REVIEW FOR ACCREDITATION

OF THE

COLORADO SCHOOL OF PUBLIC HEALTH

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

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

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INTRODUCTION

Three Colorado educational and research institutions contribute as partners to the Colorado School of Public Health: University of Colorado Anschutz Medical Campus (CU Anschutz), Colorado State University (CSU), and University of Northern Colorado. (UNC). The three universities are located 35 to 70 miles from one another.

CU Anschutz, one of four University of Colorado campuses, is a public academic institution that began as a School of Medicine in 1883 and is now the largest academic health center in the Rocky Mountain region. The campus is in Aurora and comprises the following five schools and one college: Colorado School of Public Health, School of Medicine, School of Dental Medicine, Skaggs School of Pharmacy and Pharmaceutical Sciences, Graduate School, and the College of Nursing. The campus delivers one bachelor's, 23 master's, and 23 doctoral and professional degrees. The campus employed 5,846 faculty and 6,418 staff and enrolled 4,746 students in the 2022-23 academic year. CU Anschutz holds institutional accreditation through the Higher Learning Commission (HLC) and 11 specialized accrediting bodies including Commission on Accreditation of Allied Health Education Programs, Commission on Dental Accreditation of the American Dental Association, Commission on Collegiate Nursing Education, and Liaison Committee on Medical Education.

CSU is a land-grant institution located in Fort Collins that was founded in 1870. It comprises eight colleges and eight schools offering degree programs in academic areas that include agricultural sciences, business, education, engineering, environmental sustainability, natural resources, and social work. CSU delivers 72 bachelor's, 126 master's, and 63 doctoral degrees. The campus employed 1,892 faculty and 5,796 staff and enrolled 33,445 students in the 2022-23 academic year. CSU holds institutional accreditation through the Higher Learning Commission (HLC) and 26 specialized accrediting bodies including Accrediting Council on Education in Journalism and Mass Communications, Council on Social Work Education, Engineering Accreditation Commission of ABET, and National Environmental Health Science and Protection Accreditation Council.

UNC is a public institution located in Greeley that was founded as a teacher's college in 1889. UNC comprises the following five colleges: Education and Behavioral Sciences, Humanities and Social Sciences, Monfort College of Business, Natural and Health Sciences, and Performing and Visual Arts. UNC delivers 52 bachelor's, 46 master's, and 22 doctoral degrees. The campus employed 687 faculty and 801 staff and enrolled 9,380 students in the 2022-23 academic year. UNC holds institutional accreditation through the Higher Learning Commission (HLC) and 17 specialized accrediting bodies including Accreditation Council for Education in Nutrition and Dietetics, American Psychological Association, Commission on Collegiate Interpreter Education, and Council for Accreditation of Counseling and Related Educational Programs.

The Colorado School of Public Health was established in 2008 with the three institutional partners described above in response to a 2002 initiative by a partnership of public health practitioners, academics, and business leaders across the state to address the needs of the Rocky Mountain region. The trio of collaborating Colorado institutions build the capacity of the public health workforce across a geographically large and diverse state and region. Each of the partnering university's senior leaders signed the first Memorandum of Agreement to open the school and appoint a dean in late 2007. Soon after, the state legislature passed the Colorado Public Health Act of 2008 to establish a local public health department in every county or district and a modernization of the public health workforce, which positioned the school to provide the training to meet the workforce needs. CU Anschutz is the inter-institutional school's administrative home and houses the five departments of Biostatistics & Informatics; Community & Behavioral Health; Environmental & Occupational Health; Epidemiology; and Health Systems, Management, & Policy. The school delivers 22 MPH concentrations, seven of which offer a second concentration in global public health, and 11 MPH dual degree programs. Additionally, the school offers two MS, three DrPH, and four PhD concentrations. CU Anschutz delivers most of the school's master's, doctoral, and dual degree, programs. CSU offers six MPH concentrations and two dual degree programs, and UNC offers two MPH concentrations. In fall 2023, the school enrolled 513 MPH, 27 MS, 40 DrPH, and 65 PhD students.

The Colorado School of Public Health was approved as an applicant in June 2008 and initially accredited in October 2010. After the most recent full review in spring 2016, the school received a full accreditation term of seven years with no interim reporting. Since the last review, the school submitted one interim report in winter 2020 that originated from the compliance reporting associated with a change in CEPH's accreditation criteria. The Council acted to accept the report as evidence of compliance in this area.

Instructional Matrix - Degrees and Concentrations					
Master's Degrees	**Academic**	**Professional**	**Categorized as public health**	**Place-based**	**Distance-based**
Animals, People, & the Environment		MPH	X	MPH	
Applied Biostatistics		MPH	X	MPH	
Biostatistics	MS		X	MS	
Community & Behavioral Health		MPH	X	MPH	
Community Health Education		MPH	X	MPH	
Environmental & Occupational Health		MPH	X	MPH	
Epidemiology	MS	MPH	X	MPH, MS	
Custom for dual degree students		MPH	X	MPH	
Global Health & Health Disparities		MPH	X	MPH	
Global Public Health plus Applied Biostatistics		MPH	X	MPH	
Global Public Health plus Community & Behavioral Health		MPH	X	MPH	
Global Public Health plus Community Health Education		MPH	X	MPH	
Global Public Health plus Environmental & Occupational Health		MPH	X	MPH	
Global Public Health plus Epidemiology		MPH	X	MPH	
Global Public Health plus Health Systems, Management, & Policy		MPH	X	MPH	
Global Public Health plus Maternal & Child Health		MPH	X	MPH	
Health Communication		MPH	X	MPH	
Health Systems, Management, & Policy		MPH	X	MPH	
Leadership & Public Health Practice		MPH	X		MPH
Maternal & Child Health		MPH	X	MPH	
Physical Activity & Healthy Lifestyles		MPH	X	MPH	
Population Mental Health & Wellbeing		MPH	X	MPH	MPH
Public Health Nutrition		MPH	X	MPH	

Doctoral Degrees		Academic	Professional	Categorized as public health	Place-based	Distance-based
Biostatistics		PhD		X	PhD	
Climate & Human Health		PhD		X	PhD	
Community & Behavioral Health			DrPH	X	DrPH	
Environmental & Occupational Health			DrPH	X	DrPH	
Epidemiology		PhD	DrPH	X	DrPH, PhD	
Health Services Research		PhD		X	PhD	
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		Academic	Professional	Categorized as public health	Place-based	Distance-based
2nd Degree Area	Public Health Concentration					
Dental (CU Anschutz)	Any MPH concentration		MPH/DDS	X	MPH	
Medicine (CU Anschutz)	Any MPH concentration		MPH/MD	X	MPH	
Nursing (CU Anschutz)	Any MPH concentration		MPH/DNP	X	MPH	MPH
Pharmacy (CU Anschutz)	Any MPH concentration		MPH/PharmD	X	MPH	
Physical Therapy (CU Anschutz)	Any MPH concentration		MPH/DPT	X	MPH	
Public Administration (CU Denver)	Any MPH concentration		MPH/MPA	X	MPH	
Social Work (University of Denver)	Any MPH concentration		MPH/MSW	X	MPH	
Social Work (CSU)	Any MPH concentration at CSU		MPH/MSW	X	MPH	
Urban and Regional Planning (CU Denver)	Any MPH concentration		MPH/MURP	X	MPH	
Veterinary Medicine (CSU)	Any MPH concentration at CSU		MPH/DVM	X	MPH	
4+1 Accelerated (UNC) BS in health sciences	MPH in Community Health Education		BS/MPH	X	MPH	
4+1 Accelerated (CSU) BS in one of the following: Biomedical Sciences, Nutrition/Food Science, Human Development & Family Studies, Health & Exercise Science, Psychology, Zoology, and Biological Sciences	Any MPH concentration at CSU except custom		BS/MPH	X	MPH	
4+1 Accelerated (CU Denver) BA or BS in public health	Any MPH concentration except custom		BA, BS/MPH	X	MPH	

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The school has a well-defined decision-making structure that reviewers determined was effective and inclusive of constituents from all three campuses.	Click here to enter text.	
Faculty have opportunities for input in all of the following: • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities		The school's leadership structure includes the associate dean for academic and student affairs, associate dean for administration and finance, associate dean for equity, diversity and inclusion (EDI), associate dean for faculty, assistant dean of operations, associate dean for public health practice, assistant dean for external relations, CSU program director, and UNC program director. All of the leadership roles, except the latter two, are housed at CU Anschutz.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The school has three standing committees: Executive Council, Committee of Chairs, and the Faculty Senate. The Faculty Senate has six standing committees: School-wide Admissions and Policy Committee; Appointments, Promotion, and Tenure Committee; Education and Curriculum Committee; Research Committee; Public Health Practice Committee; and the Faculty Equity Committee. Membership is different for each committee; however, generally, each committee includes faculty members from all departments and campuses and, if appropriate, student representation. The faculty has final authority over degree requirements through the Education and Curriculum Committee, the Faculty Senate, and Executive Council and have set standards for coursework and set the minimum GPA. The Graduate		

		School confers the school's MS and PhD degrees and shares authority over those degree requirements.		
		The Education and Curriculum Committee (ECC) is responsible for the development of academic standards and policies, including student assessment polices and processes, as well as the overall design, implementation, and the continuous quality improvement of the school's curricula. Proposed curricular changes originate at the department or campus level, prior to ECC review and approval; the ECC assures that core coursework and competencies are consistent across CU Anschutz, CSU, and UNC. The CU Anschutz Graduate School reviews and approves MS and PhD curricular changes.		
		The Schoolwide Admissions and Policy Committee recommends policies and requirements for admission to the Faculty Senate and to the associate dean for academic and student affairs. Department or campus admissions committees have responsibility for admission decisions for their respective concentrations.		
		Faculty recruitment, retention, promotion, and tenure are subject to the institutional policies and procedures where the primary faculty appointment is housed. At CU Anschutz, department chairs recommend to the dean the appointment, continuation, promotion, or award of tenure of faculty members, under advisement by their departmental appointments, promotions, and tenure committees. Campus directors at CSU and UNC are responsible for proposing faculty appointments within the school where they are reviewed by department chairs; the departmental appointments, promotions, and tenure committee; and the dean.		

	Faculty set the standards for research and service through development and approval of the school's bylaws and faculty handbook. As members of departmental appointments, promotions and tenure committees, faculty review and assess contributions in research and service at the time of consideration for promotion and tenure and make recommendations to the department chairs and the dean. School faculty are well represented on university committees across the three partner institutions, contributing to decision-making in broader institutional settings. For example, three environmental and occupational health faculty members serve on the University of Colorado's Consortium for Climate Change and Health. An epidemiology faculty member serves as the Executive Committee's vice chair in the CU Anschutz Faculty Assembly. A biostatistics faculty member serves on CSU's Data Science Research Institute Steering Committee. One community and behavioral health science faculty member serves on UNC's College of Natural and Health Sciences Dean's Leadership Team and another faculty member serves on UNC's Instructional Design Advisory Board. During the site visit, reviewers confirmed that faculty interact with each other through various means including monthly committee meetings, regular departmental and program meetings, faculty retreats, and schoolwide events. Faculty also provided examples of non-primary instructional faculty engagement during meeting discussions about curricular changes, town halls, and other events noted above.		

A2. MULTI-PARTNER SCHOOLS & PROGRAMS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines clear & comprehensive organizational rights & responsibilities		The three participating institutions' leaders signed the Memorandum of Agreement (MOA) in 2007 that established the major rights and responsibilities of each institution, defined resource allocations, and designated CU Anschutz as the lead institution to house the school's dean and administrative team. CSU and UNC contribute as equal partners in matters related to policies, governance, and school finances. The Inter-Institutional Steering Committee, which includes the school's dean, CSU and UNC graduate school and college deans, and CU Anschutz, CSU, and UNC presidents and provosts, provides oversight and approves periodic amendments to the MOA.	Click here to enter text.	
Identifies a single leader & cohesive chain of authority for decision making				
		The dean serves as a collaborative leader, consulting with campus directors and leaders across the three campuses to develop and implement the school's strategic plan in advancing the school's vision, mission, and goals, working with faculty governance structures to assure the quality of educational programs, and promoting research opportunities.		
		During the site visit, administrators and faculty who met with reviewers confirmed that the school clearly defines organizational rights and responsibilities and the chain of authority for decision-making across the three campuses up to the school dean. Reviewers also validated the comprehensive and cohesive school structure during their meeting with university leaders. Additionally, students		

		and alumni who met with site visitors described how they view the tri-campus structure as a benefit. Students can enroll in courses on any of the three campuses or online.			

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		Schoolwide bylaws and committee-specific policies and procedures formalize students' roles in policy and decision making. Students are voting members of the Schoolwide Admissions and Policy Committee. Students also participate on several ad-hoc and other committees, including Strategic Planning, Inclusive Excellence, Total Worker Health, Mentoring Program Planning, Awards, Honor and Conduct Code, and Grievance committees and faculty and staff recruitment committees. The school invites students from both place-based and distance-based programs to participate on committees. Each of the three campuses has a student council, which is focused on student support, career development, community building, promoting diversity, and strengthening ties with external communities. Both school leaders and students provided examples of student engagement in decision-making during the site visit. For example, regarding curriculum, the dean described how, after hearing student complaints about the MSW-MPH dual degree program, the school paused the program for one year. During the pause, the school collaborated with students in the program and with faculty at the School of Social Work to make curricular changes, in	Click here to enter text.	

		response to students' concerns. Students and recent graduates also provided examples of how their feedback led to curricular changes: feedback in a grant writing course led to changes to better align the content with NIH funding mechanisms; and student feedback about which competencies align best to which courses led to changes in course competency mapping. A student teaching assistant described how, after reporting that the proposed textbook for a new course was very expensive, the instructor was receptive to finding less costly alternatives, such as e-books and making multiple copies available in the library. During the site visit, student council representatives described their engagement in events planning and in promoting cross-campus educational, professional development and networking opportunities. One student described their experiences in advocating with school administrators about the disparities in fees across the three campuses. Other student leaders described their experiences in advocating for a ski and snowboard club. When met with skepticism, student leaders described their efforts to strengthen their case and continue the dialogue with administrators.		

