REVIEW FOR ACCREDITATION

OF THE

PUBLIC HEALTH PROGRAM

AT THE

UNIVERSITY OF MASSACHUSETTS LOWELL

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
    May 1-2, 2023

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

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INTRODUCTION

The University of Massachusetts Lowell (UML) was established in 1894 as the Lowell Normal School and the Lowell Textile School. Those institutions evolved and eventually became UML. UML is one of the five institutions in the University of Massachusetts system alongside UMass Amherst, UMass Boston, UMass Dartmouth, and UMass Chan Medical School. UML is a public university, and it has been designated as a minority-serving institution.

The university offers 135 undergraduate majors, 47 master's programs, and 30 doctoral programs. The degree offerings are housed in six colleges including the College of Fine Arts, Humanities, and Social Sciences; Kennedy College of Science; Francis College of Engineering; Zuckerberg College of Health Sciences; Manning School of Business; and the Honors College. The university holds institutional accreditation from the New England Commission of Higher Education. The university responds to other specialized accreditors such as the Engineering Technology Accreditation Commission, National Association of Schools of Art and Design, Commission for Collegiate Nursing Education, and the Environmental Health Science and Protection Accreditation Council.

UML employs 624 full-time faculty, 417 part-time faculty, and 1,802 staff members. The university enrolls 12,884 undergraduate students and 4,978 graduate students.

The Department of Public Health was created in 2016. The department was a merger of two departments at UML – the Department of Community Health and Sustainability and the Department of Work Environment. The department is a part of the Zuckerberg College of Health Science, along with departments such as Biomedical and Nutritional Sciences and Physical Therapy and Kinesiology. The UML Public Health Program offers two BSPH degrees: health sciences and community health/health promotion. The program also offers an MPH in four concentrations: dietetics, epidemiology, healthcare management, and social and behavioral science as well as well as two accelerated bachelors to master's degrees in all MPH concentrations, degrees include: a BS/MPH accelerated degree and a BA/MPH accelerated degree. The program previously offered an MPH in nutrition, but it was discontinued in 2022. The last students from the nutrition concentration are projected to graduate in summer 2023. As of 2022, the program enrolled 139 master's students and 231 bachelor's students. Of the 139 master's students, there are 34 epidemiology students, 59 healthcare management students, 9 social and behavioral sciences students, 26 dietetics students, and one nutrition student. Of the 231 bachelor's students, there are 118 health sciences students, 105 community health/health promotion and eight generalist students.

This is the program's first review for CEPH accreditation.

Instructional Matrix - Degrees and Concentrations				Place based	Distance based
Bachelor's Degrees				**Place based**	**Distance based**
Community Health/Health Promotion			BSPH	X	
Health Sciences			BSPH	X	
Master's Degrees		**Academic**	**Professional**		
Dietetics			MPH	X	
Epidemiology			MPH	X	X
Healthcare Management			MPH	X	X
Social and Behavioral Sciences			MPH	X	
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		**Academic**	**Professional**		
2nd Degree Area	**Public Health Concentration**				
BS/MPH	Any MPH concentration		BS/MPH	X	X*
BA/MPH	Any MPH concentration		BA/MPH	X	X*

*Fully distance-based degrees are available only for the MPH in epidemiology and the MPH in health management. All BS degrees are in a place-based format.

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 UML MPH degrees and BS degrees in public health are located and administered in the Department of Public Health at the Zuckerberg College of Health Sciences (ZCHS). The program has five standing committees plus one ad hoc faculty search committee. All standing committees have designated membership ranging from all pre-tenure, tenured, and clinical teaching track faculty (Department Faculty Committee), to a representative cross-section of three to five faculty (undergraduate and master's Curriculum Committees and the Accreditation Committee), to tenured faculty only (Personnel Committee).	Click here to enter text.	
Faculty have opportunities for input in all of the following: • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities				
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		Each standing committee is chaired by the representative leading the committee charge: the department chair for the Department Faculty Committee, MPH coordinator for the Master's Curriculum Committee, undergraduate coordinator for the Undergraduate Curriculum Committee, and the director of CEPH accreditation for the CEPH Accreditation Committee. The Department Personnel Committee structure and leadership is defined by the Massachusetts Society of Professors (MSP) contract. The Department Faculty Committee and two Curriculum Committees meet twice monthly while the Accreditation, Personnel, and ad hoc Search Committees meet as needed. Full-time and part-time faculty regularly interact		

through these committees, as documented by meeting minutes and on-site faculty descriptions of curriculum development processes and faculty meeting and retreat interactions.

The Master's Curriculum Committee bears primary responsibility for curriculum design and recommendations for degree requirements in the MPH degree as well as the MS in Health Information Management (HIM), which is not in the unit of accreditation. This committee also bears responsibility for student assessment and processes using the National Institute for Learning Outcomes Assessment Transparency Framework with the assistance of the Provost's Office. Committee recommendations for program-level assessment processes are brought to the department faculty for approval and implementation. The Undergraduate Curriculum Committee bears primary responsibility for curriculum in the undergraduate public health degrees.

These two committees monitor the curriculum and have authority to make small changes within their respective committees. All courses are reviewed using a structured, three-year review process for each course. Significant changes to the curriculum design and degree requirements (such as those that require changes in the course catalog) and policy recommendations about curriculum and policies are advanced from the committee to the Department Faculty Committee. Approved decisions advance to the ZCHS Graduate Policy Committee or Undergraduate Program Committee and the Faculty Senate for final approval.

The CEPH Accreditation Committee is chaired by the director of CEPH accreditation and includes a cross-section of faculty, alumni, and student representatives (both undergraduate and MPH). The committee bears primary responsibility for planning, monitoring, and responding to strategic planning related to accreditation.

The Faculty Search Committee meets on an ad hoc basis and bears primary responsibility for faculty recruitment, according to institutional policies. Membership is appointed by the departmental chair in consultation with the ZCHS dean. The committee develops new position descriptions in consultation with the chair and approval of the ZCHS dean. The search committee makes recommendations to the dean who, in consultation with the department chair, makes final hiring recommendations to the provost.

The Departmental Personnel Committee makes recommendations for tenure, continued appointment, and sabbatical requests. The promotion process is detailed in the MSP contract such that the personnel committee reviews and makes recommendations for promotion based on the applicant's submitted and externally reviewed materials. These recommendations are advanced to the department chair, who submits an independent letter of support or opposition to the College Promotion Committee, which independently reviews the promotion materials to make a recommendation to the dean. The dean may advance the recommendation to the University Rank and Tenure Committee. Final recommendations are submitted to the provost and university chancellor.

| | | The Undergraduate Admissions Office sets and administers admission policies for all undergraduate students and makes all undergraduate admissions decisions using the university's structured criteria. The department may suggest that the Undergraduate Admissions Office use different thresholds of standardized test scores or GPA during application review of undergraduates in department-associated degrees.

The MPH program coordinator makes initial admission decisions for three of the four MPH program concentrations (epidemiology, social and behavioral sciences, and healthcare management). A designated, affiliated faculty member from the Biomedical and Nutritional Sciences Department makes initial decisions on MPH applicants in the dietetics concentration. Minimum test score, GPA, and English language requirements are set by the program, though the program has discretion to review alternative evidence of likely success in a graduate program.

While graduate admissions reviews and decisions are performed by the MPH graduate coordinator (or designated faculty for the dietetics concentration), this is overseen by the department chair and can include input by the Master's Curriculum Committee members. | | |

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 engaged as members on decision-making bodies, where appropriate		Students participate in policy making and decision making in the department through membership on the Accreditation Committee and their respective Curriculum Committees (undergraduate or master's). Membership and representation on these committees enables students to formally participate in policy and decision-making for curriculum, course reviews, and accreditation process. Students are not included in membership of the Department Faculty Committee, Personnel Committee, or ad hoc search committee. Undergraduate students may apply to serve as a student ambassador to provide leadership and interact with the faculty. Ambassadors are selected by the undergraduate Coordinator and serve on the Undergraduate Student Advisory Council. The ambassadors meet with the undergraduate program coordinator twice per semester to provide input and express concerns about the program. Student ambassadors also serve on the Undergraduate Curriculum Committee and were invited to provide feedback on the accreditation self-study. According to the	Click here to enter text.	

	self-study document, between five and eight ambassadors serve per year. Ambassador meeting minutes were provided in the self-study ERF and demonstrate discussion about the program, student activities, national public health week planning, communications with faculty and committees, and invitations to interview faculty candidates. Similarly, MPH students have an MPH Advisory Council composed of students. This council meets a minimum of three times per year to provide feedback on curriculum, advising, experiential learning, new student orientation, and other issues impacting the MPH student experience. It also provides student representatives to the Master's Curriculum Committee and CEPH Accreditation Committee, as well as student attendees to selected departmental meetings. Membership is by self-nomination with voting by current group members if nominees exceed seats. According to the council charter, membership will include at least one student from each concentration area when feasible. To the extent possible, there is also representation of part-time and full-time students and domestic and international students. Students may self-nominate, nominate other students, or be nominated by faculty members, with a faculty recommendation. The group meets with the MPH coordinator twice per semester to provide input and express concerns about the program. MPH advisory Council meeting minutes are provided in the self-study ERF and demonstrate discussion about the program, curriculum, culminating experiences, student activities, communications with faculty and committees, and invitations to interview faculty candidates.		

