

**Council on Education for Public Health
Adopted on August 26, 2021**

REVIEW FOR ACCREDITATION
OF THE
PUBLIC HEALTH PROGRAM
AT
CREIGHTON UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

March 11-12, 2021

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CRITERIA:

Accreditation Criteria for Schools of Public Health & Public Health
Programs, amended October 2016

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INTRODUCTION

Creighton University is a Catholic and Jesuit private university founded in 1878 in Omaha, Nebraska. The university includes nine colleges and schools: Graduate School, College of Arts and Sciences, Heider College of Business, College of Professional Studies, College of Nursing, and schools of dentistry, medicine, law, and pharmacy and health professions.

The university offers five associate degrees, 59 undergraduate degrees, 38 master's degrees, 26 graduate certificates, and 14 doctoral degrees. The student body includes about 8,900 students, half of whom are graduate students, and the university employs more than 2,200 faculty and staff. Creighton University is accredited through the Higher Learning Commission, and the university responds to specialized accreditors in such areas as chemistry, social work, business, nursing, dentistry, law, physical and occupational therapy, and medicine.

Creighton's MPH program admitted its first cohort in spring 2013 after several years of program planning and development under a Public Health Task Force. In its initial years, the program was housed in the medical school's Department of Preventative Medicine. In 2016, the Department of Interdisciplinary Studies, housed in the Graduate School, became the administrative home for the program. The department also houses a number of programs including organizational leadership, integrative health and wellness, bioethics, and negotiation and conflict resolution; each program is headed by a program director who reports to the department chair. The program graduated its first cohort in 2015. As of fall 2020, the MPH program had 50 students enrolled: 29 in the healthcare management concentration and 21 in the health care ethics concentration. Both concentrations are offered in a solely distance-based format.

This is the program's first review for CEPH accreditation. Due to COVID-19-related restrictions on travel and gatherings, this site visit was conducted via distance technology, with all attendees participating via the Zoom platform with video. CEPH conducted an on-campus visit on June 10, 2021 to confirm the site visit team's observations and conclusions made during the virtual site visit.

Instructional Matrix - Degrees and Concentrations				
			Campus based	Distance based
Master's Degrees	Academic	Professional		
Healthcare Ethics		MPH		MPH
Healthcare Management		MPH		MPH

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, implementation		The program has effective and sufficient organization and administrative processes. The program maintains eight standing and ad hoc faculty committees including the following: accreditation, admissions, academic progression, MPH graduate program, curriculum and evaluation, public health events, and scholarship and service.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 		The program employs a collaborative leadership model that empowers faculty at all levels to engage in decision making. Policy issues are brought forward to the program's standing committees, ad hoc committees, or the program director. Issues are considered by the appropriate committee and, when needed, voted on.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The MPH Graduate Program Committee is the primary governing committee at the program level. The committee includes the program director and two concentration directors. The committee reviews feedback from the External Advisory Board, the Student Advisory Board, practice site supervisors, and all faculty. Coordinators for each concentration provide direction for the concentrations. The practicum coordinator approves student field and capstone experiences. Faculty participate on search committees and make hiring-decision recommendations for the program level.		

		<p>The MPH program director provides leadership regarding curriculum development, design, and assessment. Curriculum decisions are collaborative efforts among the MPH faculty, the department chair, and associate director. Coordinators for each concentration provide direction for the concentrations. The practicum coordinator approves student field and capstone experiences. Faculty participate on search committees and make hiring-decision recommendations for the program level. The associate director maintains and analyzes assessment data and coordinates assessment and evaluation activities for the program.</p> <p>Policies and procedures related to student assessment exist at the program, department, and university levels. Program-level decisions are led by the program director and faculty. Department-level decisions are led by the Interdisciplinary Studies Assessment Committee. University-level policies and procedures involve the program's submission of an annual assessment report.</p> <p>The MPH Admissions Committee directs admissions policies and makes recommendations for admission to the program. Committee members lead review of the applicant dossiers and submit their decisions to the program director. Formal offers of admission are made by the university's Enrollment Management Office. The MPH Graduate Program Committee reviews and establishes admissions criteria for the program in accordance with requirements and expectations of the Graduate School.</p> <p>Faculty recruitment and promotion is implemented at multiple phases. To ensure a fair and equitable process, the program follows Creighton's hiring procedures. The</p>		
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		<p>program director prepares hiring documents, receives approval from the dean, and submits necessary documents to human resources. The Dean of the Graduate School names a chair for the search committee, who then leads the formation of a faculty search committee. MPH program faculty may serve on this committee, and an HR representative is assigned to the process to provide guidance and ensure that hiring policies and procedures are followed.</p> <p>Teaching, research, and service activities of each faculty member are determined in consultation with the MPH program director and the department chair. Specific activities may be assigned based on the program’s mission and vision, or in response to needs within the program’s communities of interest. The Graduate School has tenure and promotion documents that provide guidance on the allocation of effort among teaching, scholarship, service, and clinical work (if applicable).</p> <p>Faculty are active participants in decision-making activities in the broader institutional setting. Faculty serve in a variety of capacities including with the Center for Interprofessional Practice and Research, Committee on Computing and Academic Technology, Public Health and Global/Community Health Planning Group, Center for Promoting Health and Health Equity, and University Research Council.</p> <p>The program director encourages full-time and part-time faculty to collaborate on research projects, pedagogical approaches, mentoring, and scholarship. During the site visit, faculty detailed several examples of these collaborations such as community-based research, COVID-</p>		
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		19 collaborations with Indigenous communities, and service with Haitian migrants living in the Dominican Republic.		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Students have various formal methods to participate in policy and decision making. The program's online format has allowed the program to develop a multi-tier student engagement process.	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate		The Student Advisory Board officially represents the entire MPH student body. This student committee is called upon to solicit advice, concerns, and solutions to issues within the program and its student body. All current students are eligible to serve on the Student Advisory Board for the duration of their time in the program. The six-member committee meets a minimum of two times per year and works with other MPH committees as needed. Student representative seats exist on the Public Health Events Committee and Scholarship and Service Committee. Student representatives attend committee		

		<p>meetings, engage in committee work with faculty and staff, and are full voting members.</p> <p>Students participate in Graduate School policy and decision making primarily through the Graduate Student Government, which is the governing body for students from all graduate programs. In addition, one MPH student represents MPH peers as a member of the Creighton Student Union Board of Representatives.</p> <p>During the site visit, students remarked on the program's responsiveness to student feedback and on the opportunities to participate in the development of policies and decisions. One student mentioned seeing feedback responded to and acted on immediately. Several students who met with site visitors said that faculty have reached out and recruited them to join the Student Advisory Board. Another student detailed the Graduate Student Board's role in understanding the needs of students seeking re-admission to the university.</p>		
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The program has defined a vision, mission, goals, and statement of values through a series of strategic planning sessions among all MPH faculty, the program’s External Advisory Board, and the Student Advisory Board.	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service		For a vision, the MPH program “aspires to ignite innovative engagement that promotes optimal physical, mental, and social well-being to eliminate health inequity in national and global communities.”		
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success		For a mission, the MPH program “promotes health equity through innovative approaches in teaching, culturally responsive community engagement, and robust scholarship embracing the Jesuit values of social justice, service to others, and critical self-reflection, emphasizing populations at-risk, vulnerable or marginalized.”		
Guiding statements reflect aspirations & respond to needs of intended service area(s)		The program’s core values include the Jesuit values of critical self-reflection; service to others; taking responsible action; health equity; commitment to diversity at all levels; excellence in teaching, service, and scholarship; and cultural humility.		
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		The program’s goals address instruction, scholarship, and service. These statements are consistent with the program’s values, vision, mission, and commitment to priority populations and include the following:		