A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Operates at highest level of organizational status & independence		As noted on Criterion A2, the school is a collaboration among CU Anschutz, CSU, and UNC with CU Anschutz as the administrative home. The school's dean reports to the CU Anschutz executive vice chancellor for academic and student affairs, who reports to the chancellor. The school operates at an appropriate level of status, independence, and responsibility for decision-making that is equivalent to the four other schools and one college on the CU Anschutz campus.	Click here to enter text.	

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Offers professional public health master's degree in at least three distinct concentrations		The school offers the MPH in 22 concentrations, seven of which are combinations of existing MPH concentrations with the global health plus concentration. The school also offers the DrPH in three concentrations.	Click here to enter text.	
Offers public health doctoral degree programs in at least two distinct concentrations		The table in the introduction of this report presents the school's full list of degree and concentration offerings.		

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		In 2020, the school engaged in a strategic planning process and defined a vision, mission, goals, and values. The school's mission is to promote the physical, mental, social and environmental health of people and communities in the Rocky Mountain region, across the nation and globally. The vision is to become one of the nation's premier institutions for public health education, research and practice by delivering programs that are science-based, proven in practice and adapted through creativity to meet pressing population health needs. The school also strives to build and maintain a diverse and representative academic community that recognizes and incorporates social and economic health justice, is inclusive and is culturally responsive in training and education and policies and procedures. The school's core values include: diversity of ideas and individuals; health as a basic human right; equity, reciprocity and collaboration in health, health resources and health access regardless of geography; empowerment of individuals and communities; creating healthy, safe and productive environments; action that advocates for and improves public health; transforming the science and study of health through new methods; investing in training and developing faculty and staff; maintaining the highest standards in public health education; and promoting a culture mutual support and accountability among faculty, staff and students.	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				
Guiding statements reflect aspirations & respond to needs of intended service area(s)				
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes				

The goals are to offer high quality educational programs that prepare well qualified PH practitioners, researchers and educators; sustain and expand existing research strengths; strengthen the school's PH practice; and build a diverse group of faculty, students and staff.

Taken as a whole, the guiding statements address instruction, scholarship and service and define plans to promote student success and advance the field of PH. The school has incorporated several measures of student success into its evaluation plan, including doctoral student progression, student perceptions of class size in relation to learning, retention and graduation rates, post-graduation outcomes and alumni and employer perceptions of how well CSPH prepared graduates for their careers. The school has also incorporated several measures with which to assess progress in advancing public health, including academic health department agreements with state or local health departments, community partnerships, and student and faculty participation in community-based service/practice projects, collaborations, and grants.

Recognizing that the 2020 goals reflected an earlier stage in the school's development, and have already been met, the school is now engaged in new four-step, inclusive strategic planning process. This entails 1) identity formation, through seeking input from a broad range of constituents; 2) goal setting for next five years; 3) developing strategies to reach goals; and 4) implementation, which will start in fall 2024.

During the site visit, administrators provided several examples of how the guiding statements have informed

		resource allocation. For example, in support of the goal to build a diverse group of faculty, students and staff, the school created new positions for an associate dean for equity, diversity, and inclusion and a student support specialist dedicated to populations such as international students or dual-degree students. School administration expanded the half-time equity specialist into a full-time position and allocated 30% of the workforce development manager's time to expand EDI initiatives; and increased scholarships.		

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 school's evaluation plan includes all measures required by CEPH. Additionally, the school has identified six unit-specific measures that are unique to its context and align with its mission and goals. The measures address themes such as community partnerships, co-curricular activities, and research support for junior faculty. Each measure aligns with one or more goals. The school has developed a very detailed evaluation plan. Specific committees are assigned to regularly collect and analyze data and report their findings to the Executive Council. During the site visit, the dean and other leaders acknowledged that the school has many evaluation metrics. As part of the strategic planning process, the school is	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				

		looking to streamline the number of metrics to the most meaningful ones.		
		In the self-study and during the site visit, the school described its on-going evaluation processes, including data collection, analysis, strategic discussion, and evidence-based decision-making.		
		The school provided examples of changes made in response to data. For example, results from a 2021 faculty survey identified a need to enhance research support for junior faculty. In response, the school implemented several initiatives. The dean provides pilot research funding to junior faculty. The associate dean for research provides workshops for junior faculty (e.g. multi-PI proposals, grant budgeting and how to write a high impact journal article); developed and regularly updates an intranet site with research opportunities; disseminates a newsletter with strategies for research success; and developed and updates a dashboard of research funding by faculty rank. The school continues to monitor junior faculty research success by tracking the number of submissions and first-time awards, among other measures.		
		Another example relates to the school's measure of the number of academic health department agreements between CSPH and state or local health departments. This measure is directly aligned with the school's strategic goal of strengthening public health practice. During the site visit, the associate dean for public health practice explained that in the school's early years, there were no such partnerships. The school has now signed MOUs with at least six local health departments with more in the planning stages.		

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 school reports graduation rates for each degree offered, all of which exceed the CEPH-defined thresholds.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		Master's students (MPH and MS) have five years to complete the degree. The school presents data beginning with the 2018-19 cohort, which indicate an 87% graduation rate for MPH students and 100% graduation rate for MS students. Graduation rates across subsequent cohorts, based on the number of students still enrolled in each cohort at the time of the site visit, all have the potential to meet or exceed this criterion's 70% threshold.

Doctoral students (DrPH and PhD) have seven years to complete the degree. For the DrPH, the school presents data beginning with the first year that students enrolled, 2017-18, and reports an 83% graduation rate for this cohort with no students remaining. The school presents data for the PhD program beginning with the 2016-17 cohort, which reports a 60% graduation rate. Subsequent cohorts of the DrPH and PhD degrees have the potential to meet or exceed this criterion's 60% threshold, based on the number of students enrolled in each cohort at the time of the site visit. Additionally, the school presents data in the self-study document that indicates doctoral students in all six concentrations are progressing through their programs of study in a timely manner. | | |

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 school collects post-graduation placement information for each of its public health degree offerings with an exit survey distributed to students in the weeks prior to graduation and supplements these data through personal outreach or internet searches to minimize unknown outcomes. The school reports post-graduation outcomes for the four years from 2018-19 through 2021-22, and positive placement rates exceed the 80% CEPH-defined threshold for this criterion. Nearly all MPH graduates with known outcomes report positive placement over the last four years (95%, 99%, 96%, 99%) with the majority reporting that they were employed. Known outcome rates range from 83% to 89%. Among MS graduates with known outcomes, all except for one report being employed or continuing education over the last four years (100%, 93%, 100%, 100%). Known outcome rates range from 83% to 100%. During the four years of the reporting period, all DrPH and PhD graduates with known outcomes report being employed. Each degree had one student with an unknown outcome from the 2018-19 graduating cohort.	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree				

B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The school collects quantitative and qualitative data on alumni perceptions of the curriculum and preparation for post-graduation placements using a survey that alumni receive at one-, four-, and seven-years post-graduation. In 2023, the school revised the open-ended questions in the survey in 2023 to more explicitly ask which skills were most useful and applicable in their post-graduation destinations, areas in which graduates felt most well prepared, and areas where they would have benefitted from more training or preparation. Prior to 2023 the school asked what students viewed as strengths, where they did not feel well-prepared, and in what areas could the school's programs improve.

The Public Health Practice Committee analyzes the data annually and shares the summary of results with department chairs and campus directors, who then implement curricular changes.

The school presents results from the 2021, 2022, and 2023 annual alumni survey in the self-study and provided the survey instruments and data in the ERF. Respondents identified data management and analytic skills, data cleaning, program evaluation, manuscript development, public speaking, and infectious disease modeling as useful skills. They felt most prepared in areas relating to leadership, study design, critical thinking, robust statistical analysis, and real-world experience to implement public | Click here to enter text. | |
| Documents & regularly examines its methodology & outcomes to ensure useful data | | | | |
| Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation | | | | |

		health knowledge to practice. They felt that they would have benefitted from more training in R Studio, longitudinal data and survival analysis, data visualization, and more cross-functional application projects. Alumni who met with reviewers during the site visit provided similar feedback. Several students said they are invited by faculty to provide feedback directly, while others have responded to the alumni survey. Alumni commented that they felt well-prepared in applied epidemiology, survey and study design and evaluation, health policy, leadership, and cultural humility competencies and benefited from access to real-world datasets. Some commented that they would have liked more training with specific data programs like R and data visualization skills. Alumni who maintain contact with faculty added that faculty update them when the school incorporates alumni feedback into curricula. Reviewers validated that the school uses alumni feedback to improve their courses through examples provided during the site visit. An environmental and occupational health faculty member explained that alumni feedback led faculty to integrate environmental justice throughout the DrPH curriculum. A DrPH student who met with site visitors stated, "As a student in the EOH department, environmental justice has been a key component of pretty much every course I've taken at [the school]."	

C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The school reports almost $91.8 million total revenue and $82.7 million total expenditures for the 2023 fiscal year and a budget surplus for the last five years. The self-study describes the process for negotiating the annual budget, as well as for filling positions and for student support. Financial resources are a combination of tuition, state funds, and other sources. The Memorandum of Agreement (MOA) referenced in Criterion A2 defines the school's complex but collaborative budget negotiation process. Grants and contracts generate 60% of the school's revenue and cover most of the faculty salaries.

Tuition revenue covers the rest of the budget, including faculty development. Tuition returns fund the programs at CSU and UNC, as specified in the MOA. A combination of university support, tuition, and indirect costs from grants and contracts covers operational costs. Student support comes from tuition, while scholarships may be funded from the Graduate school and specific UNC Foundation funding.

The school describes a financially stable, transparent model for fund allocations. Additional faculty positions are obtained by requesting in advance of the annual budget process; by creating partnerships with other departments or schools; or through the acquisition of new grants or contracts. The budgeting process is based on historical allocations as well as tuition projections. The financial | Click here to enter text. | |
| Financial support appears sufficiently stable at time of site visit | | | | |

		support is sufficiently stable currently, although the school plans to diversify elements of its financial model, anticipating limited increases in future state funding. Plans include increasing philanthropic donations in restricted and unrestricted funds, growth in research programs, developing revenue-generating educational programs, and advocating for a greater proportion of the CU Anschutz campus budget.		

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 school has adequate faculty resources to support all degree offerings, and all concentrations meet the minimum primary instructional faculty (PIF) requirements. The school reports 69 PIF and 90 non-PIF. Between submission of the final self-study and the site visit, the school hired a new UNC campus director who is the second named PIF for the MPH in community health education (formerly an additional PIF in community and behavioral health), ensuring that this concentration meets the minimum requirements defined in the criterion via these two individuals and a non-PIF.

Academic and career advising averages appear adequate based on degree and student needs. General advising averages eight master's and four doctoral students per faculty member. The instructor of the capstone course serves as the primary advisor for the MPH ILE, with | Click here to enter text. | |
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				

Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A	support from students' concentration faculty advisor, averaging 15 students.		
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable		Advising for academic degrees averages two students per faculty member for the master's thesis and one student for the doctoral dissertation. DrPH integrative project advising averages one student per faculty member.		
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)		Each term, the school administers course evaluations to all courses with didactic instruction that asks students to respond to the item "to support my learning, the size of the course was..." with the options on a five-point scale from "way too small" to "way too big" with "about right" as the mid-point. In 2022-23, 84% responded that class sizes were about right. The school includes a similar question in the graduating survey administered each term. Among 2022-23 graduates, 91% strongly or somewhat agreed that class sizes were conducive to their learning.		
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)		The graduating survey also measures student satisfaction with faculty availability outside of course interactions, and 74% of 2022-23 respondents indicated they were extremely or very satisfied. Every other year, the school administers a current student survey that includes the same question. Among fall 2022 respondents, 67% were either extremely or very satisfied with faculty availability outside of class. Reviewers validated student satisfaction with these two measures during the site visit meeting with students representing all degree levels, concentrations, and delivery formats.		