| | | During the site visit, faculty described the importance of these student councils and the voice of students on faculty-based departmental committees such as Curriculum and Accreditation Committees. Students who met with site visitors also reported satisfaction with access to faculty, communication with faculty and involvement in program decision making. Students serving as ambassadors or members of the advisory council described regular discussions about curriculum planning and changes, both in committees and through student surveys and faculty-led inquiries about potential impacts on student schedules or plans of study for curriculum changes. | | |

A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

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 defines a vision, mission, goals, and set of values. The vision states, "A future where individuals and their communities are engaged and empowered to achieve improved health and health equity." The mission statement is as follows: "To promote health and well-being in the Commonwealth of Massachusetts and beyond through transdisciplinary education, research and collaborations that create transformative, sustainable, and equitable public health science, policy, and practice."	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		The program defines three goals that relate to education, research, and collaboration. These goals are sufficiently specific to allocate resources and guide decision making. Goal 1: To provide education that prepares diverse leaders who will develop and implement public health solutions in Massachusetts and beyond. Goal 2: To conduct research that advances public health science and contributes to policy and practice. Goal 3: To develop and maintain sustainable collaborations in the region that support student learning outcomes and partnerships that engage and empower diverse communities.		
Guiding statements reflect aspirations & respond to needs of intended service area(s)				
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes				
		Values that guide the program include ethical conduct; diversity, inclusion, and equity; collaboration; and excellence.		
		During the site visit, faculty described a thoughtful and historical process by which the guiding statements were		

| | | developed in response to community partnerships, a diverse community, and regional public health priorities.

The program's guiding statements reflect UML's diverse community, research excellence, and focus on collaboration. The statements are sufficiently specific to provide a framework for evaluation and decision-making while being global enough to provide guidance and define aspirations. The guiding statements recognize a local and regional service mission that aligns with the college's aim to improve the health and well-being of diverse communities. The guiding statements address student success by focusing on the development of diverse leaders to develop and implement public health solutions in Massachusetts and beyond. | | |

B2. EVALUATION AND QUALITY IMPROVEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects & reviews all measures in Appendix 1		The evaluation plan presented in the self-study defines measures of the program's mission and goals. The evaluation template is thorough, with 38 individual indicators. Of these indicators, five pertain to aim 1, six pertain to aim 2, and two pertain to aim 3. Unit-defined metrics are tailored to program-specific needs such as documenting student exposure to public health practitioners and practice which aligns with all three goals of the program, as described in the guiding statements:

The plan also defines data collection plans for all measures required for accreditation. Data sources include faculty | Click here to enter text. | |
Measures mission & goals & addresses unit's unique context				
Reviews & discusses data				
Makes data-driven quality improvements				
Consistently implements evaluation plan(s) over time				

	surveys (instituted in 2021), student surveys, enrollment data, faculty annual reports, community advisory council discussions, and university records. Overall, the list of indicators covers core components, program goals, and the program's unique context that aligns with the missions and goal. As a whole, these metrics measure student success and progress in advancing public health. The self-study described how data collected on student advising ratios from program coordinators and student feedback led to a new advisor allocation and balance that improves faculty effectiveness and student success. The program provided supporting documentation for data collection and review, primarily in the form of notes from relevant committees that have review and decision-making responsibility for individual criteria. The supporting material demonstrates responsive data-driven quality improvement practices. An example is the indicator for diversity, which was reviewed in the May 26, 2022, faculty meeting using data from the 2022 student survey. Faculty discussed the data and produced responsive actionable steps (per minutes provided for review). During the site visit, faculty described the importance of data collected through the evaluation plan for program improvement, listing the student advisory groups, faculty surveys, student surveys, and community advisory board as regular sources of actionable data used by committees (including curriculum and faculty committees) to monitor and improve program quality.		

| | | For example, faculty described during the site visit how the 2021 faculty survey was dedicated exclusively to educational delivery needs of the undergraduate and MPH programs. Surveys then link to budget priorities and faculty instructional allocations to ensure needed course and educational programming. In one example described by a faculty member, preceptor data was used to request and receive department and college-based financial resources to develop a new professional interaction module in the practicum course.

Due to the relatively recent development of the evaluation plan, not all components have demonstrated longitudinal data collection and review. Some sources of data are based on recent revisions and therefore, lack historical evidence of evaluation implementation over time at the time of the site visit. Examples of this include the APE and ILE courses which were revised and piloted in spring of 2022. Another example is the new faculty survey, which was created for fall of 2022 and provides data for four of the 38 measures.

Overall, faculty discussion during the site visit provided evidence that data collection and review has been consistent over time, with ongoing implementation of revised measures as they are added to the evaluation plan. | | |

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 first three cohorts: 2017-18, 2018-19, and 2019-20, report final graduation rates of 87%, 92%, and 91%; all students in these cohorts have withdrawn or graduated.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		The program allows BSPH students six years to graduate. The programs' first three cohorts: 2016-17, 2017-18, 2018-19, report final graduation rates of 92%, 96%, 98%; all students in these cohorts have withdrawn or graduated. All subsequent cohorts are on track to potentially meet the criterion's threshold by the maximum allowable time to graduation.		

B4. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The program reports post-gradation outcomes for cohorts graduating between 2019 and 2021. For the MPH, data indicates 97% positive placement, with seven unknown outcomes for 2019 graduates; 100% positive placement rates with five unknown outcomes for 2020 graduates;	Click here to enter text.	

Chooses methods explicitly designed to minimize number of students with unknown outcomes		and 100% positive placement with five unknown outcomes for 2021.		
Achieves rates of at least 80% employment or enrollment in further education for each public health degree		For BSPH, data indicate 100% positive placement, with 25 unknowns for 2019 graduates; 95% positive placement rate with 24 unknown outcomes for 2020 graduates; and 100% positive placement rates with thirteen unknown outcomes for 2021 graduates. The program uses information from University Career Services, department faculty, and LinkedIn to track alumni. Career Services staff gather data on undergraduate alumni with their "First Destination" process, which uses a variety of strategies including using a national database on graduate school enrollment, surveys, and phone calls to collect data.		

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 has collected alumni feedback information through an alumni survey distributed two years after graduation and again at the four-year mark.	Click here to enter text.	
Documents & regularly examines its methodology & outcomes to ensure useful data		The last alumni survey was distributed in July 2022. Out of 131 BSPH alumni in the sample, 32 responded, and 83% of BSPH alumni rated their decision to attend the UML Public		

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
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		Health Program (PHP) as "good" or "great." Alumni were asked about skills gained during their time in the program. The top three skills mentioned by alumni in the survey were health education, oral and written communication, and teamwork. Students also mentioned advocacy as a skill attained in the program. For MPH alumni, 24 of 53 alumni responded, and 96% rated their decision to attend the UML PHP as "good" or "great." MPH alumni noted in the survey that data management, professional development, and research were skills attained in the program. Other skills mentioned by alumni are data analysis and communication. During the site visit, MPH alumni were asked about the skills they found most useful after graduation and alumni reported that leadership, communication, and grant management were skills most useful. BSPH alumni also reported wanting more training in resume building and public safety. The faculty also discussed with site visitors about improvements in methods for communicating with alumni. For example, a faculty member developed an Access database that allows the program to track alumni and their employers.		

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		Financial support and resources appear sufficient and stable to support program needs. The site visit team confirmed resource sufficiency and stability by examining	Click here to enter text.	

Financial support appears sufficiently stable at time of site visit		the program's budget for the last six years and by discussing the budget and available resources with faculty and students. Revenues have increased by almost 20% from 2017 to 2022, and expenses have been less than revenues for each of the six years. Faculty salaries are paid by the university and are considered nine-month hard-money positions. Faculty may supplement their salaries in summer by teaching, using research funding, and engaging in other projects. Faculty salaries are funded by the college, and site visitors learned that the public health program always has sufficient funding for adjunct hiring. Requests for additional faculty are subject to approval of the department chair and the college dean. Final approval of new positions is the responsibility of the provost. The program defines operational costs as non-salary expenses used for day-to-operations, including office supplies, small equipment, and student assistant salaries. In the most recent annual budget, operational costs totaled $15,000. Student support is also included in the annual budget and supports student activities and student travel to conferences. There are two scholarship opportunities exclusively available to MPH students that currently support three students interested in occupational health and safety. Each full-time faculty and research faculty member receives $1,023 per academic year for professional development. Faculty engaged in research projects may use their grant funding for conference presentations. Site		

		visitors learned that faculty may request additional financial support for professional development from the provost with the likelihood that the request will be approved.		