		<ul style="list-style-type: none"> • Prepare public health professionals committed to health equity grounded in competencies (knowledge, skills, beliefs, attitudes) in the foundations of public health to serve at-risk, marginalized and vulnerable communities through practice in healthcare ethics or healthcare management. • Foster public health scholarship to promote health equity within priority communities that are at-risk, marginalized and vulnerable, while advancing public health knowledge and practice. The MPH program prioritizes national and global populations experiencing health inequity, including those who are vulnerable, at-risk, or marginalized. • Promote culturally responsive community engagement through outreach, education, and partnerships. <p>Together, the statements define plans to advance the field of public health, promote student success, and reflect aspirations to respond to the needs of the program’s priority populations. Specifically, the MPH program has focused on academic excellence with a focus on curriculum, student outcomes, faculty formation and development, and engaging the world with outreach to local, national, and Dominican Republic communities.</p> <p>The guiding statements are sufficiently specific to rationally allocate resources and guide evaluation of outcomes. During the site visit, faculty discussed using the guiding statement to allocate resources and ensure that all students are supported. Faculty, staff, students, alumni, External Advisory Board members, and university leaders talked about the centrality of the university mission in all activities.</p>		
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		Faculty and External Advisory Board members also discussed being engaged in the development process during all-day retreats and through ongoing communication. They emphasized that the development process engaged stakeholders at every level.		
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B2. 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		<p>The program collects graduation rate data for all MPH students based on a six-year maximum time to graduate. The program presents the following MPH graduation rates:</p> <ul style="list-style-type: none"> • 82% for the 2012-13 cohort • 76% for the 2013-14 cohort • 70% for the 2014-15 cohort • 64% for the 2015-16 cohort • 70% for the 2016-17 cohort <p>All of the cohorts listed have complete outcomes since all students have graduated or withdrawn. Remaining cohorts, who entered in 2018 or later, are on track to meet or exceed the graduation threshold.</p> <p>During the site visit, the program director shared that the program is proactive in monitoring retention of students and supporting them through graduation.</p> <p>The program indicated the reason for the 2015-16 cohort (64%) not meeting the threshold was related to</p>	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

		<p>recruitment and retention practices of the third-party company used by the program at the time. The concern was addressed at the university level in 2018, which resulted in the university ending the partnership with that company. The program took this opportunity to revamp its academic advising and retention model. The new model focuses on engaging faculty advisors and an academic coach to intervene when students are at academic risk and developing a new recruitment and enrollment plan.</p> <p>The program's recruitment and enrollment plan now includes an academic coach, three-tier advising, smaller cohorts, and a focus on monitoring students at every stage in the program. The program director meets with the academic coach frequently to ensure that the workload is manageable and that all resources needed to support students are available.</p>		
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B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The program uses both university and program-specific surveys to collect post-graduation outcome data from its graduates. Data are initially captured by the university's Career Center survey, which is sent to students a month before graduation, at graduation, three-months post-graduation, and approximately six-months post-graduation. The program augments these data with its own survey that all students complete at graduation and up to one-year post-graduation.	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes				

<p>Achieves rates of at least 80% employment or enrollment in further education for each public health degree</p>		<p>Over the last three years, 100% of graduates with known outcomes (23 in 2018, 25 in 2019, and five in 2020) were employed or enrolled in continuing education.</p> <p>The program has successfully reduced the number of unknown outcomes each year: 18% (2018), 11% (2019), and 0% (2020). The program attributed this improvement to the use of social media, such as LinkedIn and other platforms, to gather the most updated information on its graduates' employment status. During the site visit, faculty members shared that their goal is to capture as much data as possible from students before they graduate.</p> <p>The program also focuses on maintaining relationships with its students after graduation. The External Advisory Board is available to all students to build connections with professionals in their career areas of interest. Faculty also shared that graduates have return to the program to attend career development presentations, including those on how to ask for a raise and how to grow in career roles. Through these events, the program maintains relationships with its students, and this helps to ensure accurate data collection related to post-graduation outcomes.</p>		
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B4. 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		<p>The program uses both quantitative and qualitative approaches to maximize responses and the usefulness of alumni feedback. The program used the 2019 alumni survey to ask “to what extent did the MPH program prepare you” in each of the foundational competency areas and the 2020 alumni survey to ask “to what extent are you able to apply [each of the foundational competency areas] now that you are on the job?” The response rate for each alumni survey was 30% (40 responses) and 41% (38 responses).</p> <p>Both alumni surveys used a five-point Likert scale with five being strongly agree, and one being strongly disagree. Data from the 2019 survey show that alumni perceptions of success in achieving the competencies ranged from 3.97-4.28 in each of the foundational areas. The top two areas that students felt needed more preparation were interprofessional practice and systems thinking. Data from the 2020 survey show that alumni perceptions of the usefulness of the competencies in their post-graduation placements ranged from 3.70-4.32. Satisfaction with perceptions of the usefulness of interprofessional practice and systems thinking improved from 2019, while the usefulness of competencies associated with public healthcare systems decreased.</p> <p>The program shares all satisfaction data with the Curriculum and Evaluation Committee so that each area of</p>	Click here to enter text.	
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data address alumni perceptions of success in achieving competencies				
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements				

		<p>concern is addressed in the appropriate courses. In response, the program revamped coverage of systems thinking throughout the curriculum.</p> <p>The 2020 alumni survey was sent to students who graduated between 2017 and 2020, while the 2019 alumni survey was sent to students who graduated between 2015 and 2018. The program noted that the 2019 survey data include some students who graduated before the implementation of the current curriculum, which may be a confounding variable in that data.</p> <p>The survey includes an open-ended question asking alumni which competencies they have successfully applied in their workplace. Some of the common responses from students included policy, communication skills, needs assessments, and healthcare systems. Alumni also had the opportunity to list areas of improvement for the program which included more focus on epidemiology and more opportunities to work with community partners.</p> <p>During the site visit, the faculty shared that the survey results, both strengths and weaknesses, have not come as a surprise to program leaders and faculty because the program collects feedback from students frequently and does not rely solely on data collection after students have left the program.</p>		
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B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
<p>Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success</p>		<p>The program has defined evaluation measures to assess program effectiveness, and the evaluation plan relies on leaders, faculty members, and staff at different levels to ensure that the program is achieving its goals. Site visitors determined that the evaluation plan is ongoing, systematic, and well-documented. Processes have clearly defined responsible parties and cycles for review, and goals reflect collaboration by engaging all faculty, external advisors, and students.</p>	<p>Click here to enter text.</p>	
<p>Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review</p>		<p>The program's evaluation measures aim to track progress in achieving goals, advancing the field of public health, and promoting student success. For example, the program tracks the number of priority community-based service projects through quarterly External Advisory Board meetings, a practicum site database, and an annual survey sent to faculty and External Advisory Board members. The program director assesses the results and works with each of the stakeholders to continue a process of community outreach and engagement.</p> <p>Evidence in the program's supporting materials illustrates that the program is implementing measures, collecting data, and engaging in consistent review by individuals and committees with clear, designated responsibility.</p> <p>The commentary relates to the opportunity to revise measures as the program continues to grow and evolve.</p>		

		<p>For example, the program reported a consistent decline in scholarly publications over the last three years but had not considered addressing or revising this evaluation measure. Site visitors learned that the measure was selected because it is a common measure among peers, was recommended by consultants, and that it was more appropriate when the program had a different composition of faculty. Faculty remarked that their efforts related to scholarly dissemination are not well-represented by tracking peer-reviewed articles because the diverse disciplinary expectations around scholarly dissemination are quite broad and include book chapters, books, and other forms of dissemination, which are not currently captured. The faculty acknowledged that some evaluation measures need to be revised to reflect the changes in the faculty complement and to allow the program to better allocate resources related to scholarship.</p>		
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B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		<p>The program engages in regular, substantive review of all evaluation findings, including strategic discussions about the implications of evaluation findings. The program director and all faculty, through a strategic array of committees, implement the evaluation plan and translate evaluation of actionable data into concrete programmatic changes that advance the field and assure student success.</p>	<p>Click here to enter text.</p>	
<p>Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)</p>				