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		The self-study identifies 153 staff FTEs allocated for school support that are distributed among the Dean's Office (3.0); Office of Faculty Affairs (3.0); Office of Academic Affairs and Student Affairs (9.0); communications and external relations (3.0); administration, human resources, and finance (5.0); research administration (2.0); departmental administration (8.0); CSU administration (1.0); UNC Administration (0.5); and center support staff (116.5). The school also reports 85 graduate research assistants, 37 teaching assistants, and 77 student workers to support teaching, education, and public health practice and training activities during fall 2023. New positions in 2023 include two new operational leadership positions, a data analyst position to support associate deans and the Dean's Office, as well as one FTE to support the new associate dean for EDI. In the self-study, the school reports satisfaction with the number of staff currently, as well as the ongoing process to add new positions to meet the needs as the school grows. The school also reports current efforts to ensure efficiency and avoidance of duplication of effort for the future. School leaders and faculty who met with site visitors confirmed their satisfaction with staff and personnel resources.	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		The self-study describes adequate faculty and staff office space, as well as classrooms. Full-time faculty have private offices on one of the campuses. Office space for part-time faculty may be shared. Staff office space may be shared, depending on the role. The school reports 211 rooms allocated as staff office space. Additionally, there are 22 conference rooms. Classrooms are shared with other schools and colleges and range from 10 seats to 200 seats. One department occupies lab space for research. Student surveys report that 64% of students were either very or extremely satisfied with the student rooms and physical spaces available. The school reports needing renovations in the Fitzsimmons building, the location of most SPH administration and faculty; the building's age makes renovations more costly. The CU Anschutz campus leadership plans for future renovations in the Strauss Health Sciences Library to provide more student space.	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		The school reports having adequate student and faculty access to library and information and technology resources, both in person and online, through the Strauss Health Sciences Library as well as the individual campus libraries. This library system provides access to print books, journals, magazines, online databases, media, and e-materials. The Strauss Library has a staff of 35 librarians and paraprofessionals. There are also over 60 collaborative meeting and study spaces.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable		The school reports access to hardware and software and technical support that meets student, faculty, and staff needs. The school reports adequate access to hardware and software. The student survey indicates that 86% of the students (n=122) were moderately, very satisfied, or extremely satisfied with technology resources. The school reports following up with those who were not satisfied to resolve their concerns. The self-study reports upgrades in 2023 to classroom technology, including technology-related items such as microphones, cameras, and other equipment. Several students who met with site visitors complimented the IT and library resources available to students. They acknowledged that while the school's fees are expensive, having full access to "tri-campus" resources is worth the cost.		

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)		A set of required courses that all MPH students typically complete during their first year ensures grounding in foundational public health knowledge. Defined course sets and sequences cover the same quantitative and qualitative core and subject matter breadth in environmental health sciences, health and social behavior, and health policy and management, although specific course numbers and titles vary by campus. For example, foundational knowledge area 5 is mapped to EPID 6630 Epidemiology (CU Anschutz), CHBH 6200 UNC Epidemiology (UNC), and PBHC 5700 Epidemiology for Public Health (CSU). The school requires DrPH students who have not completed an MPH from a CEPH-accredited school or program to complete three courses that cover foundational public health knowledge. Faculty who met with site visitors added that most of the foundational knowledge is covered in the required DrPH foundational courses that cover the 20 DrPH foundational competencies. Reviewers were able to validate coverage of all foundational knowledge areas across the MPH and DrPH concentrations through the self-study and ERF materials that included courses syllabi. The D1 worksheet summarizes reviewers' findings.	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)		All MPH students, including those enrolled in dual degree programs complete 17 credits of five required courses that ensure coverage and assessment of the MPH foundational competencies. As noted in Criterion D1, specific course numbers and titles vary by campus. Quantitative data competencies are mapped to biostatistics and epidemiology courses, and qualitative data competencies are mapped to social and behavioral science and research methods courses.	Click here to enter text.	

Other competencies are mapped to courses in behavioral, social, and community health and behavior change theories; health systems, policy, advocacy, leadership, and management; and environmental and occupational health and policy.

The school assesses all MPH students on their ability to demonstrate each foundational competency. Assessment opportunities include quizzes, exams, program planning projects, evaluation projects, final papers and presentations, and a Driving Forces-Pressures-State-Exposure-Effects-Action (DPSEEA) model.

Site visitors were able to validate all but one of the foundational competencies through written materials provided with the self-study and ERF; reviewers validated the final competency via materials provided in response to their request for additional information.

During the site visit, faculty described the curriculum revision process following their last accreditation cycle to adequately teach and meaningfully assess the CEPH-defined foundational competencies. Coordinating the design and development of the foundational coursework to be delivered consistently across the three campuses solidified their collaborative structure and collegiality. Faculty said they continue to collect feedback from students, alumni, preceptors, and employers and consult the associate dean for academic and student affairs before implementing changes to make sure they meet accreditation requirements. Faculty teaching the same class across campuses meet to modify course content and assessment assignments to assure consistent delivery.

MPH students who met with site visitors expressed satisfaction with the MPH foundational curriculum. One student stated,

		"The curriculum has been very good at including equity, structural racism, and diversity within topics integral to my professional development."		
		The D2 worksheet summarizes reviewers' findings.		

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all DrPH students, at least once, on their ability to demonstrate each foundational competency (see worksheet for detail)		All DrPH students, regardless of concentration, complete the same five foundational courses (16 credits): DrPH Seminar, DrPH Seminar in Leadership, Advanced Public Health Strategic Planning, Developing a Research Grant, and Advanced Communication Skills for Public Health Impact. The school assesses students on their ability to demonstrate the foundational competencies through assignments such as a systems-level intervention project, grant proposal, analytical paper, strategic plan, case study analysis, organizational change strategy presentation, a multi-level plan for promoting inclusion and equity in an organization, and a syllabus development and presentation project. During the site visit, faculty members explained that most assessment opportunities are semester-long, multi-step assignments that push students to go deep, beyond what is expected of MPH students. They further explained that they consider DrPH written and oral comprehensive exams as second-level assessments of competencies. Site visitors were able to validate all but three of the foundational competencies through written materials provided with the self-study; reviewers validated the remaining three competencies with materials provided in response to their request for additional information. The D3 worksheet summarizes reviewers' findings. DrPH students who met with site visitors indicated their satisfaction with the curriculum. Two students from different concentrations described how faculty actively encourage and support students' use	Click here to enter text.	

	of real-world datasets to answer research questions of interest, and one of the students added that the preceptors at the state health department are knowledgeable about the competencies and offer guidance to students in mapping competencies to practicum products.		

D3 Worksheet

DrPH Foundational Competency	Yes/CNV
1. Explain qualitative, quantitative, mixed methods & policy analysis research & evaluation methods to address health issues at multiple (individual, group, organization, community & population) levels	Yes
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue	Yes
3. Explain the use & limitations of surveillance systems & national surveys in assessing, monitoring & evaluating policies & programs & to address a population's health	Yes
4. Propose strategies for health improvement & elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders & other partners	Yes
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior & policies	Yes
6. Integrate knowledge, approaches, methods, values & potential contributions from multiple professions, sectors, & systems in addressing public health problems	Yes
7. Create a strategic plan	Yes
8. Facilitate shared decision making through negotiation & consensus-building methods	Yes
9. Create organizational change strategies	Yes
10. Propose strategies to promote inclusion & equity within public health programs, policies & systems	Yes
11. Assess one's own strengths & weaknesses in leadership capacities, including cultural proficiency	Yes
12. Propose human, fiscal & other resources to achieve a strategic goal	Yes
13. Cultivate new resources & revenue streams to achieve a strategic goal	Yes
14. Design a system-level intervention to address a public health issue	Yes
15. Integrate knowledge of cultural values & practices in the design of public health policies & programs	Yes
16. Integrate scientific information, legal & regulatory approaches, ethical frameworks & varied stakeholder interests in policy development & analysis	Yes
17. Propose interprofessional and/or intersectoral team approaches to improving public health	Yes
18. Assess an audience's knowledge & learning needs	Yes
19. Deliver training or educational experiences that promote learning in academic, organizational or community settings	Yes
20. Use best practice modalities in pedagogical practices	Yes

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 school offers 22 MPH concentrations, seven of which include a "global health plus" dual concentration option, and three DrPH concentrations. Students in the dual global health plus MPH concentrations take the courses mapped to both sets of concentration competencies and no electives. Each concentration defines an appropriate set of at least five concentration competencies and maps each concentration competency to required courses and assessments. The school allows MPH students pursuing a dual degree to identify five to eight competencies from existing MPH concentration competencies and work with a faculty sponsor to customize the MPH plan of study.

MPH concentrations require at least 12 semester credits of coursework in the discipline. In most concentrations, the curriculum is defined by a blend of required and selective courses, in which students choose from a list of disciplinary offerings. In most cases, each concentration competency is mapped to a single course and assessment.

DrPH students complete at least 14 semester credits of concentration-required coursework in the discipline.

The competencies are distinct and appropriately depict a depth of knowledge in each concentration area. Reviewers were able to validate the teaching and assessment of all but one concentration competency by reviewing course syllabi and other supporting materials provided with the | | |
| Assesses all students at least once on their ability to demonstrate each concentration competency | | | | |
| If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES) | N/A | | | |

| | | self-study. The site visit team validated the remaining competency by reviewing additional materials made available during the site visit and from the faculty member's explanation of course content and student assignments.

The assessments for each MPH concentration are distinct and include assignments such as a One Health Triad analysis of social, political, and cultural differences ; a project to write the statistical analyses and power sections of a grant application; a community health assessment using the BARHII Framework to organize data collection, analysis, and reporting; a project using GIS to analyze environmental health in a Denver neighborhood; and a social marketing plan.

Assessments for each DrPH concentration are distinct and more advanced than the MPH and include an evidence-based system-level intervention to address a public health problem at multiple levels of the socio-ecological model; a stage-wise research proposal for an intervention to reduce human exposure to EHOH hazards and improve human health; and a final exam that requires students to identify disease frequency and associations with confounding factors or interventions, identify the causal or mediation effects of variables of interest in a regression framework, and draw inference on causality.

The D4 worksheets summarize reviewers' findings. | | |
|---|---|---|---|---|

D4 Worksheet

MPH in Animals, People & the Environment Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess the public health threat of emerging issues to animal and human populations and identify intervention strategies.	Yes	Yes
2. Analyze how social, political and cultural differences can impact public perceptions about how human, environment and animal interactions affect public health.	Yes	Yes
3. Analyze ways in which agricultural and human incursion positively and adversely impact environmental and ecological health	Yes	Yes
4. Develop strategies for optimal communication and collaboration between human, animal, and health professionals.	Yes	Yes
5. Incorporate the principles of safe and secure food systems into public health problem solving.	Yes	Yes
6. Develop an individual professional written, visual, or audio social media post online.	Yes	Yes

MPH in Applied Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Translate a study's scientific question or aims into testable statistical hypotheses and propose and apply appropriate statistical methods to test those hypotheses.	Yes	Yes
2. Fit and interpret models for continuous outcome data (normal linear model), categorical outcome data (logistic regression), and time-to-event data (Cox regression).	Yes	Yes
3. Apply concepts of multiple regression, including confounding, statistical interactions, model selection, model fit, and regression diagnostics, in fitting and evaluating statistical models.	Yes	Yes
4. Apply scientific and statistical principles of sampling, bias, confounding, and sample size estimation to design or interpret basic public health or biomedical studies.	Yes	Yes
5. Use computer software for data management (data entry, access, and data manipulations), as well as for summarizing, analyzing and displaying research results	Yes	Yes
6. Use the principles of hypothesis testing and estimation of population parameters to draw inferences from quantitative data and communicate verbally and in writing those inferences and their statistical and scientific interpretation to non-statistical scientists.	Yes	Yes

MPH in Community and Behavioral Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critically analyze, develop, and apply theories, models, and frameworks to inform public health practice.	Yes	Yes
2. Apply systematic approaches/ methods and collaborate with communities and other interested parties – in an effective, equitable, and ethical manner – to develop and implement an assessment of the health-related needs and assets of communities and populations, taking into account individual, interpersonal, community, and societal factors.	Yes	Yes
3. Use scientific evidence and community experience to identify health inequities and inform the design or adaptation of culturally relevant programs to promote health equity.	Yes	Yes
4. Use systematic approaches to design or adapt, implement, and evaluate health promotion or disease prevention programs.	Yes	Yes
5. Develop a comprehensive evaluation plan to assess the implementation and effectiveness of a public health program or policy.	Yes	Yes
6. Conduct, interpret, and report the results of quantitative or qualitative analyses to understand factors associated with health or health behavior.	Yes	Yes

MPH in Community Health Education Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Examine the accessibility of community health resources and services from a health equity lens and analyze how access impacts individual and community health.	Yes	Yes
2. Explain how cultural beliefs and practices both positively and negatively influence participation in community health initiatives.	Yes	Yes
3. Synthesize knowledge of community health education and public health to illustrate best practices for effective community engagement.	Yes	Yes
4. Apply public health theoretical concepts or models to create a community health initiative that includes a logic model for aligning the mission, goals, and measurable process, outcome and impact objectives of the initiative.	Yes	Yes
5. Apply cultural theories and frameworks when working with community groups/stakeholders on a community-engaged initiative.	Yes	Yes

MPH in Environmental and Occupational Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply skills in exposure assessment to evaluate the potential for health effects from environmental or occupational chemical, physical, biological, or psychosocial stressors.	Yes	Yes
2. Recognize sources and exposure pathways for environmental or occupational chemical, physical, biological, or psychosocial stressors.	Yes	Yes
3. Apply analytical skills in the evaluation of environmental or occupational health problems.	Yes	Yes
4. Explain the principles of resilience and apply these principles in the development of solutions to environmental, climate-related, or occupational health problems.	Yes	Yes
5. Apply theoretical frameworks or empirical evidence to recommend interventions to improve the health, safety, or well-being of workers.	Yes	Yes
6. Evaluate toxicological effects associated with exposures and stressors, considering chemical properties and biological mechanisms.	Yes	Yes
7. Recommend strategies to promote environmental justice.		