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 to support its degree offerings. The program has 15 primary instructional faculty (PIF) and 24 non-PIF for its three MPH degrees and three bachelor's degrees, which surpass the criterion's minimum requirements.	Click here to enter text.	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable		The calculations of the full-time equivalence (FTE) for the BSPH and MPH programs are aligned with the university's FTE calculation. Faculty contracts cover the entire academic year (spring and fall). The maximum teaching load allowed by contract for full-time faculty is 18 credit hours, which is three courses per semester. Adjunct faculty would be considered 0.2 FTE for each course taught per semester.		
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment		For bachelor's students' general advising and career counseling, the self-study reports that faculty have, on average, 20 students, with a minimum of seven and a maximum of 41. For MPH general advising and career counseling, the self-study reports that faculty have, on average, 16 students, with a minimum of six and a maximum of 31.		
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable				
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable				

Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)		For the bachelor's cumulative experience, the self-study reports that faculty have, on average, 40 students. For the MPH ILE, the self-study reports that faculty have, on average, four students with a minimum of two and a maximum of 13.		
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)		The program collects quantitative and qualitative data on class size and faculty availability through its student survey, which is administered at the end of each semester. With 60 responses, 96% of bachelor's students agreed that class size was conducive to learning. Ninety-five percent of bachelor's students agreed that class sizes are appropriate for the content of the courses. Regarding faculty availability, 93% agreed that faculty are responsive to communication and available. Thirty-two MPH students responded to the survey. Ninety-seven percent of students agreed that class sizes are conducive to learning, and 94% of students agreed that class sizes are appropriate for the content of the course. Regarding faculty availability, 93% of students agreed that faculty are responsive to communication and available. Qualitative feedback also demonstrates students' satisfaction with class sizes and faculty availability. Students noted that class sizes are helpful for discussion. During the site visit, students spoke highly of faculty availability and responsiveness. Students also reported that class sizes are appropriate for each degree level.		

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 Staff & other personnel resources appear sufficiently stable		Staff are currently adequate to fulfill the program's mission and goals. The department has a full-time administrator who provides .80 FTE support to the program for CEPH accreditation purposes. In addition, the program has funding to hire students to assist with several tasks, including survey distribution and analysis and marketing. The faculty told site visitors that research-funded faculty receives 25% of overhead costs and often employs four to five undergraduates and three to four graduate assistants per faculty member. The faculty also told site visitors that staff and student support is "very adequate" to support all departmental needs. Site visitors learned that supplemental staffing support from the dean is available whenever needed. The only staffing concern noted in the self-study was the need for additional staffing support for the APE/ILE coordinator who also serves as the instructor for both APE courses: PUH6660 and PUBH6670. During the meeting with university leaders, both the provost and the dean told site visitors that they understood that the workload for this position had increased, and they are exploring a variety of options including the possibility of adding an additional staff person to support this work.	Click here to enter text.	

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 Physical resources appear sufficiently stable		Physical resources are adequate and sufficiently stable. The department is located on the fifth floor of the O'Leary Library on the south campus and has 23 individual faculty offices. One of these offices provides shared office space for adjunct faculty. There is also a small meeting room, and there are three offices providing space for up to 10 research staff. The Office of the Registrar coordinates classroom and laboratory scheduling. All classes are taught on the south campus, and all classrooms are technologically enhanced. The College Hub has three large rooms used for tutoring and study areas. In addition, the department offers six carrels for student study space. There are currently three open faculty offices in the department. The faculty told site visitors that their workspaces were adequate. Site visitors also learned that the plan for reconfiguring classroom space in a renovated health science building has been put on hold, as current classroom space is considered adequate. During the meeting with university leaders, they confirmed that this plan is no longer under consideration because classroom space needs are being met.	Click here to enter text.	

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 Adequate IT resources, including tech assistance for students & faculty Library & IT resources appear sufficiently stable		Faculty and students have adequate library and IT resources. There are two locations of the University of Massachusetts Lowell library. O'Leary Library is on the south campus and Lydon Library is on the north campus. Both are open seven days a week. A designated librarian supports the department's needs in the O'Leary Library. There are over $2.5 million in library subscriptions, 441 public health-specific journals, and over 17,000 books on health topics. Interlibrary loan agreements allow students and faculty to access materials from a wider library system beyond the university. The university provides wireless internet access in all academic buildings and residence halls. Blackboard is the learning management system, and all students have access to Office 365, Adobe Creative Cloud Suite, and a variety of statistical applications. Additional software is available through virtual computer labs that can be accessed on and off-campus. Faculty workstations include Mac/Lenovo/Dell computer configurations. All computers are equipped for high-speed communications and data exchange. Faculty also have access to lecture capturing technology, virtual whiteboards, and plagiarism detection technology. The University TechServices team provides technological support for all students, staff and faculty.	Click here to enter text.	

D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		All MPH students are grounded in foundational public health knowledge. The program maps the 12 knowledge areas to three courses: Social & Behavioral Determinants Of Health, Epidemiology & Biostatistics, and Environmental Health. The curriculum provides grounding through a combination of lectures, readings, and discussions. Reviewers' findings are summarized in the D1 worksheet.	Click here to enter text.	

D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		The program provides appropriate didactic preparation and assessment opportunities for 21 of the 22 foundational competencies. The competencies are mapped to five courses, including the three courses listed in Criterion D1 plus the following: public health policy and leadership and management in public health. Joint degree students take the same five courses as standalone MPH students. Students receive didactic preparation through lectures and readings. The assessment opportunities are varied and include discussion posts, research papers, policy briefs, final papers, and other written assignments. For example, to assess competency 6, students complete a paper in which they discuss a current health topic using a social determinants of health framework and address structural bias and social inequities. The concern relates to the program having no evidence of the assessment of competency 10. Although the program had an assessment plan, the assessment had not yet been implemented at the time of the site visit. The D2 worksheet summarizes reviewers' findings.	As noted in the Team's finding, the course that addresses competency #10 "Explain basic principles & tools of budget & resource management" was updated during the spring 2023 semester. The course, PUBH.5070 Leadership in PH, incorporated the changes during the summer 2023 course and these updates were repeated this fall (2023). The didactic preparation is noted in the syllabus (attachment PUBH.5070_Leadership in PH), specifically on page 12, week 8: October 23-October 26 (Module 6). The second attachment for this course is a screen shot of the budget assignment (PUBH.5070_budget).	The Council reviewed the team's report and the program's response. As confirmed in the response, the program had already developed (at the time of the site visit) an appropriate assessment, and it has now been implemented in two semesters. The Council acted to change the team's finding of partially met to a finding of met.

D2 Worksheet

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

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The program presents five competencies for each concentration, and each concentration has a set of five required courses. Students are assessed on concentration competencies through written assignments, final projects, exams, quizzes, grant proposals, homework assignments, and discussion posts. Joint degree students have the same competencies and take the same courses as MPH generalist students.

The team's assessment of each competency statement and assessment opportunity is presented in the D4 worksheet. | 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) | | | | |

D4 Worksheet

MPH in Dietetics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Justify public health nutritio program funding using evidence or data.	Yes	Yes
2. Assess relevant biological, scial, cultural, and environmental factors that could impact nutritional health.	Yes	Yes
3. Develop a nutrition intervenon for a community organization based on the needs and characteristics of the population.	Yes	Yes
4. Use a social media platform communicate evidence -based information about emerging nutrition-related trends to the public.	Yes	Yes
5. Design nutrition-related proedures to promote sustainability, reduce waste or protect the environment.	Yes	Yes

MPH in Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Design epidemiological investigations appropriate to the context.	Yes	Yes
2. Create quantitative models used to uncover complex relationships.	Yes	Yes
3. Manage complex epidemiological databases using relevant statistical packages.	Yes	Yes
4. Apply appropriate statistical methods for complex epidemiological data analysis	Yes	Yes
5. Conduct and communicate complex epidemiological data analysis.	Yes	Yes

MPH in Healthcare Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess the operational processes in a healthcare setting to optimize health outcomes.	Yes	Yes
2. Recommend a health information system for use in a healthcare organization.	Yes	Yes
3. Evaluate how health economic concepts impact healthcare.	Yes	Yes
4. Determine analytic methods that can be used to improve decision-making within the healthcare industry.	Yes	Yes
5. Evaluate financial strategies to improve sustainability of a health organization.	Yes	Yes

MPH in Social and Behavioral Sciences Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Develop evidence-informed programs to promote health outcomes in diverse populations.	Yes	Yes
2. Evaluate public health programs.	Yes	Yes
3. Develop theory-based persuasive messages and disseminate them using a variety of tools and technologies.	Yes	Yes
4. Use advanced research methods in public health.	Yes	Yes
5. Analyze the effect of structural factors on individual and population health.	Yes	Yes

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		All MPH students produce two meaningful work products under a qualified supervisor that demonstrates required competencies. During the site visit, faculty described the use of Typhon software to track and monitor hours, portfolios, proposals, competency lists, lists of community partners, and community partner MOUs across the APE and ILE experiences.

Students have completed APEs at 158 sites since the program was founded. Some of the APE sites provided in the samples accompanying the self-study include the African Community Center of Lowell, Billerica Board of Health, and Global Smile Foundation.

When students complete PUBH 6660, the course instructor, also the APE coordinator, reviews competencies and work products. The APE coordinator and the student's faculty advisor counsel students in the selection of competencies. Students must have completed coursework in their selected competency areas prior to enrolling in PUBH 6660.