		<p>The Accreditation Committee, the Curriculum and Evaluation Committee, and the MPH Graduate Program Committee consistently review current measures for advancing the field and assuring student success. If it is determined that additional measures are needed or current ones need modifications, changes are implemented in the evaluation plan. Clear decision-making processes complement the program's committee structure.</p> <p>The program shared several examples of implementing an explicit process for translating evaluation findings into programmatic plans and changes. For example, following a review of scholarship and service data that revealed that faculty had insufficient time to meet productivity benchmarks, the workload for full-time MPH faculty was reduced from six courses to five per academic year, based on a recommendation from the program director following a program review.</p> <p>While gathering teaching and instruction data during 2018-2019, which relates to the program's instructional goal in the evaluation plan, the Accreditation Committee, the Curriculum and Evaluation Committee, and the MPH Program Committee concluded that student success was negatively impacted by the poor quality of written scholarly outputs from some MPH students, given that the program is heavily based on intensive writing assignments. The program established a requirement, effective immediately, that all incoming students take GRD 601: Writing for Graduate Students, which prepares students for graduate writing by building on and improving existing writing skills.</p>		
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		In 2018-2019, an ongoing review process led the practicum coordinator to conclude that student success could be enhanced by having all student projects undergo review by the university's IRB Committee, which was not required previously. All student projects now submit to this process, with most meeting the criteria for exempt status. This change aligns with the university's commitment to rigorous standards that protect research participants while ensuring that society continues to reap the benefits of research. This process also gives the students an opportunity to know and practice the ethical expectations of research.		
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C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The MPH program is funded primarily by tuition revenue, and all MPH faculty salaries are completely supported through this funding source. During the annual budget process, the program director may develop a proposal and justification for additional faculty or staff. The final approval of the program budget is made by the Creighton Board of Trustees.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		During the site visit, the program described the budgeting process in greater detail including the annual zero-based budget exercise. Through this process, the program identifies needs that are prioritized by the program and then approved by the Graduate School and the Board of Trustees.		

		<p>Operational costs for the program are mostly covered by tuition revenue. The Graduate School provides for staff salaries and benefits and some faculty development and travel funding. Some operational costs are also covered by external funding received by faculty.</p> <p>Funding for facilities and some programming are provided by other initiatives such as the Highlander Accelerator, which is a university initiative that works to promote culturally responsive community engagement through partnerships. The Highlander Accelerator provides the program with office space and overhead.</p> <p>All MPH students may apply for \$1,500 annually to support professional development. The MPH Student Advisory Board also receives \$500 from the program. The Graduate School provides support to MPH students in the form of limited competitive scholarships (12 scholarships totaling \$25,000 have been awarded). Graduate students who have a poster presentation can also apply for \$750 from the Graduate to attend academic conferences.</p> <p>The Graduate School provides faculty members with professional development resources. During the annual zero-based budgeting process, faculty submit requests that are then individually approved and can vary depending on individual faculty needs. These funds can be used at the faculty member's discretion, with approval, for professional memberships, conference registration fees, and travel to conferences.</p> <p>The program director may also use program funds for development needs of full-time or special faculty engaged in strategic initiatives.</p>		
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		<p>A portion of MPH tuition revenue is provided to other departments when students take a course outside of the MPH program; when non-MPH students take a course in the program, a portion of their tuition is provided to the program.</p> <p>Grant funding has not been a major source of funding, and when it occurs and has associated indirect cost returns, 100% of indirect funds are returned to the Dean's Office within the Graduate School.</p> <p>Tuition and fees declined in the last two years due to declining enrollment, but expenditures also were reduced due to changes in a contractual agreement. Tuition revenue was also negatively impacted by the COVID-19 pandemic.</p> <p>During the site visit, the program elaborated on the university's decision to end a recruitment/student service contract, and the program now fulfills similar functions (e.g., design of recruitment tools, outreach to prospective students who have expressed interest) internally.</p> <p>The program does not view changes in enrollment as having a negative impact on future viability of the program but does have plans to improve marketing and recruitment. The program also described a pilot program that allows alumni to register for courses with a 25% tuition reduction and anticipates availability of COVID-19-related funding that will aid students with financial issues.</p>		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The program has sufficient faculty resources to fulfill its stated mission and goals. The program has seven primary instructional faculty (PIF), with four contributing to the healthcare management concentration, and three contributing to the healthcare ethics concentration.	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		Four of the seven PIF have primary appointments (1.0 FTE) in the public health program, and the remaining three have an FTE greater than 0.5 FTE. For a PIF with 1.0 FTE, the workload consists of 60% teaching, 20% scholarship, and 20% service. All full-time regular faculty are assigned to teach five courses each fiscal year. The FTE allocation is adjusted when the faculty member has teaching, scholarship, or service responsibilities outside the MPH program. Non-PIF teach one course per eight-week term and spend an average of 15 hours per week teaching.		
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable	n/a			
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment		The self-study provides data related to faculty advising of students, which appears to be appropriately resourced. Program PIF are the primary academic and career advisors to MPH students. An academic coach also supports faculty with academic and career advising by monitoring student success. The program averages 11 students per PIF for both general and career advising, and MPH integrative learning experience (ILE) advising.		
Ratios for bachelor’s cumulative or experiential activity are appropriate, if applicable	n/a			
Ratios for mentoring on doctoral students’ integrative project are appropriate, if applicable	n/a			

<p>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)</p>		<p>The program collects quantitative and qualitative data regarding class size through course evaluations. During each course evaluation, students respond to the statement "the class size was conducive to my learning" using a five-point Likert scale. Among all MPH student course evaluations over the last two academic years (2018-19 and 2019-20), the mean response was between a 4.2 and 4.7 (with 5.0 being the highest possible rating). The program also collects qualitative data on student perceptions of class size during the MPH midpoint survey and the MPH exit survey. Students who met with the site visit team also voiced their satisfaction with class sizes.</p>		
<p>Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)</p>		<p>The same course evaluations are used to assess students' satisfaction with faculty availability. During each course evaluation, students respond to the following statements: "I had sufficient interaction with my instructors in this course" and "the instructors in this course made adequate provisions for consultation and assistance." Among all MPH student course evaluations over the last three academic years (2017-18, 2018-19, and 2019-20), the mean response was between a 4.0 and 5.0. In the qualitative responses, student reported that faculty are always available and highly communicative in their courses. During the site visit, students said that they appreciated faculty always being available to meet and being responsive to their emails.</p>		

C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The program has adequate staff and other personnel to fulfill its mission and goals. The program provided a breakdown of staff by FTE that includes a practicum coordinator, program coordinator, academic coach, administrative assistance, associate director, instructional designer, and financial analyst.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable		<p>The MPH practicum coordinator is fully dedicated to the program and is responsible for assisting students in identifying, arranging, and completing practicum experiences that align with degree and accreditation standards. Shared staff in the Department of Interdisciplinary Studies include the MPH program coordinator, MPH academic coach, associate director, and administrative assistant. The instructional designer is shared with the Teaching and Learning Center, and the Graduate School's senior financial analyst contributes time to the program.</p> <p>The self-study provides a description of other university resource offices that are available to provide staff assistance, including Communications and Marketing, Division of Information Technology and Library Services, John P. Fahey Career Center, and Creighton Connect.</p> <p>The program identifies its 2.4 FTE for core staff as adequate to meet the MPH program needs and also described other staff resources as excellent.</p>		

		During the site visit, faculty and students indicated satisfaction with core staff and other staff available through the Graduate School and described the process in which staff workload is assessed to determine appropriate coverage, for example, academic coach allocation.		
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C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The MPH program is 100% online, and program leaders, faculty, and staff described their physical resources as adequate to meet program goals and instruction. Faculty office space is provided on the university campus in the Center for Health Policy and Ethics and in the Department of Interdisciplinary Studies. Staff office space is in three areas on campus, and all staff members have their own office space. The program also has access to new space, such as the Highlander Accelerator, described as capable of providing flexible learning space, conference rooms, and individual meeting rooms. Students also have access to equipped meeting rooms.	Click here to enter text.	
Physical resources appear sufficiently stable				

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		Site visitors determined that the program has appropriate information and technology resources to meet its mission and goals. Students and faculty have access to three	Click here to enter text.	