MPH in Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Compare and prioritize public health issues within and across populations, using epidemiologic methods including measures of prevalence, incidence, morbidity, mortality, demographic characteristics and risk factors.	Yes	Yes
2. Critically review and evaluate public health and other scientific literature to identify gaps in evidence, assess the strengths and weaknesses, and identify threats to validity of peer-reviewed studies as relevant to the practice of public health.	Yes	Yes
3. Formulate an answerable research question, specific aims, and hypotheses to advance knowledge for a public health issue.	Yes	Yes
4. Use computer software for data entry, database management, and summarizing, analyzing and displaying data.	Yes	Yes
5. Apply and interpret the concepts of effect modification, confounding, and bias in research design and analysis approaches.	Yes	Yes

MPH in Global Health & Health Disparities Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze major causes of morbidity and mortality around the world, and how the risk of disease varies with region.	Yes	Yes
2. Examine the roles and relationships of the entities (such as NGOs, national governmental agencies, and international organizations) influencing global health and health equity.	Yes	Yes
3. Analyze strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being.	Yes	Yes
4.Assess major public health efforts to reduce health disparities in locally or globally.	Yes	Yes
5.Describe social justice and human rights principles in addressing public health problems globally	Yes	Yes
6. Critique a current health intervention in global health applying concepts of decolonization and propose recommendations for future global health interventions.	Yes	Yes
7. Design an evaluation plan for a population-based policy, program or project.	Yes	Yes

MPH in Global Health Plus Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Provide a comprehensive analysis of a significant public health program or policy success that has been achieved in a low- or middle-income country.	Yes	Yes
2. Recommend professional, ethical, and cultural responses to public health issues that may be encountered in a global health setting.	Yes	Yes
3. Apply concepts of global burden of disease, especially disability-adjusted life years, across national and international settings to address health challenges	Yes	Yes
4. Compare a public health issue in different regions around the world and how the physical or human geography in these regions impacts the public health issue.	Yes	Yes
5. Analyze how the health care or public health system in an international setting addresses a public health issue.	Yes	Yes

MPH in Health Communication Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze theory and strategy-based communication principles across different settings for public health practice.	Yes	Yes
2. Create a positioning strategy for a communication-based public health intervention applying best practices of message production and delivery for a target audience.	Yes	Yes
3. Identify and analyze fundamental properties of the intended audience for a communication-based intervention, including demographic, psychological, sociological, and cultural elements at all levels from interpersonal to mass.	Yes	Yes
4. Assess the critical relationship between formative and evaluative research in the ongoing delivery of a communication-based intervention.	Yes	Yes
5. Develop a communication plan to reach relevant professional groups, the public, or policy-makers.	Yes	Yes
6. Create a website to communicate about a health condition, policy, program, or practice		

MPH in Health Systems, Management and Policy Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Evaluate strategies for organizing, financing and delivering health services.	Yes	Yes
2. Develop strategies for improving the performance of public health and healthcare organizations.	Yes	Yes
3. Apply principles of budgeting and financial decision analysis in public health and healthcare settings.	Yes	Yes
4. Analyze the implementation of laws, regulations, and policies to identify opportunities for improving health and health equity.	Yes	Yes
5. Apply policy analysis frameworks to make evidence-informed policy recommendations for improving health and health equity.	Yes	Yes
6. Develop policy recommendations for dismantling structural and systemic inequities in health using health equity frameworks and ethical principles.	Yes	Yes

MPH in Leadership and Public Health Practice Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Use a health equity lens to develop an implementation plan for public health laws, regulations, or policies	Yes	Yes
2. Create a personal development plan, including an achievable mission, set of core values and vision, and use these to guide personal and professional action.	Yes	Yes
3. Apply a systems thinking framework to evaluate issues internal and external to an organization that may impact the delivery of essential public health services and suggest potential solutions.	Yes	Yes
4. Apply appropriate leadership frameworks and styles to organizational team-building and decision-making.	Yes	Yes
5. Develop a comprehensive evaluation plan to assess the implementation and effectiveness of a public health program or policy.	Yes	Yes
6. Apply principles of strategic planning, management and budgeting to organizational or community settings.	Yes	Yes

MPH in Maternal and Child Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Evaluate how health disparities, inequities and racism impact MCH programs, services, and practices.	Yes	Yes
2. Select and interpret existing data sources to compare and contrast the health of MCH populations across different regions and countries.	Yes	Yes
3. Develop a comprehensive evaluation plan to assess the implementation and effectiveness of a public health program or policy.	Yes	Yes
4. Interpret state or national performance measures to evaluate public health programs or services and provide recommendations	Yes	Yes
5. Critically analyze the efficacy of current evidence-based methods, programs or policies in the development and delivery of MCH services or interventions using available academic, program evaluation or legislative reports.	Yes	Yes
6. Apply lifecourse and other relevant theories to maternal and child health policy development.		

MPH in Physical Activity and Healthy Lifestyles Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Use public health data to prioritize community-based interventions aimed at promoting physical activity or other healthy lifestyle behaviors.	Yes	Yes
2. Utilize a field-specific assessment tool to measure physical activity and healthy lifestyle behaviors, as well as their supports and barriers, for population health and wellness.	Yes	Yes
3. Apply evidence-based physical activity promotion approaches to the design or evaluation of community health promotion programs.	Yes	Yes
4. Assess community built environment infrastructure for accessibility to physical activity and healthy lifestyle resources.	Yes	Yes
5. Describe the effects of physical activity on primary, secondary and tertiary prevention of various chronic diseases in populations	Yes	Yes
6. Propose strategies for incorporating diverse community values, beliefs, and cultures in physical activity or healthy lifestyle promotion programs	Yes	Yes
7. Design an evaluation plan for a population-based policy, program or project.	Yes	Yes
8. Develop an individual professional written, visual, or audio social media post online.	Yes	Yes

MPH in Population Mental Health and Wellbeing Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1.Demonstrate thorough understanding of prevalence rates, risk and protective factors, and the vulnerabilities and strengths in communities to mental health and substance disorders.	Yes	Yes
2. Critically evaluate the theoretical constructs of well-being in the promotion of mental health and prevention of substance use.	Yes	Yes
3. Develop a policy brief to reflect the impact of behavioral health policies related to integrated health care systems.	Yes	Yes
4. Develop a comprehensive evaluation plan to assess the implementation and effectiveness of a public health program or policy	Yes	Yes
5. Analyze the individual, social, cultural, and structural factors that uniquely relate to effective prevention and treatment strategies of a major mental health and substance use disorder	Yes	Yes

MPH in Public Health Nutrition Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critically review and evaluate public health nutrition literature to identify strengths and weaknesses of individual studies, and assess for overall strength of evidence.	Yes	Yes
2. Explain the effects that different dietary patterns have on the primary, secondary, and tertiary prevention of chronic diseases.	Yes	Yes
3. Assess dietary intake using nutrition assessment tools for population-level analysis.	Yes	Yes
4. Apply a program design framework, such as a logic model, to a public health nutrition intervention.	Yes	Yes
5. Incorporate the principles of safe and secure food systems into public health problem solving.	Yes	Yes
6. Develop an evidence-based evaluation strategy for a public health nutrition program.	Yes	Yes

DrPH in Community and Behavioral Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Synthesize health behavior theories, models, frameworks and evidence-based integrative strategies at multiple levels of the socio-ecological model to develop theory-informed conceptual models.	Yes	Yes
2. Apply multivariable statistical techniques to answer public health research or practice questions.	Yes	Yes
3. Demonstrate an in-depth understanding of measurement and apply statistical techniques to analyze latent variables.	Yes	Yes
4. Employ qualitative methods to collect and analyze qualitative data to inform public health issues.	Yes	Yes
5. Integrate principles of design for dissemination into the development of a public health intervention.	Yes	Yes

DrPH in Environmental and Occupational Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critically evaluate toxicological and epidemiological data, and explain its role in informing risk-based decision making.	Yes	Yes
2. Create a plan for a study to evaluate the impacts of an environmental or occupational hazard on human health, that is methodologically rigorous and addresses research ethics.	Yes	Yes
3. Create a data collection and management plan for an environmental or occupational health research or surveillance.	Yes	Yes
4. Recommend strategies for reducing human exposure to occupational or environmental hazards and improving human health	Yes	Yes
5. Analyze the distribution of exposure in a population using appropriate statistical methods.	Yes	Yes
6. Identify populations disproportionally impacted by an environmental or occupational hazard.	Yes	Yes

DrPH in Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critically evaluate epidemiological study designs and describe the advantages and limitations of each for addressing specific public health problems, and recommend design modifications to strengthen validity.	Yes	Yes
2. Apply basic ethical and legal principles involved in the collection, management, use and dissemination of epidemiologic data in research or public health practice.	Yes	Yes
3. Select and apply appropriate epidemiologic study design and analysis methods when using secondary data sources, such as surveillance, national surveys, and medical record data, to address public health practice needs.	Yes	Yes
4. Demonstrate mastery of a substantive area in epidemiology, including the application of that knowledge by writing a proposal that is designed to answer a specific epidemiologic or public health question.	Yes	Yes
5. Calculate and interpret measures of association between exposure and disease, adjusted for relevant confounders, to draw appropriate inferences and evaluate causality for a public health problem.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		The school requires a two-semester practicum experience that is offered to students after they have completed 18 credit hours of course work, three credit hours of which are core courses. The practicum requires 120 contact hours of work based on five competencies selected by the student. The learning plan is reviewed by the school's practice-based learning coordinator prior to implementation to ensure that the selected competencies include at least three foundational competencies and that at least two product deliverables are planned. Students meet with the coordinator again midway through the experience to determine whether there have been revisions to products or competencies and discuss how the experience is progressing.	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				

| | | The school reports that students have conducted practicum experiences at state and local public health departments, non-profit organizations, health care organizations, and many others. The offerings are well rounded and diverse.

The school provided five student practicum plans and product reports for all concentrations that include a newsletter, promotional materials with infographics, a data analysis summary report, an evaluation plan, and a congressional appropriations dashboard user guide.

Products are assessed by the student's faculty advisor and the school's practice-based learning coordinator using a rubric.

The school reports a weakness in the consistent assessment and application of public health competencies in the dual MPH/MSW program. In the self-study, the school states that the CSU MPH/MSW joint degree program had inconsistent application and assessment of public health competencies in their portfolios. The school suspended admissions for a year while implementing the same requirements as the standalone MPH program and reactivated the program in the 2024-25 academic year.

Preceptors who met with reviewers expressed their appreciation to work with the school and described students as motivated, equity-focused, and noted that the caliber continues to increase. | | |

D6. DRPH APPLIED PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete at least one applied project that is meaningful for an organization & to advanced public health practice		Students must complete a four-credit (240 field hours) practicum after one to two years of coursework including the leadership course. Students select five competencies to guide the practicum; competencies must include foundational competency 5 and a competency from the leadership domain. During the practicum course, students complete an individual, 240-hour field-based experience with a host site, complete course assignments, develop a final summary report, create a presentation of their experience, and share it during the DrPH Practicum Showcase, and develop products that demonstrate their five selected competencies and benefit the host site.

The student develops a proposal, which is reviewed and approved by the student, the site preceptor, and the academic advisor. To receive permission to enroll, the faculty director of practice-based learning provides the final approval and sends the student a registration code.

The syllabus for the practicum clearly describes the requirements and notes that it is the student's responsibility to investigate and develop practicum opportunities. The practice-based learning team supports students in discovering potential host sites.

Students may select their work environment in which to complete their practicum experience but if they do so, the project must be above and beyond their usual scope of | Click here to enter text. | |
Project(s) allow for advanced-level collaboration with practitioners				
Project(s) include reflective component				
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
Processes in place to ensure that project(s) demonstrate at least five competencies, including at least one related to leadership				

| | | work. Their direct supervisor cannot be the student's direct supervisor.

Final summary reports include a reflection component, and faculty advisors assess final products for competency demonstration using standardized forms.

Samples of student practicum packets were provided for all concentrations and reflect advanced level collaboration and achievement of the competencies. Products include an epidemiologic research report, a program evaluation, a toolkit, and a strategic plan. | | |
|---|---|---|---|---|

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		All MPH students complete a two-semester-credit integrative learning experience (ILE), though the process differs based on the campus where the student is housed.

The CU Anschutz campus (ILE) includes two one-credit-hour courses. The first course is a capstone preparation course administered by each concentration. Students design and write their capstone proposal. As part of this process, students identify four competencies to guide the project, including a mix of foundational and concentration competencies. Students enrolled in a dual degree program must select one of the two concentration competencies from the other degree. | Click here to enter text. | |
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

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| | | The second one-credit hour course for CU Anschutz students is the MPH Capstone Integration Course (PUBH 6991). Students complete their independent projects during this course and produce a written deliverable and oral presentation. The written products may consist of a report, intervention materials, grant proposal, statistical summary, toolkit, epidemiologic report, manuscript, policy analysis, economic analysis, financial analysis, strategic plan, implementation plan, performance improvement plan, or secondary data analysis.

Students in concentrations on the CSU and UNC campuses complete one two-credit hour MPH Capstone Course. The students develop their proposal, select four competencies, complete their project, and develop a written product.

Students in combined degree programs complete the same requirements described above, except for the dual MPH/DNP and MPH/MSW degree programs.

Students in the dual MPH/DNP degree use a sequence of two nursing courses to complete the ILE. Deliverables include a grant proposal, statistical summary, toolkit, and manuscript.