Students complete an internship of 220 hours over two semesters. The APE coordinator and the site preceptor verify logged hours at the start, middle, and end of each semester for each student engaged in an APE experience. The experience can be remote, in-person, or a hybrid. | Click here to enter text. | |
| Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies | | | | |
| All students demonstrate at least five competencies, at least three of which are foundational | | | | |

	Preceptors are expected to foster an environment of learning; communicate openly with the student; be available to the student for guidance, questions, and clarifications; provide feedback to the student that will help improve their performance and aid in their learning; complete the midterm and final evaluations; and communicate with the PUBH 6660 instructor as needed. The program provided 12 student APE work examples. One student completed an operation manual on how to live with osteoporosis for Hispanic adults; another student analyzed groundwater samples containing PFAS6 concentrations and prepared a written report; and a third student provided a summary of groundwater monitoring results for a municipality. During the site visit, the APE coordinator told site visitors that she assesses all student work products and verifies that the work products relate to the students' selected foundational and concentration competencies. During the site visit, several preceptors told site visitors that the APE students were impressive, well-prepared, and excellent communicators. These preceptors had hosted several student interns and said that they planned to maintain their relationships because of the value added to their organizations.

D6. DRPH APPLIED PRACTICE EXPERIENCE

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies	🟩	At the time of the site visit, the program was in the final stages of implementing an ILE designed to comply with this criterion's expectations; the self-study acknowledges that the previous ILE requirement was not compliant. Students were in the process of completing the first ILEs prepared under the revised requirements at the time of the site visit, and none were yet complete. The information that follows in this report describes the current (and future) ILE requirements.

The program requires a written ILE project that is associated with the APE. The ILE project is required to be an analytical demonstration of competency synthesis. Since the ILE is aligned with APE, the product is intended to serve the needs of external stakeholders, such as non-profit or governmental organizations. In addition to the other ILE requirements, each student incorporates a written description of how their work contributed to the vision and mission of their partner organization.

Students propose an ILE project in the fall semester during PUBH 6660, with review from the course instructor and preceptor. The ILE is written and evaluated through a series of assignments in PUBH 6670 during the spring semester.

Each student selects three to five competencies, representing both foundational and concentration | As noted in the Team's finding, students complete their ILE project in the course, PUBH.6670. The course is offered during the spring and summer semesters. The program changed the requirements of the ILE project following a consultation with CEPH. The first cohort of students who followed the new requirements completed the course during the spring 2023 semester. Unfortunately, the final projects were not ready in time for the site visit on May 1 and 2. Students who completed the ILE course during the summer 2023 session also followed the current requirements. Five projects from each concentration from the Spring 2023 and Summer 2023 semesters are included in the zip file attachment (D7.5 Student Samples) | The Council reviewed the program's response, including attached documentation. Documents and discussions during the site visit suggested that the program might be able to achieve compliance by implementing the ILE that was planned at the time of the site visit.

The Council reviewed the sample student work provided with the program's response and concluded that the program has not implemented an integrative learning experience that aligns with this criterion's requirements.

The concern relates to the need for the program to require all students to complete a high quality written product that demonstrates competency synthesis. The samples provided for review do not comply with this criterion's requirements.

The program provided at least two documents for each student, one or more "project" documents and a |
Project occurs at or near end of program of study	🟩			
Students produce a high-quality written product	🟥			
Faculty reviews student project & validates demonstration & synthesis of specific competencies	🟩			

competencies, as part of the ILE proposal prepared in PUBH 6660. The course instructor for PUBH 6670 completes an ILE competency rubric. The rubric assesses the appropriateness of the proposal and revisions, quality of the deliverable, demonstration of competency proficiency, and synthesis of foundational and concentration competencies.

In addition to the analytical paper, students complete a written reflection to describe their competency attainment, competency synthesis, and integration of curricular concepts across the two semesters of APE and ILE. A final rubric assesses the written project description, competencies, competency distribution, synthesis, and use of inclusive language.

During the site visit, faculty described the process by which faculty advisors review ILE proposals and products prior to preceptors to increase quality and to provide mentored support and resources to students without overburdening community partners.

Site visit discussions noted limitations of the current faculty allocation; currently, a single faculty member is responsible for all ILE students (currently 20 first semester and 50 second semester). Faculty also described how the ILE instructor recently received a teaching assistant to support the administration of the ILE, allowing faculty to focus on students directly.

Site visitors reviewed ILE proposals from all five concentrations. The epidemiology concentration proposals (n=5) focus on literature reviews, data analysis, and final reports. For example, one ILE project aims to

"report" document. Some, but not all, of the project documents appear sufficient to meet this criterion's requirements. The documents titled "report" for each student are not sufficient for this criterion.

The "report" submitted by each student is a reflective document that describes the student's applied practice placement and the work plan for major elements to be accomplished in the practice site and explains how the student believes competencies were attained or synthesized. Reflections and descriptions do not demonstrate synthesis. The report requirement would need to be revised in order to satisfy this criterion's requirements.

Some sections of the report might potentially be incorporated into a product that demonstrates competency synthesis, but the current format does not fulfill this criterion's requirements or align with its intent that students produce a significant paper or product.

The "project" documents from some students might fulfill this criterion's requirements: some students

		investigate the association between cardio-toxic medications and the incidence of heart failure using data from the NIH's All of Us Research Program database. The dietetics concentration proposals (n=6) included program improvement planning, development of nutritional curriculum, data analyses, and nutritional interventions. An example is a written nutritional curriculum developed in partnership with a local farm for use in a senior center. Healthcare management concentration proposals (n=6) include the development of community resource guides, development of emergency management guidance, quality improvement projects, policy reports, and compliance tool development. An example is a project report for a data analysis conducted on all COA (Councils on Aging) forms in the Commonwealth of Massachusetts, to make recommendations for efficient and effective delivery of services to reach the maximum number of older adults for a quality life and to reflect on services and resources available to older adults. The social and behavioral sciences concentration proposals (n=3) include evaluation tool development and analysis, community needs assessment analyses, and effectiveness trials. An example is a project to use a community needs assessment to better understand disparities in mental healthcare in the LGBTQ community. The concern relates to site visitors' inability to verify compliance with this criterion, due to the fact that projects were still in process at the time of the site visit. No products were yet complete and available for review, and		produced, as a product, a longer-form written document that could potentially provide evidence of competency synthesis. For instance, the summary scientific reports produced by several epidemiology students would appear to meet this criterion's requirements. Most of the samples from the dietetics concentration provided for review, however, were excellent samples of work products to satisfy the applied practice experience requirements (Criterion D5), but were not high quality written products demonstrating synthesis, as required by this criterion. Projects from healthcare management students were mixed: some, like the project from the student with initials RM, could serve as part (but not all) of an acceptable deliverable to meet this criterion's requirements, but others were slide presentations or fact sheets, which are appropriate for Criterion D5 but not for this criterion.

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
		previously completed ILE products did not meet this criterion's expectations. While the program has policies, and procedures in place to produce high quality written products (as described in the self-study and by faculty during the site visit), the site visit team cannot assess the quality and appropriateness of written products at this time of this site visit due to lack of available written products. During the site visit, students expressed high satisfaction with the ILE and faculty support for the ILE.		

D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		The program offers a Bachelor of Science in Community Health/Health Promotion and a Bachelor of Science in Health Sciences. Students are introduced to this criterion's domains through a combination of general education, major, and concentration course requirements. All students take PUBH 1021: Introduction to Public Health, along with 10 other courses, plus a capstone course and senior seminar. Courses include the following: Introduction to Biostatistics, Global Health, Introduction	Click here to enter text.	
If curriculum intends to prepare students for a specific credential (e.g., CHES), curriculum addresses				

| the areas of instruction required for credential eligibility | | to Epidemiology, and Introduction to Health Policy, among others.

Health sciences students complete two required concentration-specific courses: PUBH 3100: Infectious Disease and PUBH 4130: Public Health Administration. Concentration-specific courses for community health/health promotion students include PUBH 2040: Intro to Health Promotion and PUBH 3040: Politics and Advocacy in Public Health, as well as three other classes addressing program planning, implementation and evaluation, and community health assessment.

The program covers most of the domains in major-specific courses, with a few domains addressed in courses that differ between the concentrations. Reviewers' findings are summarized in the D9 worksheet. | | |

D9 Worksheet

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		Bachelor's students have opportunities to develop and demonstrate competence in public health communication and information literacy.	Click here to enter text.	
1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences		Students demonstrate skills in oral communication through an oral presentation in PUBH 3020: Health Communication and written communication skills through a reflection paper in PUBH 3070: Intro to Health Policy.		
2. ability to locate, use, evaluate & synthesize public health information		Students practice communicating with diverse audiences and through a variety media in PUBH 3020: Health Communications, in which students complete a social media assignment and video presentation.

