of Communications and Marketing to create marketing materials and promotional campaigns. The program hosts virtual information sessions and has a relationship with a nearby HBCU, Delaware State University, to foster diversity among the student population. They also developed a graduate certificate in epidemiology to attract working professionals into the program.	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The program's admissions policies are guided by university standards and are implemented by the MPH Admissions Committee in collaboration with the Graduate College.		

		<p>Applicants use the SOPHAS system, followed by a supplemental application in UD's SLATE system. Admission decisions are made by concentration directors and the Admissions Committee, considering factors such as enrollment availability, advising capacity, and the applicant's qualifications. The admissions process includes GPA, experience, letters of recommendation, and personal statements.</p> <p>The program measures the percentage of priority under-represented students accepting offers of admission as a measure of recruitment and admissions success. The program set a target of 60% and achieved it in 2022 (67%); the program was below its self-defined target in the other two years of data reported, with 57% in 2021 and 53% in 2023. The program plans to monitor this outcome and direct resources toward improving enrollment rates among minority applicants. This includes seeking grant funding to support recruitment and implementing high-touch outreach by faculty and current students.</p>		
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		Site visitors validated that descriptions of all program offerings are accurate and accessible online.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity		Site visitors reviewed department website links for each concentration that provided information about admissions policies, grading policies, academic integrity standards, and degree completion requirements.		

standards & degree completion requirements		Information included online was aligned with perspectives shared by faculty and students during the site visit.		
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

Wednesday, September 18, 2024

5:00 pm **Site Visit Team Executive Session 1**

Thursday, September 19, 2024

8:30 am **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none">1. Lauren Camphausen – MPH Assistant Director2. Jennifer Horney, Ph.D., MPH – Program Director and Epidemiology Director3. Elizabeth Fournier, Ph.D. – Assistant Professor, Biden School4. Maria Pellicone – Business Administrator5. Amy Nelson, Ph.D., MPH – Assistant Professor6. Tara Schleiniger – Assistant Dean, Biden School	<p><i>Decision- and policy-making within program (Criterion A1)</i></p> <p><i>Student engagement in program operations (Criterion A3)</i></p> <p><i>Guiding statements – process of development and review? (Criterion B1)</i></p> <p><i>Evaluation processes – how does program collect and use input/data? (Criterion B2)</i></p> <p><i>Data related to grad rates, post-grad outcomes, alumni perceptions (Criteria B3-B5)</i></p> <p><i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed? (Criteria C2-C5)</i></p> <p><i>Budget – who develops and makes decisions? (Criterion C1)</i></p> <p><i>Diversity and cultural competence – who monitors goals, actions, strategies, who reviews the data and how are changes made based on the data? (Criterion G1)</i></p> <p><i>Recruitment and admissions (Criterion H4)</i></p>

9:30 am **Break**

9:45 am **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
<ol style="list-style-type: none">1. Lauren Camphausen – MPH Assistant Director2. Jennifer Horney, Ph.D., MPH – Program Director and Epidemiology Director3. Elizabeth Fournier, Ph.D. – Assistant Professor4. Amy Nelson, Ph.D., MPH – Assistant Professor5. Yendelela Cuffee, Ph.D., MPH – Assistant Professor6. Jee Won Park, Ph.D. – Assistant Professor7. Tarang Parekh, Ph.D. – Assistant Professor8. Ben Brewer, Ph.D., MS – Biostatistician and Instructor9. Laurie Ruggiero, Ph.D. - Professor	<p><i>Foundational knowledge (Criterion D1)</i></p> <p><i>Foundational competencies – didactic coverage and assessment (Criteria D2 & D3)</i></p> <p><i>Concentration competencies – development, didactic coverage, and assessment (Criterion D4)</i></p>