Students in the dual MPH/MSW degree complete a different course, PUBH 6615, Public Health and Social Work Integrative Seminar, to develop their proposal, identify competencies, complete the project, and produce a written product. Deliverables include reports, intervention materials, grant proposals, statistical summaries, toolkits, and manuscripts. This course is taught by public health faculty within the school. | | |

At the end of the experience, a faculty member grades the final written deliverable and assesses the competencies demonstrated and synthesized using the Faculty Competency Assessment Rubric. The faculty competency assessment asks the faculty member to list the competencies and indicate either "yes" or "no" if the deliverable adequality demonstrated the competency. The final section of the assessment asks the faculty member to provide comments about the deliverable and the demonstration and synthesis of competencies.

The written samples provided for review included examples of products from all concentrations. The examples present solid research and considerations of various public health issues and illustrate students' ability to put their skills into practice. Students completed projects and written reports on urban green spaces, an intervention in promoting healthy food choices for older adults living with HIV, and health equity, among many others. Many of the students completed their capstone in collaboration with external organizations. The products also illustrate a diversity of products including communication materials, manuscripts, evaluation plans, and formal scientific reports.

During the site visit, the faculty and school leaders explained the strengths and challenges of the ILE process. They identified the one-credit hour preparatory course as a strength. A challenge is the difficulty of helping students define an appropriate project. Epidemiology faculty noted that finding appropriate data sets for student projects can be difficult.

| | | Site visitors' discussions with faculty indicated that the school has invested time in building a process that focuses on early advising and support to prepare students for capstone completion.

Students who met with site visitors appreciated the capstone process and felt supported by the school. Students shared examples of completing capstones with state and local health departments. Students appreciated being able to make an impact on real-world issues. | | |

D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students generate field-based products consistent with advanced practice designed to influence programs, policies or systems		Students in the three DrPH concentrations complete a public health practice dissertation. At a minimum, the written dissertation must include three main chapters, an introduction, and a conclusion. At least one of the main chapters must be of publishable quality for a peer-reviewed journal, and another chapter is required to address the generalizability of the work to public health practice. The dissertation consists of nine credit hours. Before a student can begin their dissertation, they must have a formed committee and an approved dissertation proposal, complete their directed readings course, and complete and pass their written and oral comprehensive examinations.	Click here to enter text.	
Products allow students to demonstrate synthesis of foundational & concentration competencies				
Qualified individuals assess student performance & ensure that competencies are addressed				

		Each student must have a five-member dissertation committee to guide them through the ILE. The committee consists of the committee chair, two members from the concentration department, one from outside the concentration department, and the final member from the practice community. During proposal development, students must identify two foundational and one concentration competency their dissertation will address. In addition, students develop a plan to demonstrate the synthesis of the identified competencies. The dissertation committee completes the evaluation of the competencies during the defense. The defense includes a 30-45-minute presentation of the critical components and how they synthesized their identified competencies into final products. A question-and-answer session with the community and committee follows the formal presentation. Through the written document and the question-and-answer session, the committee evaluates the student's synthesis of competencies and their leadership and ability to advance policies, programs, or systems relevant to public health practice. The student examples are well-written, use concrete science, and contribute to the literature. The examples also examine crucial public health issues like Refugee Health, Nutrition Education, Maternal Health, Depression, and Environmental and Occupational Health. The college revised the dissertation process in 2023 to address this criterion's requirements. The college discovered several gaps in the DrPH ILE during the self-		

		study process. The process did not appear to be structured to evaluate the synthesis of competencies, and it was difficult to differentiate from a PhD. The updated format and process described above address these issues. During the site visit, students appreciated the school's commitment to preparing them for the dissertation. Students also praised the school's changes to the dissertation process. The changes have led to more emphasis on practice products and dissemination that impact communities and/or organizations.		

D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

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

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

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

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

D13. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		The school requires MPH students to successfully complete 42 to 45 credits to earn the degree. The dual global health plus a second concentration plan of study requires 45 credits. Dual degree students may use up to nine credits from the external degree to satisfy the 42-credit minimum, and the school has a clear process for reviewing these courses and credits. The associate dean for academic and student affairs initially reviews all external course credits for public health content and then the Education and Curriculum Committee reviews and approves the courses as electives. Reviewers validated from the school's final self-study and other materials that all dual degree MPH students complete at least 42 credits of public health-relevant coursework and confirmed the school's process during the site visit meeting with MPH faculty. One credit is equivalent to 50 minutes of instructional contact time in class and 150 minutes of classwork each week in a 15-week academic term and does not include the final exam week. The MPH/MSW dual degree on the CU Anschutz campus counts 12 quarter credits of MSW coursework equivalent to nine MPH semester credits.	Click here to enter text.	

D14. DRPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
DrPH requires at least 36 semester-credits, 48 quarter-credits of post-master's coursework or equivalent		The school requires DrPH students to successfully complete 55 credits, which includes 36 credits of doctoral-level didactic courses, to earn the degree. Reviewers confirmed this fact during the site visit meeting with DrPH faculty. One credit is equivalent to 50 minutes of instructional contact time in class and 150 minutes of classwork each week in a 15-week academic term and does not include the final exam week.	Click here to enter text.	
Defines credits appropriately—e.g., credit for thesis writing or independent internship hours not included in 36				

D15. BACHELOR'S DEGREE PROGRAM LENGTH

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

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		Students in the two academic master's programs (MS in Biostatistics and MS in Epidemiology) complete three courses (Foundations in Public Health, Public Health Concepts for Non-MPH, and Epidemiology Core Course) to cover the 12 competencies for this criterion. The three courses equate to two, three-credit semester-credit courses. The syllabi, lecture schedule, and assessments provided for review are organized to clearly document coverage and assessment for each of the 12 learning objectives. Assessments include written assignments, quizzes, discussion posts, and final projects (assessment types vary across the courses).	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Ensures curriculum is grounded in appropriate competencies				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge		The curriculum for MS students addresses scientific and analytic approaches to discovery and translation of public health knowledge in the context of a population health framework through multiple required courses. For example, among the courses required for coverage of the foundational learning objectives, Epidemiology Core Course focuses on quantitative approaches to evaluating population health programs. Public Health Concepts for Non-MPH has a module focused on both qualitative and quantitative approaches to assessing population health.		
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately rigorous discovery-based paper or project at or near end of program				
Students have opportunities to engage in research at level appropriate to program's objectives		Students in both the MS in Biostatistics and Epidemiology are required to produce an appropriately rigorous discovery-based paper upon completing their preliminary examination (biostatistics) or first year of coursework		

		(epidemiology). Students in both programs are required to form a thesis committee to oversee their work on the paper/project and they may choose to complete either a publishable research paper or a thesis. Faculty noted that most students opt for the publishable paper; to graduate they must have submitted the manuscript for publication. Five sample papers were provided for the biostatistics concentration and four sample theses were provided for the epidemiology concentration. Students and faculty shared examples of opportunities that students have had to participate in research projects outside of their coursework or thesis. Biostatistics faculty noted that approximately half of all MS students are matched to a faculty mentor in their first semester, and the students work on research projects under the faculty member's supervision. The epidemiology faculty noted that their program is growing and they are developing processes for connecting students with research opportunities, particularly in the School of Medicine. Faculty provided several examples of pandemic-related research projects to which students contributed such as disease surveillance and modelling projects. Reviewers' findings regarding instruction and assessment on the foundational knowledge criteria for the Academic Public Health Master's degrees are summarized in the D16 worksheet.		

D16 Worksheet

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

D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		Students in the four academic public health doctoral programs complete the same three courses described in Criterion D16 to cover the 12 learning objectives, and, as noted in Criterion D16, these courses also address scientific and analytic approaches to public health knowledge.

Students with a prior MPH or other graduate degree from a CEPH-accredited institution may be eligible to waive the requirement to take these three foundational knowledge courses. | Click here to enter text. | |
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Ensures curriculum is grounded in appropriate competencies				
Curriculum addresses scientific & analytic approaches to discovery &				

translation of public health knowledge		The curriculum for the academic public health doctoral degrees is grounded in appropriate competencies. During the site visit, program directors provided additional detail on the ways in which required courses align with the defined competencies. In addition to the three-course sequence that covers foundational learning objectives, students in all four PhD programs receive additional instruction in population-based scientific and analytic approaches through doctoral-level research and analytic methods coursework. These requirements range from six required credits in biostatistics to 13 credits in epidemiology. Collectively, these courses provide students with the advanced research level training to prepare them for their comprehensive examination and their dissertation. The Climate and Health program has not yet matriculated any students but their program plan is clear and all courses are mapped to appropriate competencies. Students in all PhD programs are required to complete a preliminary examination, a comprehensive examination, and a doctoral dissertation. Sample student dissertations were provided for the three PhD programs that have enrolled students. The samples were rigorous and appropriate for PhD-level theses. During the site visit, both faculty and students shared examples of research opportunities provided to students outside of the classroom or required coursework. Faculty noted that advisors routinely encourage students to seek out research opportunities outside of their home		
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course			
Students produce an appropriately advanced research project at or near end of program			
Students have opportunities to engage in research at appropriate level			
Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study			

	department in other units of the campus (e.g., School of Medicine, Cancer Center, etc.). In addition, faculty and students noted that students have had a wealth of opportunities to work with federal, state, and/or local government agencies, area non-profits, and community-based organizations. Students are also provided with a number of opportunities to collaborate with faculty on scholarship and peer-reviewed publications as well as to present their work at professional and scientific conferences. Reviewers' findings regarding instruction and assessment on the foundational knowledge criteria for the academic public health doctoral degrees are summarized in the D17 worksheet.		

D17 Worksheet

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

D18. ALL REMAINING DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	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		The school offers MPH concentrations in leadership and public health practice and population mental health and wellbeing in distance-based format to expand access to advanced degrees for working professionals. The programs support identified workforce training gaps in public health leadership, management, health security, evaluation, and behavioral and mental health.

Distance education courses use two modalities: online (asynchronous) or remote (synchronous). Remote courses are offered at a scheduled date and time using Zoom or Microsoft Teams. Online courses allow students to complete the content on their own time. Canvas is the designated learning management system for all course content. The instructors also use video conferencing platforms for office hours and provide additional course content.

Administrative support for each MPH concentration includes a faculty program director who provides | 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 | | leadership and direction for program admissions, advising, and curriculum. In addition to the program directors, each of the concentrations has an advisory board that provides expertise in online learning, leadership, and public health practice.

Students have access to information technology through the university system. For Canvas, students have 24-hour support through phone or chat. Students can contact CU Anschutz's Office of Information Technology for other issues.

Faculty advisors provide student support services. CU Anschutz provides additional support services for student needs, including resources for students with disabilities and resources for safety, health, well-being, and interpersonal violence. All services are free and confidential for all students.

The Office of Information Technology and CU Denver offer faculty online education and training webinars. Services include technology support for Canvas and other online teaching tools and software. The training series provides training and learning resources for faculty members.

All students are held to the same academic rigor, whether in-person or online. Course faculty are responsible for the content meeting academic standards, and all new content or modifications of existing content are reviewed by the Education Curriculum Committee. An online course review process also supports faculty to help ensure their course meets rigor and academic standards. Faculty teaching online courses can participate in a course review to provide input on ways to improve the teaching and | | |

		learning experience of the course. The course review process includes three phases. Phase one of the review offers a standard course template for online courses and supports conforming to the template. In phase two, faculty receive support and feedback on the structure and delivery of the course. The college evaluates all students' educational outcomes uniformly. The college individually assesses foundational and concentration competencies through coursework, the APE, and ILE for online students. Students verify their identities through DUO two-step authentication login and password access to Canvas and their university-provided email. Additionally, all students must comply with the student academic honor and conduct code. For online proctoring of exams, the school partners with Proctorio, which can require students to provide a copy of their ID next to their face to verify their identity. Students enrolled in the distance-based programs have actively participated in several schoolwide committees and councils. The school has evaluation data for online courses. Online and remote courses generally had evaluation results similar to those of in-person courses. The school has several plans to improve its online programs, including the implementation of a standardized Canvas shell for all courses and continued instructional design support.		

		During the site visit, school leaders and faculty discussed how the school is motivated to ensure the student experience is the same for distance-based students. For example, the public health training center has hired eight instructional designers. Faculty will pair with an instructional designer to review the course and design the Canvas template to ensure consistency across all courses.		

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 school has 69 PIF across the three institutions, including 23 tenured faculty, 18 tenure-track faculty, 14 public health practice faculty, seven research faculty, four instructors, two non-tenure-track faculty at the assistant professor level, and one instructor who holds an appointment in the Center for Public Health Practice. Faculty background and disciplinary training are appropriate to the concentrations and level (master's vs. doctoral) within which they teach.	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)		The school lists an additional 90 non-PIF across their degree programs; 14 of these faculty hold master's but not terminal degrees.

During the site visit, participants described a multi-phased process to ensure that all faculty have the education and experience appropriate for the degree level and program within which they are teaching. They noted that they follow Higher Learning Commission compliance requirements regarding instructional faculty | | |

| | | qualifications to ensure that faculty have the appropriate education and/or experience for the courses that they are teaching. All recommendations for non-PIF faculty to teach are initiated through a letter from the department chair, followed by a review by the associate dean for academic and student affairs for teaching appropriateness. | | |

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		In the self-study, the school lists six faculty members who have public health practice experience in a variety of areas such as disease control, climate change, diabetes prevention, EDI, and food safety. Experts from the CO Department of Public Health also provide lectures on specific topics to bring in the practice focus. Adjunct faculty with practice experience provide specific lectures on selected topics such as environmental health, communicable diseases, emergency preparedness, biostatistics, and public health laboratory work.