<p>Adequate IT resources, including tech assistance for students & faculty</p>		<p>university libraries and considerable online access. Librarians also provide workshops on research tools and methods and are available to provide one-on-one consultation with public health students.</p>		
<p>Library & IT resources appear sufficiently stable</p>		<p>Online platforms used for instruction include Blueline (formally called Canvas), which also houses the Student Resource Center. As needed, course-specific learning technology and software are provided to students to meet individual course requirements. In addition to access to Blueline, faculty can access plagiarism deterrence software and Qualtrics.</p> <p>Technical assistance for students and faculty is provided by the Division of Information Technology and Library Services.</p> <p>In a 2019 survey, 100% of faculty reported they were able to successfully teach their courses with available instructional technology. Faculty are supported by an instructional designer to ensure they are competent with new technologies in online education.</p> <p>During the site visit, faculty described receiving strong support and training on information technology platforms, such as Blueline and said that they viewed the quality of IT resources as a strength of the university.</p>		

D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>The program ensures that MPH students are grounded in public health knowledge by mapping all learning objectives to six core courses:</p> <ul style="list-style-type: none"> • MPH 601: Organization and Management of Public Health Services • MPH 707: Mixed Methods • MPH 605: Epidemiology • MPH 606: Environmental Health • MPH 604: Social and Behavioral Aspects of Public Health • MPH 609: Community Based Participatory Research <p>Upon review of the course syllabi, the site visit team found that students receive appropriate instruction in each of the 12 foundational public health knowledge areas, as shown in the D1 worksheet.</p>	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 (eg, 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)		<p>The program ensures coverage and assessment of each foundational competency through the core curriculum. The 29 credits of foundational courses address such topics as organization and management, epidemiology, environmental health, mixed methods, community-based research, public health ethics, writing, collaborative care, and interprofessional education. This common set of courses is completed by students in both concentrations.</p> <p>The self-study provides clear descriptions of each assessment opportunity, and site visitors were able to validate the didactic preparation and assessment through</p>	Click here to enter text.	

		<p>review of syllabi and supporting materials such as assignment descriptions, class exercises, and projects. Reviewers' findings are presented in the D2 worksheet.</p> <p>During the site visit, faculty discussed the process used to map the coursework to the foundational competencies. The program shared that the Curriculum and Evaluation Committee involves all faculty and stakeholders in the process of mapping coursework. Each faculty member who is assigned a course meets with the committee to discuss and match appropriate course content including assignments and didactic instruction to the learning objectives and competencies. All faculty use a guidebook that maps the competencies across the curriculum. Faculty shared that the guidebook was a great resource to the program as they revamped coursework prior to the accreditation review.</p> <p>During the site visit, students shared that they are made aware of all competencies from the beginning of each course. Several courses require students to write a paper that asks them to reflect on attainment of competencies and how they have applied them thus far. Students explained that this exercise serves as a reinforcement for them to see how all competencies come together and can be applicable in practice.</p>		
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D2 Worksheet

MPH Foundational Competencies	Yes/CNV
1. Apply epidemiological methods to the breadth of 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 & societal levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design or implementation 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 multiple dimensions of 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 principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	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 public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Perform effectively on interprofessional teams	Yes
22. Apply systems thinking tools to a public health issue	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The program's two MPH concentrations each have five unique competencies that define the advanced skills and knowledge that students are expected to attain, as shown in the D4 worksheet. Site visitors determined that these competencies appropriately build on the foundational knowledge and competencies and provide clear definition of each concentration.	Click here to enter text.	
Assesses all students at least once on their ability to demonstrate each concentration competency		For each concentration, students are required to take five concentration courses. For students in the healthcare ethics concentration, courses include scholarly reading and writing, health policy, research ethics, law and healthcare ethics, and social and cultural contexts of healthcare. For students in the healthcare management concentration, courses include human resources for healthcare managers, health communications and informatics, health economics and finance, health planning and marketing, and public health leadership.		
If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES)	n/a	The syllabi and assignment descriptions provided sufficient information for reviewers to confirm that the		

		designated assignments and lectures assess all aspects of the competency statements.		
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D4 Worksheet

Health Care Ethics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze health justice problems found in U.S. health care policy and make recommendations regarding demands of justice.	Yes	Yes
2. Apply ethical principles, norms, and theories, in ethically complex situations to inform multiple stakeholders in advocacy.	Yes	Yes
3. Distinguish general concerns of bioethics surrounding health care of populations made vulnerable or marginalized	Yes	Yes
4. Apply norms and theories of ethics in assessing health research.	Yes	Yes
5. Incorporate diverse perspectives from the humanities and liberal arts into ethical reflection about health care structures	Yes	Yes

Healthcare Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply problem solving strategies to design and present a marketing plan in a healthcare setting.	Yes	Yes
2. Conceptualize and design health communication materials for a health disparity and provide an associated evaluation plan.	Yes	Yes
3. Analyze a healthcare organizations strategic marketing plan utilized to achieve organizational goals	Yes	Yes
4. Formulate a human resources solution to an organizational problem.	Yes	Yes
5. Evaluate economic and financial models for the organization to achieve its strategic goals and objectives.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		The MPH program requires every student to demonstrate the following foundational competencies during the applied practice experience (APE):	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		<ul style="list-style-type: none"> • Interpret results of data analysis for public health research • Propose strategies to identify stakeholders and build coalitions and partnerships influencing public health outcomes 		
All students demonstrate at least 5 competencies, at least 3 of which are foundational		<ul style="list-style-type: none"> • Communicate audience-appropriate public health content, both in written and oral presentations <p>For the health care ethics concentration, students must also demonstrate the following competencies:</p> <ul style="list-style-type: none"> • Distinguish general concerns of bioethics surrounding health care of populations made vulnerable or marginalized • Apply norms and theories of ethics in assessing health research <p>For the healthcare management concentration, students must also demonstrate the following competencies:</p> <ul style="list-style-type: none"> • Analyze a healthcare organizations strategic marketing plan utilized to achieve organizational goals • Formulate a human resources solution to an organizational problem <p>Each MPH student is responsible for identifying a site to meet the APE requirements. On occasion, sites outside the</p>		