Students demonstrate the ability to locate information in HSCI 3400: IPE Research Methods when they complete a literature review assignment. Students use, evaluate, and synthesize information in PUBH 3050: Intro to Epidemiology when completing a poster assignment. Reviewers' findings are summarized in the D10 worksheet. | | |

D10 Worksheet

Competency Elements	Yes/CNV
Public Health Communication	
Oral communication	Yes
Written communication	Yes
Communicate with diverse audiences	Yes

Communicate through variety of media	Yes	
Information Literacy		
Locate information	Yes	
Use information	Yes	
Evaluate information	Yes	
Synthesize information	Yes	

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies		Undergraduate students complete an internhip in PUBH 4100 to meet the requirement of cumulave and experiential activities. Students spend approimately 200 hours at their field sites during their last semester of enrollment. During the senior seminar, students wrk with the instructor and preceptor to create an inividual learning plan that includes learning outcomes or the internship and competencies that will be applied. Students prepare a written report and oral presentation f their internship. Site visitors reviewed examples of cumulatie and experiential activities such as the following: One tudent held a table event at the Maxwell and Eleanr Blum Patient and Family Learning Center on stress an metal health. Another student performed an emergency preparedness assessment at a local health deparent. A third student performed an analysis of data from accine clinics in collaboration with the Hull Board of Health. Undergraduate students told site visitors that the final	Click here to enter text.	

		presentations were an integral component of their learning experience.		

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas		The program exposes students to all 12 cross-cutting concepts and experiences through 10 courses. The 12 cross-cutting areas are balanced across courses with no course addressing more than three areas. Course syllabi provided evidence of coverage. For example, "cultural contexts in which public health professionals work" are addressed in HSCI 3080: Global Health, in which a week of class is devoted to the topic; readings include a textbook chapter titled "Culture and Health," and this area is assessed in reflection essays, response papers, class participation, and exams. "Ethical decision making as related to self and society" is mapped to the PUBH 4010: Senior Seminar, in which students write a case study discussion on an ethically complex current topic in public health application and practice. The D12 worksheet presents reviewers' findings.	Click here to enter text.	

D12 Worksheet

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

D13. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		The MPH requires a minimum of 42 semester credits for graduation. One credit equals one hour of instruction plus two hours of out-of-class work per week in a 15-week semester, and each course is worth three credit hours.	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
	Met			
Required credit hours commensurate with other similar degrees in institution		All bachelor's degrees at UML require a minimum of 120 credit hours to complete.	Click here to enter text.	
Clear, public policies on coursework taken elsewhere, including at community colleges		Students who transfer from a four-year institution must complete a minimum of 30 semester credits to be eligible for a UML baccalaureate degree, and students transferring from a two year-institution must complete a minimum of 60 semester credits to be eligible.		

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 Applicale			

D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

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

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
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		Two MPH concentrations are offered online, healthcare management and epidemiology. All online courses are offered through the university's Graduate, Online and Professional Services (GPS). All the public health courses offered through GPS employ an asynchronous teaching model. Courses offered online are taught by the same instructors as the place-based offerings. Faculty told site visitors that they often interact with distance-based students through class discussion (oral or written), office hours, or whenever a student requests. Online courses have the same expectations for rigor and measurement of educational outcomes as the placed-based degrees offered by the program. Course syllabi and assignments are reviewed in the regular three-year cycle of review by the Master's Curriculum Committee, the same as placed-based offerings.	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services				
Ongoing effort to evaluate academic effectiveness & make program improvements				

| Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification | | GPS provides rigorous training in online course development and delivery that is required for all instructors of GPS courses.

GPS provides students with necessary administrative, information technology and student support services such as software packages like Microsoft Office and ad-blockers. Online students also have access to the same support and administrative services as place-based students including access to the UML library system, disability services, mentoring, technology support, and other services.

All students establish UML credentials with a UML email and password. Every student who takes a course through GPS is required to sign an Academic Dishonesty form. During the site visit, online students spoke highly of the program and its support services as well as interactions with faculty. Students reported that they feel supported and included even though they are not on campus. | | |

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The faculty have appropriate training and experience to support the public health program. To support the MPH dietetics concentration, faculty from the Department of Biomedical and Nutritional Sciences join with the faculty who support the other public health degree offerings.	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) | | Based on reviews of CVs and faculty discussion during the site visit, the complement of PIF has an excellent depth and breadth of expertise as evidenced by academic training, professional service, research, and community-based public health in relevant areas of the curriculum. CVs demonstrate appropriate alignment between courses and faculty training and experience. Fourteen of 16 PIF hold doctoral degrees, and the other two hold master's degrees in disciplines including public health, healthcare, and nutrition. Nine PIF hold public health degrees from CEPH-accredited units.

Overall, the faculty present a mix of advanced degrees and training in medicine, public health, nutrition, community health, health education, social sciences, biostatistics, epidemiology, health services research, environmental studies, health policy, international health, and health management.

The program is also supported by 25 non-PIF; 18 of these individuals hold doctoral degrees, and the other seven hold master's degrees in disciplines that support the programs concentrations including public health, biology, writing, health informatics, occupational and environmental hygiene, and physical therapy.

During the site visit, students described how faculty members' expertise aligns with community needs and support provision of career advice and mentoring. | | |

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 employs faculty with professional experience outside academia and regularly involves practitioners as guest lecturers. In addition, PUBH 4140: Program Planning requires BSPH students to interview a public health or health care leader, and in PUBH 3060: Community Health Assessment, BSPH students are required to complete assessments with community health providers.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation		The self-study provided three examples of PIF with significant experience in health care organizations and one faculty member with recent administrative experience in the Massachusetts Department of Public Health. Three adjunct faculty have extensive work experience in social work, health informatics, and health information systems. In the classroom, a state representative has lectured in the Politics and Advocacy in Public Health course on her experiences in advancing policies that better protect public health, and OSHA compliance officers have brought their experiences to PUBH 5510, discussing inspection and enforcement processes.		

E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		The program uses student course evaluations, class observations, and syllabi to document and evaluate instructional methods, currency, and effectiveness. The department chair and Curriculum Committees (undergraduate and master's) are responsible for documenting and assessing instructional effectiveness. The department chair incorporates course evaluations collected by the university into faculty annual reviews. During a pause in university-collected student evaluations, the department developed a system to collect student reviews internally, however, the university-wide process has since resumed.

In addition, non-tenured faculty receive class observations once per semester (junior faculty) or once per year (senior faculty) by the department chair or chair's surrogate. Written feedback for these class observations is provided to each faculty member regarding performance and opportunities for improvement.

The entire curriculum of courses is reviewed by the curriculum committees (undergraduate and master's) through a comprehensive, systematic process that repeats every three years. Course evaluations and observations are incorporated into each step of the university's promotion process and procedures from department level (Personnel Committee and department chair), college and university. In addition, faculty surveys | 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				
Supports professional development & advancement in instructional effectiveness for all faculty				

are conducted annually to assess instructional needs, alignment, and opportunities.

The self-study contains seven examples of PIF and non-PIF faculty incorporating technology in innovative ways into undergraduate and graduate public health courses. Prompted by the spring 2020 shift in learning environment due to COVID-19, learning methodologies evolved in ways that have been sustained after pandemic restrictions ceased. One instructor uses the Population Health Information Tool (PHIT) in PUBH 3060: Community Health Assessment. The PHIT is a dashboard sponsored by the MA Department of Public Health as a tool for communities requiring data. The self-study provided additional examples of increased technology-based communication, group activities, and content sharing.

The department supports continuous improvement in teaching practices through the University's Center for Excellence in Learning and Teaching (CELT). The self-study provides examples of pedagogical development seminars attended by program faculty, including universal design to support learning and equity, universal design integration into classes, strategies for teaching, and culturally responsive pedagogy. CELT also offers new faculty orientation materials on communications and pedagogy.

Faculty also have access to professional development funds through the department and university. During the site visit, faculty described uniform access to financial support for meetings and other development activities through the university and department. Faculty have access to additional funds through grant support.

| | | Scholarly activities relating to advances and innovations in teaching are supported by the university through grants. The self-study provides examples of these grants being used to transform teaching methodologies to online and hybrid delivery during COVID-19. More recent grants have supported faculty to study, practice, and incorporate contemplative pedagogies on campus.

The self-study contains a series of examples of PIF and non-PIF attending departmental, local, regional, and national meetings and conferences to maintain instructional currency.

During the site visit, faculty described a mentoring plan for all faculty to support professional advancement and access to student reviews and course observations to improve instructional effectiveness. Alumni described faculty as being passionate and skilled in their field. | | |

E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		The program expects that all faculty will engage in scholarly activity while recognizing that such activity will vary in form. The program defines scholarly activity expectations as strong evidence of independent research for tenure-track and tenured faculty, reflecting strong publication record (minimum two per year) and external grant funding, with preference for federal agencies. Clinical and teaching faculty members' scholarly activity is expected to include participation in undergraduate and	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		master's projects and improvements in educational practices. Clinical and teaching track faculty have no explicit requirements for publications or presentations. All scholarly activities are recognized by the university in events such as the Faculty Symposium and annual college meetings.
Students have opportunities for involvement in faculty research & scholarly activities		The program and college provide support to all faculty for research and scholarly activities through reduced teaching responsibilities among research-track faculty. Non-research faculty have teaching loads of three courses per semester. Publications and presentations may drop the teaching load, potentially at a rate of one course per semester, and faculty may buy out teaching load with research funding. Research faculty have a typical expectation of 2-1 teaching loads.