The school's partnerships with health departments described in Criterion B2 provides opportunities to match health department staff with faculty and students. The school plans to expand the academic health department agreement to include new topics for symposia on Polyfluoroalkyl substances, infectious disease tracking, climate change, and Psilocybin/Psychedelics. The school reports also expanding the agreement to four local county health departments. | 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 | | | | |

		During the site visit, students and alumni who met with reviewers described how valuable their practice and service-learning experiences were with the state and local health departments, and state and local health department representatives expressed their satisfaction with the agreement, noting it was mutually beneficial.		

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 school takes several steps to ensure all faculty maintain currency in their areas of instructional responsibility. All PIF faculty participate in an annual performance review with their department chair. The review includes a check that the faculty member maintains currency in their instruction areas. The department chair reviews faculty members with secondary appointments every three years, while part-time and temporary instructors undergo yearly reviews. The school rehires temporary instructors to teach if they receive satisfactory course evaluations. Faculty promotion also requires evidence of instructional effectiveness. Faculty must provide documentation of exceptional teaching as part of their promotion and tenure dossier.

The school has systems in place for evaluating faculty. The first system in place is student course evaluations. A standardized evaluation form for all courses includes quantitative and qualitative feedback. Each faculty | 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				

member receives anonymous course evaluation results. Faculty also share the results with the associate dean of academic and student affairs, and department chairs. The department chair and the faculty members review all course evaluations during the annual review cycles. The Office of Academic and Student Affairs also reviews the results each term to determine if any faculty require immediate intervention. If an intervention is warranted, the school creates a plan to identify teaching improvement activities, peer review opportunities, and revisions.

The evaluation process also includes peer evaluation opportunities at two of the three campuses. At the CU Anschutz campus, peer evaluation is encouraged in year three or four of an assistant professor's appointment. The Office of Faculty Affairs offers resources for peer review. CSU also recommends peer evaluation, requiring it of all assistant professors during their year three review and for all faculty considering promotion and tenure in year six. UNC does not require peer evaluation.

The school provides significant resources for faculty to improve their instruction. The school offers courses, workshops, and learning sessions on pedagogy, online instruction, diversity, equity, inclusion, instructional design, and technology. Seventy-eight faculty members reported participating in at least one learning session on pedagogy, and over 100 reported using campus resources as part of teaching improvement.

The school selected three indicators to assess instructional effectiveness, including annual reviews of faculty productivity, the relation of scholarship to

| | | instruction, student satisfaction with instructional quality, courses that include higher-level assessment or active learning techniques, integration of technology in innovative ways to enhance learning, and the use of service learning and/or community-based projects in the course. The school used a faculty survey to assess the school-level outcomes.

During the site visit, faculty emphasized that the school is committed to instructional effectiveness. Several faculty highlighted the helpfulness of instructional designers. Additionally, faculty members explained that they discuss instructional effectiveness during annual evaluations and the faculty review process. | | |

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 Faculty Handbook Procedures and Guidelines for Appointments, Evaluation, Promotion, and Tenure ("Faculty Handbook") specifies expectations regarding research/scholarship for faculty. Faculty in the tenure track and research track are expected to engage in research/scholarship appropriate to their focus area (e.g., research, teaching) and are assessed annually on the extent to which they meet the expectations for their track. Non-tenure track faculty are expected to engage in teaching- or pedagogical-related scholarship.	Click here to enter text.	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				

| Students have opportunities for involvement in faculty research & scholarly activities | | Reviewers noted a discrepancy between what is in the faculty handbook and what the reviewers heard on-site relative to faculty mentoring. Although the Faculty Handbook requires that all assistant Professors (regardless of track) must be assigned a mentor, the research survey results provided in the ERF suggest that about one-third of junior faculty report not having a mentor. During the site visit, reviewers heard about a variety of efforts that are being made to provide mentoring. The school has provided a mentoring program for under-represented faculty, including creating peer circles as a way to support them. The Department of Community and Behavioral Health assigns senior faculty to one or two junior faculty. In the Department of Epidemiology, the chair encourages faculty to find their own mentors; while in the Department of Biostatics, the chair assigns mentors. At UNC, the mentoring program is more informal but faculty may request a mentor.

The faculty survey provided in the ERF along with the research report provide data and specific examples of the extent to which faculty are involved in funded and unfunded, extra- and intramural research and scholarly activities. Nine outcome metrics have been specified for research and scholarship: percentage of tenure track faculty participating in research as a PI or co-I (two measures), percentage of faculty who had students involved in research projects, the number of articles published in peer-reviewed journals, the number of presentations at professional meetings, total research direct funding at CU Anschutz and CSU (two measures), and total NIH direct funding at CU Anschutz and CSU (two measures). | | |

		The self-study indicates that the school was slightly below the identified target for five out of nine metrics and exceeded the target on the remaining four metrics during AY 2022-2023. However, reviewers noted that the school's targets were quite high (e.g., 400 publications per year and 300 presentations per year). While the self-study indicates that the school fell short of its goal for publications in 2022-2023 (308 vs. 400), it exceeded the target for presentations (331 vs. 300). In addition, reviewers noted that their rate of research funding increased by 24% at CU Anshutz. A number of resources are available for faculty to support their research and scholarship activities. Leadership is provided by the associate dean for research and the Office of Research. The Office of Research has developed a proposal toolkit that includes grant writing samples, sponsor guidelines, and a budget tracking tool. The faculty survey included in the ERF provides extensive examples of published scholarship involving students, examples of faculty research activities, and an extensive list of examples where faculty integrate their scholarship into their instructional activities. During the site visit, faculty provided additional examples of how they involved students in their research work. For example, students have been able to work with the Colorado Integrated Food Safety Center and have presented and published papers based on their experiences. Students enrolled in the CSU research methods course work with the local health department as part of the course. In a third example, a faculty member from the Department of Community and Behavioral Health involves students in her adolescent health and youth empowerment work.		

| | | Students who met with site visitors discussed opportunities to participate in research as part of their classes. An MPH student described a class where students led focus groups with community organizations focused on mental health issues, learned about using photo voice methods, were involved in data collection, and were able to contribute to analyses and be part of the manuscript that was submitted for publication. A student in the dual DNP/MPH program noted that she has been able to work with regional epidemiologists to conduct sentinel testing in regions of the state that do not have the capacity to do so. | | |

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 school describes its definition of extramural service in the self-study, and criteria for promotion include metrics related to extramural service. Expectations for faculty extramural service are clear and interwoven through the faculty expectations. School surveys indicate that the percent of faculty involved in extramural service increased from 87% to 93% between 2020 and 2023, and the percent of students who participated in faculty service projects increased from 19% to 27%. The school lists specific types of extramural service such as service on boards; testimony to policy makers;	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means				

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		leadership in a professional association; service on an editorial board; or service on a grant study section.

The self-study provides current examples of faculty service that is integrated into instruction and also provides indicators for how extramural service is considered in faculty promotion.

The self-study notes that an annual survey is likely to under report faculty extramural service activities so the school plans to implement new software to better track extramural engagement.

As noted in Criterion B2, the school has partnerships with local health departments that are aimed at promoting resource and knowledge sharing to address pressing public health issues and strengthen student, faculty, and health department staff expertise. For example, faculty have shared expertise with health department staff on such topics as mathematical modelling to inform resource planning for epidemics and background information on psychedelics to inform a ballot initiative. During the early stages of the COVID-19 pandemic, school faculty provided expertise to health department staff in setting up the first testing lab in the state and subsequently helped to set up wastewater testing for COVID-19. Additionally, the Denver Department of Public Health and Environment and school centers have initiated mutual virtual tours and exchanges to identify opportunities for collaboration. School and health department partners are engaged in on-going feedback and evaluation with the goal of continuous partnership and improvement. Both parties have acknowledged challenges, such as the tension between academic and health department timeframes: | | |

		Academic deadlines (i.e. students 'need to identify and complete practica and capstone projects within a semester) don't necessarily correspond to health department deadlines, but also expressed a deep appreciation of the benefits of these partnerships and to continuous improvement.		

F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The school has an advisory board that includes representation from a diverse set of stakeholders that provides advice on programs, curriculum, strategic planning, and accreditation requirements. Each campus and department is or will be developing an external advisory committee. The advisory committees meet at least twice a year.

The minutes of the department advisory committees provided for review illustrate input on curriculum and competencies. For example, minutes from February 13, 2023, CBH Community Advisory Committee recommended a need for more action-oriented competencies that are skill-based, such as qualitative and quantitative methods, grant writing, secondary data analyses, and more in-depth training on intervention mapping, and field experiences. Other recommendations included technical writing skills, culture competencies, and facilitation and collaboration skills. | Click here to enter text. | |
Ensures that constituents provide regular feedback on all of these: • student outcomes • curriculum • overall planning processes • self-study process				
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback				

		The school administers alumni surveys, preceptor surveys, and an employer survey. The employer survey showed that almost two-thirds of the respondents rated graduates' educational preparedness as excellent. The survey also captured gaps in skills and training.		
		The employers also listed skills on which recent graduates could use more training. The gaps in training included data and analytical skills, planning and management skills, and job-specific education and training.		
		During the site visit, community collaborators described several opportunities to provide feedback, including with the self-study.		
		Faculty members provided examples of using feedback from partners to improve their offerings. One example is adding training in newer analysis tools like R, R Shiny, and data visualization tools in response to practice community feedback. An environmental and occupational health faculty member explained feedback from the Community Advisory Board led faculty to reduce the number of concentration competencies from 10 to seven.		

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 school describes a variety of ways that students are introduced to service, community engagement, and professional development activities outside of the formal	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 | | practicum and capstone activities. These opportunities include emails about upcoming events throughout Colorado and the Rocky Mountain region; exposure to future job opportunities; work with the campus Student Councils; various committee memberships; and exposure to the Emerging Leaders program supported by the CO Public Health Association.

The alumni survey indicates that 48% of graduates were exposed to community and professional service engagement opportunities. Exit surveys of 173 students indicate that 24% were engaged in community service activities.

The school reports a strong partnership with the Rocky Mountain Public Health Training Center which provides exposure for students to a variety of public health work outside of an academic setting.

The school plans to develop a system to better track student involvement in volunteer and professional development outside of the educational curriculum. The school plans to increase the number of students engaged in community and professional experiences in the future by developing a system to support student awareness of opportunities. | | |

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 school is home to the Rocky Mountain Public Health Training Center. The training center provides workforce development trainings, consultation and support, and student stipends for field placements. The school has provided training for the workforce that has focused on community engagement and coalition building, social determinants of health, and health communication. The trainings are offered several times each year, primarily via Zoom, and approximately 40-70 individuals participate in each learning session. The topics were prioritized through needs assessments, professional organizations (National Association of Chronic Disease Directors), reports (Public Health 3.0), and by request from a state or local health department. In addition, the school also has several academic health department agreements. The relationships with these health departments provide the school with insights into the needs of the governmental public health workforce. During the site visit, practice partners communicated their gratitude to the professional development opportunities offered through the school. One example that stood out is the virtual learning tours. The tours provide opportunities for staff and faculty to present on issues like injury prevention, gun violence, and trauma.	Click here to enter text.	

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		The school defines priority populations as students, faculty and staff identifying as African American/Black, Asian, American Indian and Alaska Native, Hispanic/Latine and Pacific Islander; individuals from underserved rural areas; and individuals identifying as LGBTQ+. These priority populations align with the school's mission to promote the health of all communities in collaboration with the diverse populations within those communities. The school uses the overall population of Colorado as a benchmark. The results of a 2017 schoolwide climate survey documented underrepresentation of certain priority populations: African American/Black and Hispanic/Latine individuals; and equal or over-representation of others in the school, compared to state demographics: Asian, American Indian or Alaska Native; LGBTQ+-identified individuals and people from rural communities. In 2020, the school released an implementation plan for Dismantling Structural Racism and Advancing Inclusive Excellence. The plan established three goals for EDI: build and maintain a diverse group of faculty, students, and staff; provide programs that ensure an inclusive and equitable community dedicated to the development of public health scholarship and to practice that advances health equity; and foster a diverse and inclusive environment through campus engagement activities and training that celebrates diversity to enhance cultural proficiency. In the self-study and during the site visit, the school described several	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				
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				

initiatives to promote diversity and cultural competence and to evaluate the effectiveness of these efforts.

The Student Pathway Subcommittee has implemented several strategies to recruit, retain and graduate students from priority populations including the following: removing the GRE exam for admission to graduate programs; implementing a holistic approach to recruitment; participating in campus events to support undergraduate and high school students from minoritized populations; promoting campus resources and support services for students from prioritized populations; and ensuring that promotion materials and events feature diverse voices and imagery and are accessible to all students.

Specifically, with respect to rural populations, the school has conducted targeted outreach campaigns to recruit applicants from rural and frontier populations and developed partnerships to promote educational experiences focused on rural health. The school has co-sponsored on conferences on public health in the Rockies, with the Colorado Public Health Association; obtained Congressional funding to establish an online certificate program in rural public health; partnered with the School of Medicine's rural MD track to place interdisciplinary teams of medical and public health students in rural internships; and secured state funding for scholarships for students pursuing public health training in rural communities and paid opportunities and scholarship for rural practica and capstone.