		<p>country can be approved. All sites require the approval of the MPH practicum coordinator and/or course instructor. All students take MPH 610: Pre-Practicum Preparation in which they draft a learning contract that requires them to state learning goals expected to be achieved while at their practice site. During that time, site preceptors are provided an MPH practicum manual to acquaint them with their responsibilities. The practicum manual also outlines the specifics for the APE, clarifies roles and responsibilities, discusses site selection, and addresses assessment of products. Students then take MPH 611: Practice Experience, in which they complete the practicum.</p> <p>The learning contract details the specifics of each student's APE, such as at least 80 hours must be focused on project activities, and specific activities are identified that will support attainment of the five identified competencies. Due to COVID-19 restrictions, project activities have been conducted virtually over the last year, but project deliverables are still required to be related to quality improvement products for the practice site.</p> <p>The program provided examples of APE deliverables that included a survey related to vision and dental examinations for young children; the student then created a data analysis report from the survey results and created a brochure for parents with findings. Another student created an ethical decision-making guide for the local health department. Other examples included the development of a preventive program for at-risk youth, an assessment of the appropriateness of non-statin lipid-lowering medication, and the evaluation of a program seeking to achieve and maintain viral load levels among persons infected with HIV/AIDS.</p>		
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		During the site visit, students and alumni described being able to identify appropriate sites on their own or with some assistance from faculty, when needed. Students, preceptors, and alumni described the APE as a strength of the program.		
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D6. DRPH APPLIED PRACTICE EXPERIENCE

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

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		In MPH 612: Capstone, students complete a high-quality written product explicitly designed to demonstrate synthesis of foundational and concentration competencies. Students synthesize the three foundational and two concentration competencies that they applied during MPH 610 and MPH 611 (APE-related courses). These five competencies are defined by the program, as noted in Criterion D5. The program specifically selected these competencies because they are most appropriate to the academic and professional goals of MPH students, given their chosen concentration, and they align with the program’s mission, vision, values, and priority communities.	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				

		<p>Prior to enrolling in MPH 612: Capstone, the selected competencies are presented, discussed, agreed upon, and engaged in by students in conjunction with their course instructor, site supervisor, and the practicum coordinator. This process ensures that students have completed the foundational work, practice, and data needed to synthesize competencies.</p> <p>Students produce a high-quality document called the final capstone paper. In addition, students produce a reflective essay, poster presentation, and five-minute video that summarizes their experiences and demonstrates their ability to integrate field experiences with program learning objectives, foundational and concentration competencies, and the vision, mission, and values of the MPH program.</p> <p>A review of the sample written products included an evaluation of a mentorship program, an evaluation of a suicide prevention gatekeeper training, an evidence- and advocacy-based program for deaf and hard-of-hearing children, a social support study on postpartum depression risk for Kenyan women, and an evaluation of a hazardous drug program.</p> <p>The practicum coordinator and capstone course directors review and assess students' demonstration and synthesis of competencies. Site reviewers examined a variety of guidelines, criteria, and rubrics that provide clear evidence of review and assessment of competency synthesis and student achievement.</p>		
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		During the site visit, students and alumni said that they felt very supported by faculty throughout their practicum and integrated learning experiences.		
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

D12. 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			

D13. 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			

D14. 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		All MPH students complete at least 44 credits of coursework to earn the degree. The university defines one credit as 15 hours in the classroom, plus a minimum of two hours of out-of-class work each week.	Click here to enter text.	

D15. DRPH PROGRAM LENGTH

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

D16. BACHELOR'S DEGREE PROGRAM LENGTH

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

D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

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

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

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

D19. ALL REMAINING DEGREES

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

D20. 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		<p>The program offers both MPH concentrations in a fully distance-based format, and all instruction occurs asynchronously. Since the program is committed to training the public health workforce to address marginalized, vulnerable, and at-risk populations, the distance format makes it attractive to working professionals and non-traditional students.</p> <p>All courses are delivered using the Blueline learning management system. Faculty are supported by instructional designers to define and develop learning and assessment activities. The department's Curriculum and Evaluation Committee also collaborates with faculty to ensure that course content addresses the program's goals and appropriately covers all public health competencies.</p> <p>The program provides administrative support, IT, and student support through numerous mechanisms at the university level. The university's Division of Information Technology and Library Services also contracts with vendors that provide support for faculty, staff, and students. Students may contact the division hotline 24/7 for password resets and to submit tickets for support.</p> <p>The university's Teaching and Learning Center staff consists of instructional designers, technologists, and graduate assistants who work with faculty to ensure that they are well equipped with all the resources needed for</p>	<p>Click here to enter text.</p>	
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				

		<p>quality distance education. More specifically, the Teaching and Learning Center staff provide support to faculty by offering an online teaching certification course and a Distance Education Mentoring Initiative, which pairs novice online instructors with experienced instructors. The Teaching and Learning Center also works with faculty on multi-media content to support student learning. Faculty have access to professional development resources including webinars, professional journals, and membership to national organizations through the Teaching and Learning Center.</p> <p>Students are supported by an academic coach who monitors their progression through the program. The university also provides students, faculty, and staff with access to advising and retention tools such as Degree Works (degree management system), Creighton Connect (online retention tool), and the Student Resource Center.</p> <p>The university has several mechanisms to assess the academic rigor of all distance programs. Several committees and guidelines are incorporated into the review process including the university's Quality in Distance Education Programs Policy and the Quality Assurance Standards for Online Education Programs.</p> <p>The program utilizes several authentication services to validate student identity. All students are assigned a unique user ID upon admission. Students are responsible for providing their complete and identity information in any identification verification process. In addition, the university's student information system provides instructors and department personnel access to class rosters that include student names and NetIDs. With</p>		
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		<p>Canvas, students also have the option to upload photos associated with their accounts. The program leadership encourage faculty members to use assessments that include audio and video presentation at several points in the course and in the program.</p> <p>During the site visit, faculty and staff emphasized the program's dedication to ensuring that they are responsive to the needs of online learners. The program frequently reviews feedback from students related to coursework and format of instruction and faculty work closely with the instructional designer to modify courses as needed to meet the needs of all students.</p>		
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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		Primary and non-primary instructional faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar. Site visitors confirmed that faculty are qualified by the totality of their education and experience for their responsibilities related to the degree and concentrations offered.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (eg, bachelor's, master's) & nature of program (eg, research, practice)		Faculty provide a depth and breadth of expertise that is an asset to the university and to MPH students. Faculty possess formal education and professional experience in a variety of public health-related disciplines including health policy, rural health, anthropology, health promotion, community health, and sociology.		

		During the site visit, students remarked on faculty being well-matched for the courses that they teach. Students and alumni discussed a variety of relevant topics that faculty bring into class including global perspectives on health, community-based participatory research skills, and understanding environmental health in practice. Students and alumni described faculty as clear and responsive communicators who are supportive through all interactions.		
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E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The program recruits full- and part-time faculty as teacher-practitioners who have disciplinary and content expertise and professional experiences outside of academia.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		For example, one full-time faculty member has experience with community assessments on the nutritional status of children in the Dominican Republic and has also consulted in the areas of accreditation and credentialing. Another full-time faculty member has conducted culturally responsive racial equity evaluations at national conferences, non-profits, and the CDC. Another full-time faculty member has consulted on proposals from the Centers for Medicare and Medicaid Services. One special faculty member has experience with health and health equity with a community health focus. Another special faculty member is an epidemiologist with a county health department. A third special faculty has done several		
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

		community health needs assessments for Indigenous villages. A survey of teaching faculty indicated that of all faculty, 83% integrate external public health practitioners into their courses through guest lectures, student mentorship, community engagement, etc.		
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E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>Various systems are in place to document that all faculty are current in the areas of instructional responsibility. Within the MPH program, all faculty members are expected to maintain currency in their professional disciplines through participation in professional organizations, appropriate research and scholarship, and publication and presentation of scholarly products.</p> <p>The university, school, and department have a wide variety of seed grant, travel grant, and faculty development programming to enable all full-time, special, and part-time faculty members to continue professional development.</p> <p>The department's Faculty Development Committee offers professional development workshops and information sessions for full- and part-time faculty. The department or program pays 100% of costs for faculty and staff to participate in learning-focused activities offered through the university. The department budgets an annual stipend</p>	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				