Research indirect costs are returned to faculty at a rate of 25% for investigators to advance research activities, including the support of student research projects. Seven percent of the indirect funds are pooled between the department, college, and Research Center. Seed grants are made available by the university and college to promote research, especially among junior faculty, and a separate fund is available to senior investigators. According to the self-study, most tenure-track faculty have obtained institutional seed-finding for research. Grant writing workshops are also available to faculty.

The self-study included several examples of faculty research activities that incorporate students. These included research into cost barriers to hypertension awareness, treatment, and control using data from the Puerto Rican Health Study. This research aligns with MPH |

concentrations in epidemiology, healthcare management, and social and behavioral sciences, as well as both undergraduate concentrations. Students were incorporated into this research that was presented at a national meeting and is currently being written as a manuscript by an MPH student. Another example focused on statistical analyses of food insecurity to poor physical function in Boston area Puerto Rican adults. An MPH student submitted a manuscript currently under peer review based on this research.

The self-study also provides examples of faculty incorporating their own research into classroom settings, further enhancing opportunities for student involvement in research. HSCI3400: Research Methods incorporates faculty research into classes, aligned with the course curriculum. The Health Policy and Principles of Environmental Health courses incorporate faculty research on policy and advocacy in class didactic and experiential learning. Data from several public health grants supported by the NIH, CDC, and state agencies assessing neighborhood social and physical environmental effects on health behaviors, outcomes, and health care are used in regression and modelling courses. These data have also been used in graduate student research.

The program sets ambitious targets and tracks data related to three measures that are meaningful indicators of its success in scholarship: 70% of PIF engaged in research activities, 10% annual increase in peer-reviewed articles authored by faculty, and 10% annual increase in total research funding by the department. Each academic year from 2019 through 2022 saw each of these metrics

		surpassed. Seventy-four to 76% of PIF engaged in research, publications grew from 19 to 55, and departmental research funding tripled, all demonstrating strong evidence of meaningful faculty scholarship as defined by the program.		

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 Department of Public Health decided to devote five percent of faculty time to external service that benefits the local or wider communities and expresses this expectation in an internal policy statement. The contract between the university and faculty is not specific about service beyond the suggestion that service is encouraged. The extent to which service is counted in promotion and tenure decisions is also not specified in the contract.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		The university supports extramural service by allowing faculty time to engage in activities that support scholarship, teaching, and personal interests. The department also has prioritized service by promoting joint service opportunities between faculty and students.

The self-study provides examples of extramural service that is incorporated into classroom instruction. One faculty member serves on the board of directors of a community action agency and involves his students in the development of a community assessment done by the agency. Another faculty member serves on a grant review panel and has his students engage in mock grant reviews. | | |

| | | A third faculty member consults with companies and the government on improving chemical safety and brings real examples into his two classes. A fourth faculty member works with the Academic Health Department Consortium advising on data management issues and discusses these issues in PUBH 3050: Introduction to Epidemiology. The fifth faculty member serves on the Boston Public Health Commission and brings lessons learned on policy implementation to her public health policy class.

The program selected three measures to indicate the level of extramural service: 1) partnerships for engagement and service; 2) percent of PIF participating in extramural service activities; and 3) number of faculty-student service collaborations (for which data was only collected for 2022). For the first measure, there were two partnerships in 2020, 10 in 2021, and 33 in 2022. For the second measure, the percentage was 57% in 2020 and 100% in 2021 and 2022. For the last measure, the number of collaborations was three in 2022. Faculty told site visitors that these measures help them in understanding whether they are doing the right things to move the program forward in the local community. | | |

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		The program uses its Community Advisory Council (CAC) as a formal structure for constituent input. The committee is composed of working professionals, alumni, community members, and potential employers from a range of	Click here to enter text.	

supervisors of student practice experiences		different organizations including Greater Lowell Health Alliance, Chelmsford Board of Health, Boston Medical Center, Lowell General Hospital, and Wilmington Police Department.	
Ensures that constituents provide regular feedback on all of these: • student outcomes • curriculum • overall planning processes • self-study process			
Defines methods designed to provide useful information & regularly examines methods		The CAC, program faculty, and other UML internal partners have been involved in the process of designing and defining the guiding statements and evaluation measures. These discussions have occurred at CAC meetings, which are held at least three times a year. Community partners have also provided feedback on the overall planning process and curriculum during the CAC meeting discussions as well. The self-study document was shared with members of the CAC for input and revision. CAC members discussed with site visitors reviewing and revising sections of the self-study including input given to the program regarding the it's values. The program conducted employer interviews in the fall of 2021. The next set of interviews are scheduled for the fall of 2023. Data from the 2021 interviews indicate a high level of satisfaction with the program's graduates. Employers noted strengths in skills such as data analysis, communication, critical thinking, report writing, and cultural awareness. During the site visit, CAC members spoke positively about the feedback loop between the CAC and the program's faculty. Preceptors who met with site visitors reported high satisfaction with interns from the program.	
Regularly reviews findings from constituent feedback			

F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The program introduces students to community engagement and professional development through the Public Health: Academic and Career Services organization (PHACS) and the Public Health Club (PHC).	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		The PHACS was launched in the fall of 2022 and includes various resources such as service opportunities and part-time job opportunities.

Students are also encouraged to join the Public Health Club. The PHC is a student-run organization created to promote public health education and awareness at UML The club provides members with public health related volunteer experiences with UML and the Lowell community.

The self-study reports numerous examples of professional and community service opportunities performed by students. One undergraduate student volunteered with Families in Transition – New Horizon, an organization that provides resources to the homeless population of New Hampshire. In 2022, four undergraduate students attended the Society for Health Education Advocacy Summit in Washington, D.C.

Two MPH students serve on the UML CAPE team, which provides peer advocacy and education on sexual violence prevention and mental health support. An MPH student | | |

		volunteers at the Center for Hope and Healing, which runs sexual assault and domestic violence hotlines and provides medical counseling. Faculty who met with site visitors also described how students and faculty volunteered at the urban farm for Mill City Cross in September 2022.		

F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs of the current public health workforce		The self-study includes examples of the program's delivery of professional development opportunities. In response to a focus group conducted in 2022, the program offered a Data Sharing and Analytic Needs Assessment seminar which had a total attendance of 14 city representatives. The program also offers certificates in health management, health informatics, and public health studies. The program has had a total of 113 professionals enroll in the certificate programs over the last three years.	Click here to enter text.	

G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		The university serves a diverse population and is designated a Minority-Serving Institution (MSI) by the Asian American and Native American Pacific Islander-serving Institutions Program. The university has established the Asian American Center for Excellence and Engagement (AACEE) which offers resources to address these students' unique needs. AACEE offers programs and workshops throughout the semester and is open to students of all backgrounds.	Click here to enter text.	
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		Student priority populations include individuals of color (racial/ethnic minorities), first-generation students, and Pell Grant recipients. Faculty priority populations include individuals of color (racial/ethnic minorities) and gender diversity. These priorities were determined through a facilitated retreat and SWOT analysis in the summer of 2021 followed by development within the departmental Accreditation Committee. The rationale for these priority populations is to increase the success and retention of an already diverse student population. During the site visit, faculty described how the three aspects of student priority populations combine to guide program design and implementation.		
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive		The program has strength in diversity as demonstrated by student composition. Fifty-eight percent of public health undergraduates are students of color, 41% are first-generation college students, and approximately half are		

		Pell Grant recipients. In addition to general recruitment, the program supports recruitment from two neighboring MSI community colleges into public health undergraduate degrees to advance these priority population goals.

Forty-two percent of MPH students are students of color. The faculty is also diverse, hiring three faculty of color in the past three years.

The self-study acknowledges differences between undergraduate and MPH populations, recognizing that a higher proportion of students of color in the MPH program were international students compared to the undergraduate degrees.

The self-study notes perceived barriers to student success and retention, particularly for the priority student populations. Barriers include the program requiring GRE scores and the program offering required courses in the morning. The program overcame these barriers by not requiring GRE scores and offering more classes in the evening for working students. Barriers to program success among priority populations are addressed through curriculum design and support such as new technical writing support incorporated into the coursework.

During the site visit faculty described recent recruitment specifically designed to increase faculty diversity, specifically racial diversity. Faculty also described the ongoing success of professional advancement among women faculty to senior positions.

The program fosters diversity and cultural competence through five goals: | | |

1) Increase representation of under-represented students (racial minorities/Pell Grant recipients and first-generation) retained in the bachelor's program across freshman, sophomore, junior, and senior ranks.
2) Expand outreach efforts to recruit and retain under-represented students for the BS to MPH.
3) Reduce barriers to enrollment and retention of under-represented MPH students.
4) Support female faculty efforts to move into leadership positions and to continue seeking promotion when eligible.
5) Increase the racial and ethnic representation of full, associate, and assistant, level professors both in tenure/tenure track faculty and teaching and clinical faculty.

The self-study provides detailed strategies and examples of each diversity and cultural competence goal. Examples of strategies for Goal 1 include enhanced student resources for tutoring and advising, a revamped academic probation process, establishing a student support organization for first-generation students (with a program faculty advisor), establishing a first-generation student honor society, curricular changes such as the addition of a technical writing course, increased student capstone funding, and college-initiated programs to provide new public health students with a pre-curricular head start in academic, community, and service learning.