The school has also expanded scholarships and financial support for students from priority populations. The student support specialist provides support, beginning

	with the admission stage, to historically underrepresented or self-identified students from priority populations, as well as first-generation, veteran, dual-degree, and other students. The school has implemented strategies to recruit, retain and support faculty and staff from diverse backgrounds. The Subcommittee on Faculty Recruitment and Retention developed interview questions, case studies and evaluation guidelines to assess faculty candidates on EDI. During the site visit, the associate dean for faculty affairs explained that the faculty handbook has been updated to address biases that may impact the tenure and promotion process and to update post-tenure review criteria to include consideration of advancing diversity, equity and inclusion and examples of service. Departmental and schoolwide promotion and tenure committees have received training in implicit bias. Teaching evaluation forms now include a disclaimer, acknowledging known biases, and results are presented as distributions, not simply means, to reflect the full range of responses. The associate dean for EDI, human resources director and associate dean for academic and student affairs described how, at Executive Council meetings and through other structures, the school has made a very intentional effort to examine and revise its policies, procedures and practices through an equity lens; and how bodies involved with students, faculty and staff recruitment and retention continually examine both who is and who is not being recruited and why. During the site visit, school leadership discussed several initiatives to advance diversity and equity goals. First, every		

| | | faculty and staff search committee now includes a search advocate, who has undergone a comprehensive 11-hour training program and is responsible for assuring equity throughout the search process. Second, the school has undertaken a comprehensive compensation review and analysis of faculty and staff. Inequities are being addressed, within resource constraints. Related to this, the HR director developed a total qualification scoring system for evaluating staff compensation in relation to individual skills and experience and internal and external salary benchmarks. Third, the HR director established equitable approaches to staff growth, such as by establishing career trajectories and peer circles and mentorships for staff. Staff, as well as faculty, now have opportunities to work with colleagues and mentors for growth, in such areas as finance and executive leadership.

The school has developed and implemented several strategies to create and maintain a culturally competent environment. The Curriculum Audit for EDI Subcommittee mapped and assessed EDI-related core and concentration competencies within the MPH and DrPH curricula, revised student course evaluations, and developed an elective course on Anti-Oppressive Practice and Research in Public Health. During the site visit, one student remarked that, "we are asked about health equity and cultural competence in evaluations of every course, which shows to me as an LGBTQ student of color that they're thinking about it."

The school is engaged in continuous data collection, analysis, evaluation, and strategic discussions about diversity and cultural competence. For example, enrollment data show increasing diversity from 2018 to | | |

2023 in the proportion of students who are Black or African American (from 3% to 5%), Hispanic or Latine (from 8% to 16%). No significant changes were observed in the proportion of other priority racial/ethnic groups.

Among faculty, 2023 data show that the racial and ethnic diversity among existing faculty is less than Colorado as a whole, except for Asians, with the widest representation gap for Hispanic/Latine faculty. Staff and professional research assistants are somewhat more reflective of the Colorado population as a whole (6% Black or African American, 13% Hispanic/Latine, 9% Asian, and 68% white.) While there do not appear to be any significant changes in the racial and ethnic composition of faculty and staff between 2018 and 2023, recent data show that both the applicant pool and newly hired employees are more diverse than the existing faculty and staff and the population of Colorado as a whole.

During the site visit, school leaders explained that they also consider ASPPH data on racial and ethnic diversity of doctoral graduates when setting benchmarks for faculty recruitment. The school has set a target that 25% of newly matriculated students will hail from rural communities. Over the past 3 years, the actual percentages ranged from 21-27%.

In a 2021 climate survey of students, faculty, and staff, more than 80% of respondents "strongly" or "somewhat" agreed that the school is a respectful environment for people from diverse identity groups. Twenty-six percent indicated that they had experienced exclusionary, intimidating, offensive and/or hostile behaviors at the school, due to their ethnic or racial identity, age or

| | | position, or physical characteristics. The majority, however, did not report the incident.

The Office of EDI held sessions with students, faculty, and staff to elicit feedback on perceptions regarding diversity and cultural competence. There were 192 participants in nine sessions with faculty and staff, although some individuals may have participated more than once. The key themes that emerged from these sessions included the following: there is a strong foundation for EDI work and investment from leadership, but engagement can be uneven across departments and campuses and is often voluntary and unpaid. Mandatory and consistent training could help to strengthen EDI efforts. Targeted recruitment and retention efforts, including increased financial support could help to create a more diverse school community. Despite the existence of university, state, Federal and societal barriers, respondents are hopeful that there are opportunities to expand EDI. | | |

H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		The school assigns each new degree-seeking student a faculty advisor from their concentration to serve as their academic advisor. For students in the MS, PhD, and DrPH, the program director is their initial faculty advisor; that may change as the student moves into their thesis or dissertation. The school uses an advising system run by the campus to assess each student's individual degree	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		progress along with program-specific curriculum worksheets and handbooks. The faculty advisors provide curricular, programmatic, and concentration-related guidance while academic affairs program managers provide administrative advice to students on enrollment, intent to graduate, procedures for scheduling comprehensive exams, etc. Faculty are encouraged to meet with students at least once per semester.		
Orientation, including written guidance, is provided to all entering students				

Faculty advisors are distributed amongst teaching faculty within each program, including concentration or program directors. Each department/campus conducts faculty advisor trainings to ensure that faculty are aware of their roles and responsibilities. In addition, at the time of their hire, all faculty area also trained on ADA, discrimination and sexual misconduct, and information security and privacy awareness. Faculty also use the student handbooks to familiarize themselves with the curriculum and requirements for the respective program.

The school's Office of Academic and Student Affairs conducts new student orientation each term. For students entering in the summer, the orientation is conducted virtually, and students entering in the fall participate in a hybrid orientation (morning entirely virtual, afternoon entirely on-line). For students entering the spring, accommodations are made to provide them with an orientation session off-cycle.

The fall 2022 student survey provided student data on satisfaction with academic advising: 47% of the 146 respondents (21% response rate) indicated that they were very or extremely satisfied with academic advising. The school followed up with students who reported

		dissatisfaction with academic advising, and the primary feedback was that the students felt that advisors did not provide accurate information, they did not respond in a timely manner, or they did not know who their assigned advisor was. The graduate survey yielded additional concerns about student advising, with this being an area where graduates expressed the greatest concern. During the site visit, students and faculty noted that faculty in several programs reach out to students in the summer prior to their fall matriculation to introduce themselves and to set up their first advising meeting. Several students noted that this "touch point" really made them feel welcome and connected from the outset. The self-study describes the school's Education Committee's ongoing work to identify ways to improve the advising system. During the site visit, reviewers learned of a new system that is being used to support student advising in the MPH program; the system enables faculty to access student transcripts and track their progress and was viewed as a vast improvement over the systems that they had been previously using. While this system is not currently being implemented for other degree programs in the school, reviewers noted that they have clear systems in place for tracking and supporting students at all stages of their degree.		

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		All students have access to a wide variety of career services through the school's Office of Academic and Student Affairs. Servies include job fairs, a leadership conference, career counseling, networking events, personal and professional assessments, headshots, virtual career panels, and other services. A career services manager leads the career services office and holds a master's degree in counseling with a career counseling specialization. She has extensive experience advising public health students and completes professional development opportunities to stay abreast of public health career trends, issues, etc., such as being able to attend ASPPH annually. All internship and job opportunities as well as career/internship workshops, professional development and skill trainings are advertised to students through the campus Handshake system. Examples of career advising services provided to current students include a career and practice-based learning fair, an emerging leaders seminar series, a peer mentoring program, and webinars and workshops. For alumni, the school offers a job search group. During the site visit, students and alumni noted that career services offerings are vast and helpful. The Career Services Manager noted that one of the challenges is that she is the only person staffing the office and it can be challenging to meet all of	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		student and alumni needs while, at the same time, offering the array of programs that they have been offering. Following all career advising sessions, students are sent a follow-up survey. Of the 109 students who responded to the survey, 55% report being very or extremely satisfied with career services provided by the school and they felt more knowledgeable following their session. In addition, on the post-graduation survey, 92 (53%) of the 175 alumni who responded reported that they had used the school's Career Services. Of those alumni, 73% were very/extremely satisfied with the career advising services, 67% were very/extremely satisfied with the Career Services Advisor's knowledge about the career workforce, and 78% reported that they were very/extremely satisfied with their ability to access Career Services offerings.		

H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern informal complaint resolution & formal student complaints & grievances		The school has well-established and well-communicated complaint, grievance and appeals policies and procedures. The written policy outlines a series of 12 progressive steps, ranging from seeking informal resolution directly with the individual(s) involved to escalation with the department chair, associate dean, hearing committee and finally, to a final binding decision by the dean. To encourage students to voice their concerns, a CU Anschutz ombudsperson is available to	Click here to enter text.	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to				

unit officials or other appropriate personnel		assist. Additionally, the school takes several measures to protect confidentiality: the parties are interviewed separately by the Hearing Committee; the Committee records but then destroys the interviews upon resolution of the complaint. The procedures are communicated to students during new student orientation sessions and are available in student handbooks and on the school's website. Syllabi also contain contact information for relevant offices to contact. During the site visit, administrators noted that no formal complaints have been filed during the last three-year period and students provided validation that they are aware of complaint procedures. A student representative to the academic grievance committee explained that procedures are very clear and well-communicated and that, in recognition of the power imbalance between students and faculty/administrators, students have options to speak confidentially with the ombudsperson and to report complaints anonymously.		
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				

H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The Office of Academic and Student Affairs leads the school's recruitment efforts, with support from departments. The school regularly hosts recruitment events, including graduate fairs, information sessions, campus tours, visit day, admitted student day, open houses and a variety of other tailored campus events.	Click here to enter text.	

| Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers | | Collectively, this comprehensive recruitment approach has led to well-prepared students matriculating into their programs. During the site visit, the school acknowledged that some of the programs are small by design (e.g., lack of funding to support students) while others are growing. The school noted that they are bolstering recruitment efforts and marketing campaigns. The MS in epidemiology for example has gone from five to 40 applications in the past year.

The Admissions Committee develops admissions policies for the school that are aligned with ASPPH's requirements. The school uses the Schools of Public Health Application Service (SOPHAS) for applications and admissions. Admissions committees are formed in each department. Members of these committees are trained by the central admissions team and all committees use the same admissions scoring rubric across four categories (Academics, Experience, Statement of Purpose, and Letters) for master's students and an additional interview category for doctoral students.

The school uses three indicators for recruitment and admissions: (1) percentage of newly matriculating students with previous health- or public health-related experience, (2) average overall GPA of newly matriculating students, and (3) percentage of matriculating students from rural populations. As of 2023, the school exceeded its targets on all three metrics. Reviewers noted that 27% of the newly matriculating students are from rural areas which has been a priority population for the school. | | |

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		All three campuses publish specific and detailed information for all degree offerings, including the MPH concentrations offered on each campus, dual degree options, and accelerated bachelor's to MPH programs. The published information describes the academic calendars, admissions policies and procedures, grading policies, academic integrity, and degree completion policies. Review of the various documents reflect consistent and accurate information.	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				

Tuesday, February 20, 2024

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

Wednesday, February 21, 2024

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

Participants	Topics on which participants are prepared to answer team questions
1. Cathy Bradley, PhD – Dean; Professor, Department of Health Systems, Management & Policy 2. Dani Brittain, PhD – Associate Dean for Academic & Student Affairs; Professor, Department of Community & Behavioral Health	*Degree Offerings in school of Public Health* **(Criterion A5)**
3. Ned Calonge, MD – Associate Dean for Public Health Practice; Professor, Department of Epidemiology 4. Christine Gillen, MS - Associate Dean for Administration & Finance 5. Kamel Haddad, PhD – Dean for the College of Natural and Health Sciences, University of Northern Colorado; Department of Mathematics	*Guiding statements – process of development and review?* **(Criterion B1)**
6. Gary Heise, PhD – Interim ColoradoSPH Campus Director for University of Northern Colorado; Professor, Department of Kinesiology, Nutrition & Dietetics 7. Cerise Hunt, PhD – Associate Dean for Equity, Diversity, & Inclusion; Assistant Professor, Department of Community & Behavioral Health; Director for the Center for Public Health Practice	*Evaluation processes – how does school collect and use input/data?* **(Criterion B2)**
8. Michelle Kuba, MPH – Assistant Dean for Operations 9. Travis Leiker, MPA – Assistant Dean for External Relations 10. Sam MaWhinney, ScD – Associate Dean for Faculty Affairs; Professor, Department of Biostatistics & Informatics	*Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?* **(Criteria C2-C5)**
11. Tracy Nelson, PhD – ColoradoSPH Campus Director for Colorado State University; Professor, Department of Health & Exercise Science 12. Rhonda Truesdale, MA – Director of Human Resources 13. Greg Tung, PhD, MPH – ColoradoSPH Faculty Senate President; Associate Professor, Department of Health Systems Management & Policy	*Budget – who develops and makes decisions?* **(Criterion C1)**