		<p>per year for faculty participation in local, regional, or national conferences. Faculty attend various conferences on a regular basis including the American Public Health Association Annual Meeting, Midwest Sociological Society Conference, American Society for Bioethics and Humanities Annual Conference, and Society for Applied Anthropology Annual Meeting. Professional development within a faculty member's discipline is evaluated and encouraged through the annual review process and the promotion and tenure review process.</p> <p>Faculty instructional effectiveness is evaluated by university and department-specific policies and procedures. Students, faculty, the program director, and department chair participate in these procedures, which are incorporated into annual performance reviews and evaluation of faculty candidates for tenure and promotion.</p> <p>The program's self-defined indicators include student satisfaction with instructional quality, examples of courses that involve community-based practitioners, and annual reviews of faculty productivity.</p> <p>Student satisfaction with instructional quality is measured by an online course evaluation system, Campus Labs, using the IDEA Learning Essentials diagnostic tool to assess student satisfaction with instructional quality. Course evaluations are anonymously completed by students at the end of each eight-week term. The survey asks for students' perceptions of the faculty's engagement, accessibility, and ability to facilitate an equitable learning environment. Information in the self-study and supporting documents showed high student</p>		
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		<p>satisfaction with instructional effectiveness. Students also commented that the online learning environment contributed to their development as independent learners.</p> <p>Four examples of courses with community-based practitioners were shared to illustrate the program's commitment to integrating community-based perspectives in courses. During the site visit, students and alumni discussed the lasting impact of the course MPH 609: Community-Based Participatory Research in their public health careers.</p> <p>An annual faculty performance review provides an opportunity for faculty to reflect on their work and to identify areas for development through a structured review process with the program director. The director reviews each faculty member's productivity and contribution in terms of teaching, scholarship, and service. The director plays a mentoring/coaching role and discusses how faculty activities translate into meeting individual and programmatic goals for the MPH program. During the site visit, faculty discussed appreciating the opportunity to discuss and reflect on their activities and plan for teaching and pedagogical innovations in the future. College and university leaders discussed the availability of funds to meet faculty members' professional development needs.</p>		
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E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>Policies and practices are in place to support faculty involvement in scholarly activities. The MPH program states that scholarship and research are critical to the impact and reputation of the program and university. A focus on generating new knowledge for solving real-world public health problems and faculty engagement in scholarship and research helps to ensure that students are learning methods in contexts that are both current and significant. The program adheres to Boyer's definition of scholarship, which recognizes the scholarship of discovery, integration, application, and teaching.</p> <p>Scholarship and research expectations are identified in the faculty handbook, the Graduate School's rank and tenure guidelines, and standards of performance in teaching, scholarship, and service for the ranks of assistant professor, associate professor, and professor. The Graduate School guidelines note that achievement in scholarly activity is demonstrated by publication of books, reviews, and articles; by delivery of scholarly papers; by activity in scholarly societies; and by appointments as editor, reviewer, and referee.</p> <p>Various supports exist to promote faculty involvement in scholarly activities including the Office of Sponsored Programs Administration, Research Services Office, University Research Council, and Center for Interprofessional Practice, Education and Research</p>	<p>Click here to enter text.</p>	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>(CIPER). Internal grant opportunities are provided by the Dr. George F. Haddix President’s Faculty Research Fund, Graduate School Research/Scholarships Grants, and the Teaching and Learning Center.</p> <p>Program faculty are engaged in research and integrate this research into instruction. Instructors teach courses that align with their areas of research expertise. For example, one faculty member integrates research focused on breast cancer in the Black community into the MPH 609: Community-Based Participatory Research course. This faculty member describes the process of recruiting study participants in diverse community settings, seeking out a project champion in the community, and revising recruitment materials to adjust to health literacy levels. Students in this class identify community members to interview for their projects and have an assignment in which they lay out their communication and recruitment strategies.</p> <p>Another faculty member integrates research on technology, innovation, and public health, such as shareholder anxiety and Alzheimer’s and depression research into MHE 606: Theories of Justice and MHE 622: Public Health Ethics. Students in MHE 606 address technological issues that transform global health infrastructures and decision making. In MHE 622, students examine the most important ethical and conceptual issues to consider when developing population-based approaches to health.</p> <p>Another faculty member integrates research on the legalization of physician assistance in suicide and euthanasia in various countries, including the United</p>		
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		<p>States into MHE 603: Law and Healthcare Ethics. Various assignments in the course have been reshaped to address the emerging lessons learned in the faculty member's research.</p> <p>The program's chosen indicators include 1) peer-reviewed articles with a focus on vulnerable populations to advance health equity, 2) presentations at professional meetings with a focus on vulnerable populations, 3) percent of total faculty participating in research activities, and 4) number of faculty participating in research/scholarship with a focus on vulnerable populations.</p> <p>The program set targets for each of the outcome measures and has reached at least 50% of the target for some of the measures over the past three years. For example, the program has a target of 20 faculty (seven PIF and 13 non-PIF) presentations at professional meetings with a focus on vulnerable populations each year. The program reached 10 presentations in 2017-18, 12 presentations in 2018-19, and 19 presentations in 2019-20.</p> <p>As mentioned in Criterion B5, during the site visit, faculty expressed concern that the first indicator (peer-reviewed articles) does not meaningfully reflect the diversity of scholarship produced by faculty (e.g., book chapters, books). Faculty and students shared with site visitors the enhanced focus on MPH student-faculty research opportunities. Faculty and college leaders spoke about the various professional development allocations to support research including conference travel and research support. One faculty member appreciated the flexibility to use research support in non-traditional ways.</p>		
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		Students told site visitors that they appreciated the real-world research perspectives provided by faculty and the opportunities to be involved in COVID-19 research with Indigenous communities.		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		<p>The program reported that 100% of primary faculty are involved in community engagement through outreach, education, and partnership. Extramural service is not an explicit requirement for special faculty; however, the program reported an expectation that at least 85% have evidence of service on their CV. The self-study describes several examples of faculty service including one faculty member's role as assistant director of Creighton at Highlander, a place-based community development program; two faculty members conduct community assessments for Latin American Concern in the Dominican Republic; and one faculty member works with end-of-life and palliative care initiatives.</p> <p>During the site visit, faculty described the university as supportive of extramural service. For example, faculty are encouraged to do extramural service as allocated volunteer service hours. Faculty also noted that service is strongly aligned with Creighton's overarching Jesuit values and goal of graduating students who are assets for the world.</p>	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means				

		<p>Service is also described at the university-level for tenure and promotion purposes and this definition aligns with the MPH program goals. The university provides programmatic support for extramural service through access to Global Engagement Faculty Development, Ignatian Seminar for Faculty, and the Office of Academic Service-Learning.</p> <p>In the self-study, the program described several examples of how faculty integrate extramural service into student instruction. For example, MPH 609 integrates community partnerships for health promotion activities; MPH 608 partnered with a Catholic Charities seniors' group; MPH 610 integrates with an NGO focused on Haitian children living in underserved areas of the Dominican Republic; and MHE 603 engages in policy development and new legislative efforts at the state level.</p> <p>The MPH program also provides several student opportunities to engage in extramural service with faculty including the production of public service announcements for the ACEER Foundation, promoting National Preparedness Month, serving on the planning committee for the Omaha chapter of the American Foundation for Suicide Prevention, and planning for National Public Health Week activities.</p> <p>The self-study details the program's progress related to four measures for extramural service for primary and non-primary faculty for a three-year period. One indicator, number of priority community-based service projects, was suspended due to the COVID-19 pandemic for 2020-2021. The other indicators included percentage of PIF participating in culturally responsive extramural service</p>		
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		activities with vulnerable populations; percentage of non-PIF participating in culturally responsive extramural service activities with vulnerable populations; and number of faculty-student service collaborations with vulnerable populations.		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		<p>The program engages external stakeholders primarily through its External Advisory Board, which includes 12 members who are public health professionals, academics, community members, and alumni. In 2019, the program expanded the External Advisory Board to include members who represent students' geographic locations and demographics. The External Advisory Board meets two times a year, and more frequent meetings were held in preparation for the self-study process.</p> <p>In 2018, the MPH program underwent a full program review to prepare for the accreditation process. The review was conducted by two external reviewers from other accredited public health programs and one internal reviewer from the university. The reviewers identified areas of strength, such as the program's guiding statements and student support resources, and also identified some areas for improvement, such as faculty support for research and student outcome data.</p> <p>The program also solicits feedback from adjunct faculty, some of whom work in practice settings, through their</p>	Click here to enter text.	
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 				
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback				