Examples of strategies for Goal 2 include advertisements within and outside the college as well as highlighting

| | | available public health advanced training and career options.

Examples of strategies for Goal 3 include holistic admissions review that no longer requires GRE scores for admissions and retention-focused actions such as delivering all MPH courses in the evenings, with increased availability of online delivery.

Examples of strategies for Goal 4 include a new non-traditional university-wide faculty mentoring program, a departmental mentoring approach of two mentors per under-represented faculty mentor, and professional leadership training opportunities such as conferences for under-represented gender groups.

Examples of strategies for Goal 5 include university processes and resources to recruit under-represented faculty, targeted recruitment from MSI, increasing national awareness through APHA about exceptional diversity at the university, and alignment of training programs and hospital system affiliations to grow and recruit from an already diverse training pool of alumni and affiliates.

Data supporting goals are provided in the self-study. On average, all undergraduate one-year retention metrics have been met over the past three years (80% retention of students of color, Pell grant recipients, and first-generation students). Senior faculty distribution (target of 50% at associate or full professor) increased from 22% to 75% in the past three years. Targets for faculty of color (35%) appear to be a challenge, remaining stable at 22% over the past three years. The self-study notes that in the Spring 2022 retreat, faculty voted to include DEI as a top priority | | |

| | | to help ensure that faculty composition mirrors the diversity of the student body.

The self-study documents strategies to support cultural competency, including learning materials in the undergraduate and MPH programs. Cultural competency is mapped to undergraduate courses (HSCI 3080, PUBH 3020, and PUBH 4011) and the MPH course PUBH 5010: Social Determinants of Health. In addition, diverse speakers are invited to courses in the department, with three examples provided in the self-study. The location of the program in a diverse area and the nature of the practicum experience also fosters cultural competency with students and faculty actively engaged with diverse communities.

Data from a student satisfaction survey on climate and diversity in self-study highlights strong satisfaction on metrics of cultural competency. Ninety-two percent of BSPH students agree or strongly agree the program provides diversity and cultural responsiveness. Ninety-eight percent of BSPH students agree or strongly agree that all identities are treated with respect. Eighty-seven percent of BSPH students agree or strongly agree that discussions of diversity and cultural responsiveness are incorporated into the public health curriculum.

Among MPH students, 100% agree or strongly agree with these same metrics, and 80% of faculty agree or strongly agree with these same metrics.

Undergraduate students provided comments that were included in the self-study including praise for how social justice and equality are incorporated into the program. However, some comments noted concerns about the | | |

| | | range of racial diversity taught in the program, desire for additional cultural competence curriculum in the nutrition department and insufficient representation of faculty to mirror students' diversity. During the site visit, students expressed universal praise for the program's dedication to diversity, including student exposure to diversity among faculty, public health community leaders, and guest speakers.

During the site visit, students also reported how faculty respect and honor complex conversations and discussions about hard topics including diversity, equity, and inclusion. An international student reported how they were comfortable coming to UML and the department because faculty are diverse, and they value diversity. | | |

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		Undergraduate and MPH students have ready access to knowledgeable advisors who monitor student progress and support students where needed. Undergraduate students in the program are assigned a faculty advisor, and first year students also have a college-based advisor. Transfer students have a transfer advisor and a faculty advisor. Undergraduate students must meet with their faculty advisor each semester, or they will not be allowed to choose classes for the next semester. MPH students are assigned a faculty advisor but may enroll in classes without meeting with their advisor. Faculty advisors are	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 | | also part of a team advising MPH students during their APE and ILE projects.

The program coordinators assign faculty advisors to students. Advisors are matched with students based on the student's academic interest and the faculty member's expertise in a program concentration area. Twice a year at department meetings, program coordinators review the roles and responsibilities of faculty advisors. Coordinators also send an advising document to all faculty to assist during advising periods.

First-year undergraduates attend a two-day orientation organized and facilitated by the university's Orientation and Enrollment Events Department. The same department offers undergraduate transfer students a one-day orientation lasting five hours. MPH students have a university-sponsored orientation through the Office of Graduate Student Services offered at the beginning of the fall and spring semesters. There is also an optional online orientation for MPH students.

The program presented survey responses for three semesters (fall 2021, spring 2022, and fall 2022). The surveys asked undergraduates and graduates to rate agreement with the same three statements: my advisor understands the curriculum and provides accurate information; my advisor spends sufficient time advising me; and my advisor responds to questions in a timely manner. In the most recent survey, at least 80% of BSPH responses (n=91) strongly agreed or agreed with all three statements. For MPH responses (n=29), at least 90% of students strongly agreed or agreed with all three statements. | | |

		During the site visit, both students and alumni were unanimous in their praise for academic advising. They described their advisors as always available, very helpful, and knowledgeable.		

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		The university's Career and Co-op Center and program faculty provide adequate career placement advice to undergraduate and graduate students. The Career and Co-op Center helps with interviewing, resume writing, and networking, and offers a career development model called ProPath. Faculty career advising is offered during some classes and on request outside of class.

For undergraduates, career advising is a key component of the senior seminar and capstone. Graduate students receive formal career advising during the course associated with the APE. The PHACS site offers job opportunities, information on networking meetings, service opportunities, career tips and coaching.

Career and Co-op Center advisors are all master's-prepared, with most holding degrees in college student development and counseling. Faculty advisors are mentored and observed by senior faculty members who share their knowledge and career advising experience. | Click here to enter text. | |
| Variety of resources & services are available to current students | | | | |
| Variety of resources & services are available to alumni | | | | |

		The self-study provides examples of career advising to students. Staff from the Career and Co-op Center are invited to PUBH 6670 (MPH ILE) to discuss how to turn internships into career job opportunities and present at undergraduate students' senior seminar and capstone to offer advice on resume writing, networking, and interviewing. In December 2022, CDC staff came to campus to discuss job opportunities and fellowships. In addition, during the fall of 2021, one faculty member counseled a BS alumna who was considering changing jobs. Each semester, the program surveys both undergraduates and graduates regarding their satisfaction with career advising. According to the most recent survey administered in spring 2022, at least 80% of BSPH respondents were satisfied with career advising. For MPH students, 100% of respondents were satisfied with career advising. The faculty told site visitors that there are several ongoing discussions about how to improve this survey instrument. Although there are not any established efforts to increase services to alumni, site visitors learned that alumni were able to get career advising help when needed from faculty. One alumna told site visitors that she found university career service staff unhelpful but received the assistance she needed from a public health faculty member.	

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		Student grievance policies are available on the university registrar's website, and a hyperlink to these policies is included in most syllabi examined by the site visit team.	Click here to enter text.	
Procedures are clearly articulated & communicated to students		Undergraduate students are encouraged to first seek to resolve a grievance with the faculty member involved. If the grievance remains unresolved, the undergraduate student has two options. The first option is a discussion of the grievance with the department chair or the dean if the complaint is against the department chair. This is considered an informal complaint. The second option is a formal complaint in writing or email addressed to the department chair or the dean. An acknowledgement of receipt is required, and a remedy must follow within four academic calendar days. If the remedy is not provided in the required time, the student may appeal to the provost in writing or via email. Formal complaints about class-related issues must be filed before the last day of examinations for that semester. A determination is required to allow time to change grades before the next semester begins.		
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				
		Graduate grade appeals are initiated by the student in a discussion with the faculty member teaching the course. If the grievance remains unresolved, the next step is a discussion between the instructor, the student, and the student's faculty advisor or the program coordinator. If not resolved at this level, the student may file a formal		

	appeal in writing to the department chair within two months of the occurrence of the grievance. The chair shall appoint and convene a committee of faculty members within the department to hear the grievance. This committee shall decide within five working days of the hearing. If still not resolved, the appeal may be forwarded to the college dean. The dean will appoint a college committee that convenes within seven working days and a decision must be rendered within five working days of the hearing. If this committee decision does not satisfy all concerned parties, an appeal may be made to the Graduate Policy and Affairs Committee within ten working days of the decision and the committee convenes and will hear the appeal within ten working days. One graduate MPH student filed a complaint to the program coordinator regarding grades on assignments. The department chair met with the student and resolved the complaint. In addition, the instructor was monitored for other complaints and an end-of-year evaluation was conducted. No other complaints have been filed in the last three years.	

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 &		The site visit team reviewed undergraduate and graduate admission policies and processes and confirmed that these policies and processes were designed and implemented to locate qualified students. The undergraduate and MPH	Click here to enter text.	