10:30 am   **Break**

10:45 am   **Curriculum 1 – MPH**

Participants	Topics on which participants are prepared to answer team questions
1. Madiha Abdel-Maksoud, PhD – Director of Epidemiology MPH; Director of Global Health Plus; Associate Professor, Department of Epidemiology	*Foundational knowledge* **(Criterion D1)**
2. Alison Bauer, PhD – Director of Environmental & Occupational Health MPH; Associate Professor, Department of Environmental & Occupational Health	*Foundational competencies – didactic coverage and assessment* **(Criteria D2)**
3. Kendra Bigsby, MPH – Assistant Director, ColoradoSPH at Colorado State University	
4. Angela Brega, PhD – Director of Community & Behavioral Health MPH; Associate Professor, Department of Community & Behavioral Health	*Concentration competencies – development, didactic coverage, and assessment* **(Criterion D4)**
5. Dani Brittain, PhD – Director of Dual Degree MPH Programs; Associate Dean for Academic & Student Affairs; Professor, Department of Community & Behavioral Health	*Applied practice and integrative learning experiences* **(Criteria D5 & D7)**
6. Mary Dinger, PhD - Faculty Director for Practice-Based Learning; Director of Leadership & Public Health Practice MPH; Professor, Department of Community & Behavioral Health	*Distance education* **(Criterion D19)**
7. Charlotte Farewell, PhD – Director of Population Mental Health & Wellbeing MPH; Assistant Professor, Department of Community & Behavioral Health	*MPH Program Length* **(Criterion D13)**
8. Bailey Fosdick, PhD – Director of Applied Biostatistics MPH; Associate Professor, Department of Biostatistics & Informatics	
9. Elizabeth Gilbert, EdD – Professor, College of Natural & Health Sciences, University of Northern Colorado	*Academic Advising* **(Criterion H1)**
10. Elizabeth Greenwell, ScD – Director of Maternal & Child Health MPH; Assistant Professor, Department of Community & Behavioral Health	
11. Laura Hager, MPA – Associate Director for Admissions & Student Affairs, Office of Academic & Student Affairs	
12. Glen Mays, PhD – Chair & Professor, Department of Health Systems, Management & Policy	
13. Tony Romero, MA – Assistant Director for Evaluation and Accreditation, Office of Academic & Student Affairs	
14. Elaine Scallan Walter, PhD – Professor, Department of Epidemiology; Director, Rocky Mountain Public Health Training Center	

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

12:45 pm   **Curriculum 2 – DrPH**

Participants	Topics on which participants are prepared to answer team questions
1. Alison Abraham, PhD – Vice Chair of Education and Associate Professor, Department of Epidemiology 2. Ashley Brooks-Russell, PhD – Director of DrPH in Community & Behavioral Health; Associate Professor, Department of Community & Behavioral Health 3. Elizabeth Carlton, PhD – Director of DrPH in Environmental & Occupational Health; Associate Professor, Department of Environmental & Occupational Health 4. Mary Dinger, PhD - Faculty Director for Practice-Based Learning; Director of Leadership & Public Health Practice MPH; Professor, Department of Community & Behavioral Health 5. Laura Hager, MPA – Associate Director for Admissions & Student Affairs, Office of Academic & Student Affairs 6. Tony Romero, MA – Assistant Director for Evaluation & Accreditation, Office of Academic & Student Affairs 7. Brenda Witt – Academic Affairs Program Manager, Office of Academic & Student Affairs	*Foundational knowledge* **(Criterion D1)**
	Foundational competencies – didactic coverage and assessment **(Criterion D3)**
	Concentration competencies – development, didactic coverage, and assessment **(Criterion D4)**
	Applied practice and integrative learning experiences **(Criteria D6 & D8)**
	DrPH Program Length **(Criterion D14)**
	Academic Advising **(Criterion H1)**

2:00 pm   **Break**

3:00 pm **Students via Zoom**

Participants	Topics on which participants are prepared to answer team questions
1. Joni Adelman, CU Anschutz DNP/MPH Dual Degree student, Started fall 2019	*Student engagement in school operations* **(Criterion A3)**
2. Hannah Besse, President of CSU Student Council; CSU Epidemiology MPH student, Started fall 2022 and graduating spring 2024	*Curriculum (competencies, APE, ILE, etc.)* **(Criteria D)**
3. Hannah Dunlop – ColoradoSPH Social Media Ambassador, CSU Global Health & Health Disparities MPH student, Started fall 2022 and graduating spring 2024	*Resources (physical, faculty/staff, IT)* **(Criteria C)**
4. Azalee Hoffbauer – CU Anschutz Health Systems, Management & Policy MPH Student, Started fall 2023	*Student involvement in scholarship and extramural, community and professional service* **(Criteria E4, E5, F2)**
5. Abigail Howk – CSU Global Health & Health Disparities MPH Student, Started fall 2022	
6. Samantha Jeski - President of CU Anschutz Student Council, CU Anschutz Maternal & Child Health MPH student, Started fall 2022 and graduating spring 2024	*Academic and career advising* **(Criteria H1 & H2)**
7. Hannah Kisselburg – CU Anschutz Epidemiology PhD student; Education & Curriculum Committee Student Representative, Started fall 2020	*Diversity and cultural competence* **(Criterion G1)**
8. Dave LaRocca – CU Anschutz Community & Behavioral Health DrPH Student, Started fall 2018 and graduating spring 2024	*Complaint procedures* **(Criterion H3)**
9. Francesca Macaluso – CU Anschutz Environmental & Occupational Health DrPH Student & Grievance Committee Student Representative, Started fall 2020	
10. Jaycee Quinn – CU Anschutz Epidemiology MS EPID Student, Started fall 2021	
11. Michelle Stocker - President of UNC Student Council, Community Health Education MPH student, Started fall 2021	
12. Madison Waple – UNC Community Health Education MPH student, Started fall 2022	
13. Yesenia Wilson – CU Anschutz MPA/MPH Dual Degree Custom Concentration Student, Started spring 2023	

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

5:00 pm **Adjourn**

Thursday, February 22, 2024

9:30 am   **Curriculum 3 – Academic Degrees**

Participants	Topics on which participants are prepared to answer team questions
1. Alison Abraham, PhD – Director MS & PhD in Epidemiology; Vice Chair of Education & Associate Professor, Department of Epidemiology 2. Laura Hager, MPA – Associate Director for Admissions & Student Affairs, Office of Academic & Student Affairs 3. Kathy James, PhD – Director of PhD in Climate & Human Health; Associate Professor, Department of Environmental & Occupational Health	*Academic public health master's degrees* **(Criterion D16)**
4. Rich Lindrooth, PhD – Director of PhD in Health Services Research; Professor, Department of Health Systems, Management & Policy 5. Tony Romero, MA – Assistant Director for Evaluation & Accreditation, Office of Academic & Student Affairs	*Academic public health doctoral degrees* **(Criterion D17)**
6. Brandie Wagner, PhD – Co-Director of MS & PhD in Biostatistics: Associate Professor, Department of Biostatistics & Informatics 7. Brenda Witt – Academic Affairs Program Manager, Office of Academic & Student Affairs	*Academic Advising* **(Criterion H1)**

10:45 am   **Break**

11:00 am   **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
1. Mary Dinger, PhD – Clinical Teaching Track Professor, Department of Community & Behavioral Health 2. Charlotte Farewell, PhD – Research Track Assistant Professor, Department of Community & Behavioral Health	*Faculty alignment in degree offerings* **(Criterion E1)**
3. Elizabeth Gilbert, EdD – Tenured Professor, College of Natural & Health Sciences, University of Northern Colorado 4. Carsten Goerg, PhD – Tenure-Track Assistant Professor, Department of Biostatistics & Informatics	*Faculty instructional effectiveness* **(Criterion E3)**
5. Molly Gutilla, DrPH – Non-Tenure Track Assistant Professor, Department of Health & Exercise Science, Colorado State University 6. Thomas Jaenisch, MD, PhD – Tenure-Track Associate Professor, Department of Epidemiology	*Faculty scholarship and integration in instruction* **(Criterion E4)**
7. Kathy James, PhD – Director of PhD in Climate & Human Health; Tenured Associate Professor, Department of Environmental & Occupational Health	*Faculty extramural service and integration in instruction* **(Criterion E5)**
8. Laura Kaizer, MPH – Research Instructor, Department of Biostatistics & Informatics 9. Heather Kennedy, PhD – Clinical Teaching Assistant Professor, Department of Community & Behavioral Health	*Integration of faculty with practice experience* **(Criterion E2)**
10. Susannah McGuire, MS – Faculty Affairs Program Director; Office of Faculty Affairs 11. Elaine Scallan Walter, PhD – Tenured Professor, Department of Epidemiology; Director, Rocky Mountain Public Health Training Center	*Community involvement in school evaluation & assessment* **(Criterion F1)**
12. Virginia Visconti, PhD – Clinical Teaching Track Assistant Professor, Department of Community & Behavioral Health 13. Nancy Whitesell, PhD – Tenured Professor, Department of Community & Behavioral Health; Chair of Appointments, Promotion & Tenure Committee	*Student involvement in community & professional service* **(Criterion F2)**
	Delivery of professional development opportunities for the workforce **(Criterion F3)**

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

12:45 pm   Strategies & Operations

Participants	Topics on which participants are prepared to answer team questions
1. Christina Abel, MA – Director of Communications & Marketing, Office of the Dean 2. Dani Brittain, PhD – Associate Dean for Academic & Student Affairs; Professor, Department of Community & Behavioral Health, Office of Academic & Student Affairs	*Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data?* **(Criterion G1)**
3. Katherine Brumfield, MA – Career Services Manager, Office of Academic & Student Affairs 4. Raeven Clockston, MPH – Equity Specialist, Office of Equity, Diversity & Inclusion 5. Elizabeth Gilbert, EdD – Professor, College of Natural & Health Sciences, University of Northern Colorado	*Recruiting and admissions, including who chose the measures and why did they choose them* **(Criterion H4)**
6. Laura Hager, MPA – Associate Director for Admissions & Student Affairs, Office of Academic & Student Affairs 7. Cerise Hunt, PhD – Associate Dean for Equity, Diversity, & Inclusion; Assistant Professor, Department of Community &	*Career counseling, including who collects and reviews the data* **(Criteria H2)**
Behavioral Health; Director for the Center for Public Health Practice 8. Michelle Kuba, MPH – Assistant Dean for Operations, Office of the Dean	*Staff operations* **(Criterion C3)**
9. Tracy Nelson, PhD – ColoradoSPH Campus Director for Colorado State University; Professor, Department of Health & Exercise Science	*Complaint procedures* **(Criterion H3)**
10. Rhonda Truesdale, MA – Director of Human Resources, Office of Administration & Finance 11. Brenda Witt – Academic Affairs Program Manager, Office of Academic & Student Affairs	

1:45 pm   Break & Site Visit Team Walk to Hotel

3:00 pm   **Alumni, Employer, Preceptor, and Community Partner Feedback & Input via Zoom Meeting Link**

Participants	Topics on which participants are prepared to answer team questions
1. Kelsey Barton, DrPH – Colorado Department of Public Health & Environment; **DrPH alum and preceptor**	*Involvement in school evaluation & assessment* **(Criterion F1)**
2. Samantha Bertomen, MPH – Project Manager, Otowi Group; **MPH alum**	
3. Bill Burman, MD – Former Director of the Public Health Institute at Denver Health; C**ommunity partner**	*Perceptions of curricular effectiveness* **(Criterion B5)**
4. Meagan Cain, MPH; Health Scientist, Gender-Based Violence Lead, Center for Disease Control and Prevention; **MPH alum**	
5. Grace Franklin, MPH; Public Health Director, San Miguel County Department of Public Health; **MPH alum**	*Perceptions of applied practice experiences* **(Criteria D5 & D6)**
6. Nick Heiman, MPH – Cultural Community Programs Manager; **MPH alum and preceptor**	
7. Ashley Juhl, MSPH – Epidemiologist, Colorado Department of Public Health & Environment; **Employer and preceptor**	*Perceptions of integrative learning experiences* **(Criteria D7 & D8)**
8. Amena Keshawarz, PhD – Associate Research Scientist, Yale school of Medicine; **PhD alum**	
9. Mondi Mason, PhD – Workforce Manager, Denver Department of Public Health and Environment; **Employer**	
10. Lisa Olcese, MS – Director of and Strategic Initiatives, Trailhead Institute; Employer; **Employer**	*Integration of practice perspectives* **(Criterion E2)**
11. Jill Strange, MPH – Boulder County Colorado Healthy Food Access Coordinator; **Preceptor**	
12. Leslee Warren, MS - Communicable Disease Epidemiologist Supervisor at Denver Public Health; **MS alum**	*school delivery of professional development opportunities* **(Criterion F3)**
13. Chris Wiant, PhD – **ColoradoSPH Community Advisory Board Chair** and retired Founding CEO of Caring for Colorado	
14. Emma Wu, MS – Senior Professional Research Assistant, University of Colorado Anschutz Medical Campus; **MS alum**	

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

5:00 pm   **Adjourn**

Friday, February 23, 2024

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

Participants	Topics on which participants are prepared to answer team questions
1. Donald M. Elliman, Jr. – Chancellor, University of Colorado Anschutz Medical Campus 2. Rod Nairn, PhD – Associate Vice Chancellor for Academic and Student Affairs, University of Colorado Anschutz Medical Campus	*School's position within larger institution* **(Criteria A1, A2 & A4)**
3. Kirsten Fleming, PhD – Provost and Executive Vice President for Academic Affairs, University of Northern Colorado	*Provision of school-level resources* **(Criterion C)**
4. Kamel Haddad, PhD – Dean for the College of Natural and Health Sciences, University of Northern Colorado; Department of Mathematics 5. Marion Underwood, PhD – Provost and Executive Vice President, Colorado State University 6. Colleen Webb, PhD – Vice Provost for Graduate Affairs and Dean of the Graduate school, Colorado State University	*Institutional priorities*

9:00 am   **Site Visit Team Executive Session**

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

1:00 pm   **Exit Briefing**