		<p>participation on the Scholarship and Service Committee and through an annual survey that asks for their input on the alignment of the curricula to current practice. The program also solicits feedback from preceptors throughout the duration of students' placements. Within one year of graduation, the program also surveys employers of program graduates.</p> <p>The program's external partners contribute to the operations of the program in various ways. For example, the External Advisory Board contributed to the development of the program's guiding statements by holding discussions with faculty; faculty then held follow-up sessions to implement the feedback from partners.</p> <p>Members of the External Advisory Board met with program faculty in 2018, and again in 2019, to review and discuss the self-study process, make recommendations for board expansion, and review curricular proposals. In April 2020, the draft self-study was sent to all members of the newly expanded External Advisory Board. The board offered comments and advice that were then reflected in the preliminary self-study submitted to CEPH. All primary and non-primary MPH faculty also had the opportunity to review the draft self-study and provide comment.</p> <p>The External Advisory Board also provides feedback on changing practice and research needs that can be addressed by the program. Each year, the program asks members to share practice and research areas that they feel are needed in the region. The program director and faculty liaison also interview and survey adjunct faculty to solicit their feedback on the current practice and research needs in their communities. Reviewers identified</p>		
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		<p>examples of such feedback in the EAB meeting minutes. For example, EAB members discussed the importance of students being exposed to both rural and urban communities to address current gaps in the field. Members also discussed the most salient areas of epidemiology to the current workforce and the skills they require.</p> <p>The program relies on employer surveys to assess graduates' performance of competency areas in an employment setting. The program administered the initial survey to employers in 2019 but did not receive meaningful data. The program changed the substance and process of the survey in 2020. For example, the program now asks its graduates to share the link with their employers directly to increase the response rate. The original and updated survey ask employers to rate (quantitatively) how graduates are performing in the different competency areas and asks them about primary responsibilities and what skills are needed (qualitative). In the updated survey, the program added a qualitative question that asks employers how the program is doing in meeting the needs of their organization and whether the skill sets they expect are being delivered by graduates. The program will continue to administer this survey annually. Survey results are shared by the program director with faculty and the External Advisory Board for review and feedback.</p> <p>Stakeholders who met with the site visit team said that they were very impressed with students who come to their organizations through the MPH program. Stakeholders also shared the various opportunities they have to provide feedback to the program. Members of the</p>		
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		External Advisory Board also confirmed that they were involved in evaluation of the program in preparation for the self-study and accreditation review.		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The program uses several platforms to notify students of professional service opportunities. Opportunities are primarily shared by faculty during course instruction, the MPH program listserv, and the public health blog. Faculty use the public health blog to share upcoming events, such as National Public Health Week, information about national health observances, and links to peer-reviewed articles and reports. Students are also recruited to participate in National Public Health Week through the Student Advisory Board. Faculty share opportunities on Facebook, Twitter, and LinkedIn.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		<p>MPH students also have access to service activities through the university's Schlegel Center for Service and Justice. The center coordinates service opportunities for students in the Omaha area, offers spring break service and justice trips across the country, and coordinates post-graduation volunteering for alumni.</p> <p>The program provides experiential opportunities for professional development through an invited speakers series. Examples of such events that were attended by students include the following.</p>		

		<ul style="list-style-type: none"> • Dr. Georges Benjamin (2016) spoke on two separate occasions through funding provided by the School of Medicine’s Distinguished Lecture series. One presentation was entitled “Working Together to Become the Healthiest Nation” and the other was “Population Health Moving Beyond Clinical Intervention.” • National Public Health Week Initiative 2017: Black LGBT Health in the United States: A Book Launch and Community Conversation. • Citizens of Nowhere: A Free Public Screening and Panel Discussion (2018) – university event hosted by the Negotiation & Conflict Resolution Program. One MPH student was a panelist. <p>In 2020, the program conducted a survey of all current MPH students (n=42) to see how many had participated in any service opportunities; 83% had engaged in service in the last three years. Students commonly reported participating in community service activities within faith communities, homeless shelters, minority advocacy organizations, free health clinics, and community health fairs.</p> <p>During the site visit, students shared their appreciation for faculty being always willing to share their insight and knowledge about their practice experiences, such as the dos and don’ts of starting a non-profit. Students also said that many opportunities are made available to them to participate in service, and faculty are open to connect them to new organizations in areas of interest.</p>		
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F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Periodically assesses, formally and/or informally, the professional development needs of individuals in priority community or communities		<p>The program's priority professional communities are public health professionals who prioritize national and global populations experiencing health inequity, including those who are vulnerable, at-risk, or marginalized. The program emphasizes identifying professional development needs of community practitioners as a function of where its students come from, where its external advisors' practice, and where its faculty engage in scholarship and service.</p> <p>Assessment of professional development needs within the program's priority communities is an ongoing process, rather than a specific action conducted at a specific time. Full-time and adjunct faculty regularly engage in formal and informal conversations among themselves and with other practitioners to identify professional development needs.</p> <p>The program also assesses needs through organizations with which it has relationships. For example, the program has had a long relationship with the Institute for Latin American Concern (ILAC). Following a collaboration between ILAC and the MPH program in the Dominican Republic, ILAC staff identified a future need for staff training in best practices regarding designing and conducting community health needs assessments; local community health workers were identified as the likely implementers of the assessments. The MPH program then</p>		

		<p>worked with ILAC staff on the development of a new training program that was conducted in 2019 for ILAC staff.</p> <p>The program also identifies needs through the workplaces of the adjunct faculty. This includes agency-identified needs; state mandates for workforce training; and sudden needs caused by events such as the COVID-19 outbreak. Some of the training needs identified include the following:</p> <ul style="list-style-type: none"> • Best practices in community health needs assessments • Culturally responsive evaluation training • How to foster community engagement around health equity • How to implement evidence-based programs with fidelity • Racial equity and culturally responsive health education for advocates and researchers <p>The program has also begun to survey members of its External Advisory Board to identify additional workforce needs. The 2020 survey results indicated needs specific to the COVID-19 pandemic, such as the following:</p> <ul style="list-style-type: none"> • Comprehensive health data analysis • How to address anxiety during an epidemic/pandemic • Food and housing security during a health crisis • Public health preparedness and priority setting • Disease surveillance in the time of a pandemic <p>During the site visit, community partners shared that the program's faculty are always reaching out to ask what areas they need support in. One community partner said that program faculty worked with agency staff to provide</p>		
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		training in research and scientific writing, which was appreciated.		
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F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		<p>The professional development opportunities delivered by the program are aligned with the assessed needs of the communities of interest. The professional development activities delivered by the program include preparation of training materials, workshops, and seminars.</p> <p>In partnership with the American University and Public Policy Associates, faculty delivered workshops on how to conduct culturally responsive evaluation and assessment of public health programs in communities that are marginalized and at-risk.</p> <p>In 2019, the program faculty identified the needs and then co-facilitated an equity evaluation training workshop for one of the working groups at CDC in Atlanta (50 participants). Also in 2019, faculty gave an equity evaluation training workshop for cohorts of Robert Wood Johnson Clinical Scholars grant recipients in Durham, NC. Recipients were in the second or third year of their grants and needed to begin evaluating outcomes (30 participants).</p>	Click here to enter text.	