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developing competence for public health careers		recruiting efforts are organized at the university level by the Orientation and Enrollment Events Department. This department usually holds two recruiting events each semester where students and faculty are available to answer questions.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The public health program plans to implement a campaign to promote the BS to MPH option to current UML undergraduate students in the Solomont School of Nursing, the Department of Physical Therapy, and the Department of Biomedical and Nutritional Sciences. The campaign will target faculty advisors. The Undergraduate Admissions Office makes admissions decisions, but the program can suggest minimum GPA, SAT, or ACT scores and minimum grade requirements for admission into the undergraduate program. Students who do not meet the standards are reviewed individually by the Undergraduate Admissions Office. The MPH program coordinator makes initial admissions decisions for the MPH program, except for the dietetics concentration. A representative from the Biomedical and Nutritional Sciences Department makes initial decisions for the dietetics concentration. The program establishes minimum GPA and English language proficiency scores. The department chair makes final decisions on admissions and forwards them to the Graduate Admissions Office. Applicants who do not meet minimum GPA standards can enroll in the public health certificate program. If the certificate is completed with a minimum GPA of 3.0, the student may reapply to the MPH program and transfer credit for all completed certificate courses.	

| | | The program selected three outcome measures to evaluate the success of its recruiting and admission efforts. These outcome measures were average GPA (target of 3.50) of newly matriculating undergraduate students, average GPA (target of 3.20) of newly matriculating MPH students, and average GPA (target of 3.20) of accepted BS to MPH students. All targets were exceeded in all three reporting years. The program told site visitors that these measures were useful in assessing their efforts to maintain rigorous academic standards. | | |

H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The site visit team examined and confirmed that catalogs, calendars, policies, and program requirements are publicly available and accurate. Students can access information about admissions policies, degree requirements, and degree costs. Academic integrity standards and grading policies are included among other policies easily accessible in the catalog and student handbooks. The site visit team requested and reviewed advertising, promotional, and recruitment materials and found them to be accurate.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

Monday, May 1, 2023

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

8:30 am   **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
1. Ann-Marie Matteucci, Ph.D., MHA, Director, CEPH Accreditation 2. Wenjun Li, Ph.D., Department Chair 3. Leland Ackerson, Sc.D., MPH Graduate Coordinator 4. Angela Wangari Walter, Ph.D., MPH, Associate Professor 5. Dan Berlowitz, MD, MPH., Professor 6. Karyn Heavner, PhD., Assistant Teaching Professor 7. Casey León, MPH, Clinical Instructor 8. Rebecca Foco, Ph.D., Undergraduate Coordinator 9. Dedra Daigle, Program Administrator	*Guiding statements – process of development and review?* **(Criterion B1)** *Evaluation processes – how does program collect and use input/data?* **(Criterion B2)** *Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?* **(Criteria C2-C5)** *Budget – who develops and makes decisions?* **(Criterion C1)**

9:30 am   **Break**

9:45 am   **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
1. Ann-Marie Matteucci, Ph.D., MHA, Director, CEPH Accreditation 2. Wenjun Li, Ph.D., Department Chair 3. Leland Ackerson, Sc.D., MPH Graduate Coordinator 4. Angela Wangari Walter, Ph.D., MPH, Associate Professor 5. Dan Berlowitz, MD, MPH., Professor 6. Karyn Heavner, PhD., Assistant Teaching Professor 7. Serena Rajabiun, Ph.D., Assistant Professor 8. Jaime F. Vallejos M.D., M.P.H, *Adjunct Faculty* 9. Natalia Palacios, ScD, Associate Professor 10. Renee Barrile, Ph.D., R.D., Associate Teaching Professor, Biomedical & Nutritional Sciences 11. Sabrina Noel, Ph.D., R.D., Associate Professor, Biomedical & Nutritional Science 12. Anila Bello, Ph.D., Research Faculty/Adjunct	*Foundational knowledge* **(Criterion D1)** *Foundational competencies – didactic coverage and assessment* **(Criteria D2 & D3)** *Concentration competencies – development, didactic coverage, and assessment* **(Criterion D4)**

11:00 am   **Break**

11:15 am   **Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
1. Ann-Marie Matteucci, Ph.D., Director, CEPH Accreditation 2. Rebecca Foco, Ph.D., Undergraduate Coordinator 3. Wenjun Li, Ph.D., Department Chair 4. Leland Ackerson, Sc.D., MPH, MPH Graduate Coordinator 5. Angela Walter Wangari, Ph.D., MPH, Associate Professor 6. Karyn Heavner, PhD., Assistant Teaching Professor 7. Casey León, MPH, Clinical Instructor 8. Sabrina Noel, Ph.D., R.D., Associate Professor, Biomedical & Nutritional Sciences	*Applied practice experiences* **(Criteria D5 & D6)** *Integrative learning experiences* **(Criteria D7 & D8)** *Public health bachelor's degrees* **(Criteria D9-D12)** *Academic public health degrees* **(Criteria D16 & D17)** *Distance education* **(Criterion D19)**

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

1:00 pm   **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
1. Ann-Marie Matteucci, Ph.D., Director, CEPH Accreditation 2. Rebecca Foco, Ph.D., Undergraduate Coordinator 3. Leland Ackerson, Sc.D., MPH, MPH Graduate Coordinator 4. Angela Walter Wangari, Ph.D., MPH, Associate Professor 5. Karyn Heavner, PhD., Assistant Teaching Professor 6. Casey León, MPH, Clinical Instructor 7. Renee Barrile, Ph.D., Associate Teaching Professor, Biomedical & Nutritional Sciences, and/or 8. Sabrina Noel, Ph.D., R.D., Associate Professor, Biomedical & Nutritional Sciences 9. Jamie Klufts, MPH, Director Public Health Workforce, Adjunct Faculty	*Currency in areas of instruction & pedagogical methods* **(Criteria E1 & E3)** *Scholarship and integration in instruction* **(Criteria E4)** *Extramural service and integration in instruction* **(Criterion E5)** *Integration of practice perspectives* **(Criterion E2)** *Professional development of community* **(Criteria F1-F3)**

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. *Shelby R. Moulton: MPH student, Healthcare Management Option, expected spring '23* 2. *Lindsay Falone: MPH student, Social and Behavioral Sciences, expected Fall '23* 3. *Kelechi Obika, BS'19: MPH student, Epidemiology Option, expected spring, '23* 4. *Vanessa TansahAyafor: MPH student, Epidemiology Options, started, spring '22* 5. Lauren Shaffer: MPH Students Dietetics concentration, Class of '23 6. *Robert Scott: BS student, CHHP concentration, expected Spring '24* 7. *Sierra Goodwin: BS student, HS concentration, expected Fall '24* 8. Amber AbuZahra: BS student, expected Fall '24 or Spring '25 9. *Jack Callahan: BS students, CHHP concentration, expected Spring '24* 10. *Hannah Boussy: BS student, CHHP concentration, expected spring '23* 11. *Sam Calkins: BS student, CHHP concentration, expected summer '24* 12. *Anissa Baptist: BS student, CHHP concentration, expected Spring '23*	*Student engagement in program operations* **(Criterion A3)** *Curriculum* **(Criterion D)** *Resources (physical, faculty/staff, IT)* **(Criteria C2-C5)** *Involvement in scholarship and service* **(Criteria E4, E5, F2)** *Academic and career advising* **(Criteria H1 & H2)** *Diversity and cultural competence* **(Criterion G1)** *Complaint procedures* **(Criterion H3)**

4:00 pm   **Break**

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

Participants	Topics on which participants are prepared to answer team questions
1. Eilish Faherty MPH, RD, LDN, Lead Dietitian Account Manager (alum and preceptor) 2. Mindasari Daniar, MPH, RD, LDN, CLC, Ketogenic Dietitian (alum) 3. Penelope Funaiole **,** *Prevention and Outreach Manager,* Office of Prevention and Outreach, Medford Health Department (preceptor) 4. Nicole Haas- Project Manager at Institute for Healthcare Improvement (alum and CAC member) 5. Michael Marino MBA, BSN, RN, CRN, Director of Emergency Preparedness & Environmental Safety, Emerson Hospital (preceptor) 6. Tanya Neslusan, Executive Director, MA Equality (preceptor) 7. Lisa Potratz, MA DPH, Epidemiologist (alum) 8. Daniel Howell – Grant Administrator, John Snow, Inc. (Alum '18, '20G and CAC member) 9. Elecia Miller – City of Lawrence (CAC member) 10. Jon Kelley- Director of Operations and Communications, Trinity EMS Inc. (CAC member) 11. Kerrie D'Entremont- Executive Director, Greater Lowell Health Alliance (CAC member/preceptor)	*Involvement in program evaluation & assessment* **(Criterion F1)** *Perceptions of current students & school graduates* **(Criteria D5, D6, F1)** *Alumni perceptions of curricular effectiveness* **(Criterion B5)** *Applied practice experiences* **(Criteria D5 & D6)** *Integration of practice perspectives* **(Criterion E2)** *Program delivery of professional development opportunities* **(Criterion F3)**

5:15 pm   **Site Visit Team Executive Session 3**

6:00 pm   **Adjourn**

Tuesday May 2, 2023

8:30 am   **University Leaders**

Participant(s)	Topics on which participants are prepared to answer team questions
1. Shortie McKinney, Ph.D., Dean, Zuckerberg College of Health Sciences (ZCHS) 2. Joseph Hartman, Ph.D., Provost and Vice Chancellor for Academic Affairs 3. Steven Tello, Ed.D., Vice Provost for Graduate, Online, and Professional Studies 4. Julie Nash, Ph.D., Vice Provost for Academic Affairs	*Program's position within larger institution* **(Criterion A1)** *Provision of program-level resources* **(Criterion C)** *Institutional priorities*

10:00 am   **Site Visit Team Executive Session 4**

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

1:00 pm   **Exit Briefing**