11:00 am **Break**

11:15 am **Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
1. Lauren Camphausen – MPH Assistant Director 2. Jennifer Horney, Ph.D., MPH – Program Director and Epidemiology Director 3. Amy Nelson, Ph.D., MPH – Assistant Professor	<i>Applied practice experiences (Criteria D5 & D6)</i> <i>Integrative learning experiences (Criteria D7 & D8)</i>

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

1:00 pm **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
1. Lauren Camphausen – MPH Assistant Director 2. Jennifer Horney, Ph.D., MPH – Program Director and Epidemiology Director 3. Tara Schleiniger – Assistant Dean, Biden School 4. Amy Nelson, Ph.D., MPH – Assistant Professor 5. Yendelela Cuffee, Ph.D., MPH – Assistant Professor 6. Maria Pellicone – Business Administrator	<i>Currency in areas of instruction & pedagogical methods (Criteria E1 & E3)</i> <i>Scholarship and integration in instruction (Criteria E4)</i> <i>Extramural service and integration in instruction (Criterion E5)</i> <i>Integration of practice perspectives (Criterion E2)</i> <i>Professional development of community (Criteria F1-F3)</i> <i>Academic and career advising (Criteria H1 & H2)</i> <i>Complaint procedures (Criterion H3)</i> <i>Accurate publication of offerings (Criterion H5)</i>

2:00 pm **Break**

2:15 pm **Transport to Hotel**

3:00 pm **Students via Zoom**

Participants	Topics on which participants are prepared to answer team questions
1. Peyton Free – F2023, Epidemiology Concentration 2. Annaliese Pena – F2023, Epidemiology Concentration 3. Asiah Borah – F2024, Epidemiology Concentration 4. Lily Moreau – F2024, Epidemiology Concentration 5. Isabella Tullio – F2024, Epidemiology Concentration 6. Zakariah Robinson – F2023, Epidemiology Concentration	<i>Student engagement in program operations (Criterion A3)</i> <i>Curriculum (Criterion D)</i> <i>Resources (physical, faculty/staff, IT) (Criteria C2-C5)</i> <i>Involvement in scholarship and service (Criteria E4, E5, F2)</i> <i>Academic and career advising (Criteria H1 & H2)</i> <i>Diversity and cultural competence (Criterion G1)</i> <i>Complaint procedures (Criterion H3)</i>

4:00 pm **Break**

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

Participants	Topics on which participants are prepared to answer team questions
1. Kate Culhane-Suluai, MPS, Partnership for Healthy Communities 2. Kate DuPont Phillips, MPH – Executive Director, Healthy Communities Delaware (preceptor and advisory board member) 3. Erin Ridout, MSW, MPH – Program Manager, ChristianaCare (advisory board member, preceptor, alumni) 4. Jamie Kananen, MPH – DE Division of Public Health (alumni and preceptor) 5. Joe Myers – DE Coalition Against Domestic Violence (advisory board member) 6. Jody Roberts – DE DHSS (advisory board member)	<i>Involvement in program evaluation & assessment (Criterion F1)</i> <i>Perceptions of current students & school graduates (Criteria D5, D6, F1)</i> <i>Alumni perceptions of curricular effectiveness (Criterion B5)</i> <i>Applied practice experiences (Criteria D5 & D6)</i> <i>Integration of practice perspectives (Criterion E2)</i> <i>Program delivery of professional development opportunities (Criterion F3)</i>

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

6:00 pm **Adjourn**

Friday, September 20, 2024

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

Participant(s)	Topics on which participants are prepared to answer team questions
1. Dennis Assanis, Ph.D. – University President 2. Laura Carlson, Ph.D. – University Provost 3. Bill Farquhar, Ph.D. – Dean, CHS 4. Freddie Patterson, Ph.D. – Associate Dean for Research, CHS 5. Joe Trainor, PhD. – Dean, School of Public Policy and Administration	<i>Program’s position within larger institution (Criterion A1)</i> <i>Provision of program-level resources (Criterion C)</i> <i>Institutional priorities</i>

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

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

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

1:00 pm **Exit Briefing**