		<p>In April 2020, one faculty member, in association with the university's Center for Promoting Health and Health Equity staff, identified the need to develop and conduct a training program for Community Health Advocates (CHA) in North and South Omaha on how to address COVID-19, social distancing, environmental cleaning, and resources available for various services to these vulnerable and marginalized communities (13 attendees).</p> <p>In November 2019, program faculty and an interprofessional team from the School of Medicine and the Department of Theology conducted a training program for health promoters, ILAC staff and administrators, and volunteer students from a local college in the Dominican Republic. The capacity development training was to build skills on how to conduct a community health needs assessment. Funded by an internal grant, program faculty developed and facilitated a training program for 15 attendees that included how to conduct a community health needs assessment using tablet technology for environmental scans and surveying technique.</p>		
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines appropriate priority population(s)		The program has defined priority underrepresented populations among its students (male students of color, with a particular focus on Latino students) and faculty (regular, special, full-time, and/or part-time faculty of color, with initial focus on Latino and Asian individuals).	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		The program has developed goals to advance diversity and cultural competence.		
Identifies strategies and actions that create and maintain a culturally competent environment		The faculty goals are to maintain the current gender parity within the faculty; recruit and hire faculty of color, with an initial focus on Latino and Asian individuals; and proactively mentor and support existing diverse faculty to assure retention.		
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)		The student goals are to focus increased attention on student success to maintain/increase retention and graduation rates; increase Hispanic representation in the student body to 15% within five years through targeted recruitment; and reduce the gender ratio to at least 60% female/40% male within five years, with a focus on targeted recruitment of males of color.		
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		Site visitors determined that the program's goals and strategies are appropriate and aligned to policies and practices that attend to faculty and students. Practices support recruitment, retention, and promotion of faculty and recruitment, retention, and graduation of diverse students, with attention to the priority faculty and student populations.		
Perceptions of climate regarding diversity & cultural competence are positive		Various strategies and actions create and maintain a culturally competent environment. The university has an infrastructure to support a diverse and inclusive environment for the campus community that includes various offices (e.g., Equity and Inclusion), centers (e.g., Educational Opportunity Programs), and committees (e.g., Committee on Status of Women). The university ensures that the faculty, staff, and student communities represent		

		<p>diverse gender, racial/ethnic, and culturally diverse populations. These efforts reflect a shared sense of responsibility for fostering diversity on the campus.</p> <p>Since the inception of the MPH program, ongoing efforts to create a community that welcomes diversity and encourages cultural competence include a health disparities art contest, panel about Black LGBT health, School of Medicine Distinguished Lecture series, diversity- and cultural competence-related curriculum integration, and culturally competent engagement with community partners.</p> <p>Several courses in the MPH curriculum explicitly address diversity and cultural competence including MPH 604, MPH 606, MPH 609, MPH 601, and MPH 603.</p> <p>The program regularly collects and reviews quantitative and qualitative data about the program's climate. These data are used to inform and adjust strategies. The program noted success and challenges in executing goals and strategies with relation to the priority faculty and student populations. The program collected student, faculty, and staff perceptions relating to the MPH program's climate of diversity and cultural competence through an online survey in summer and fall 2020. Mean scores ranged from 4.33-4.58 out of 5.00. The average was 4.42, indicating there was strong student perceptions of a positive program climate relating to diversity and cultural competence.</p> <p>Quantitative and qualitative data on student, faculty, and staff perceptions relating to the MPH program's climate of diversity and cultural competence were collected through an online survey in summer and fall 2020. While student</p>		
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		<p>responses were favorable, findings from the faculty and staff survey on the program's climate of diversity and cultural competence documented that more work needs to be done, especially regarding fostering a climate that respects diversity, demonstrating the concepts of diversity and inclusion, and creating an inclusive work environment.</p> <p>The commentary relates to the program's current efforts to identify strategies and actions that create and maintain a culturally competent environment for faculty and staff. During the site visit, faculty were asked about the current plans to address the self-identified weakness that more needs to be done to improve the climate for faculty and staff. While regular, ongoing collaborations with the Office of Diversity and Inclusion were noted, the program could not identify explicit plans or approaches for improving the climate for faculty and staff.</p> <p>During the site visit, students and alumni remarked on the strength of diversity in the curriculum. One student said that every course had addressed diversity and cultural competence. University leaders discussed the university and college commitments to diversity including focused plans for recruiting a new university-level diversity leader, requiring diversity plans for new hires, diversifying faculty, enhanced pathway programs in the Southwest, and a new university-level climate survey.</p>		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		<p>The program provides a three-tiered approach to academic advising from the time a student is admitted through graduation. The first tier includes faculty advisors who are full-time regular faculty with expertise, teaching roles, and scholarship and community engagement in healthcare ethics or healthcare management. The next tier is a program-provided academic coach who functions as an academic navigator for all MPH students. The final tier is informal and includes individual faculty and practicum instructors.</p> <p>During the site visit, MPH faculty described each of the tiers and elaborated on the academic coach and the tools available. For example, the academic coach provides students with information on the following advisement tools: Degree Works, which is the degree management system; Creighton Connect, which is a communication tool between students, instructors, advisors, and other resources; and the Student Resource Center, which provides comprehensive resource information for students. The academic coach receives extensive training regarding orienting or onboarding new students, enrollment and registration, plans of study, and best practices in academic advising.</p> <p>Faculty advisors are matched to advisees based on the advisee’s concentration and stated career goals.</p>	<p>Click here to enter text.</p>	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

		<p>Samples of advising materials and resources available include the student handbook, student advising and support staff manual, advising communications roadmap, and plan of study by concentration.</p> <p>Overall, students rate their satisfaction with academic advising as good. To obtain more specific information, the program has added additional survey items to seek feedback through the midpoint survey and exit survey, which is completed during the capstone course.</p> <p>The program has a systematic orientation process. All online students in the Graduate School complete GRD 600: Orientation to Creighton, which covers policies and support for technology, student health and well-being, library policies and services, and an introduction to the university's Jesuit/Ignatian mission and tradition. MPH students are also required to complete GRD 601: Writing for Graduate Students.</p> <p>The MPH program has continued improvement plans for academic advising that include outreach each term by faculty advisors, continued conversations between the faculty advisors and academic coach, and a refresher for faculty on optimizing informal advising roles.</p> <p>During the site visit, students shared that faculty and staff are proactive with advising. For example, they specifically described faculty and staff putting out resources, engaging students in research and other activities, having quarterly academic advising sessions by Zoom and generally "motivating and inspiring" students. Alumni also indicated the ease of being able to connect with faculty for advisement due to the small student-faculty ratio.</p>		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		The MPH program provides career advising in several formats for students and alumni. The primary career advisor for all students is the faculty advisor. In a 2019 survey of faculty, 100% reported providing career planning, networking, and job seeking advice to students.	Click here to enter text.	
Variety of resources & services are available to current students		All faculty advisors provide one-on-one career counseling and planning to students. Several courses also provide students with the opportunity to learn about career paths, agencies, advocacy organizations, and professional networks. The program also encourages students to be involved in professional organizations such as APHA, SOPHE, and state public health organizations, to grow their professional networks.		
Variety of resources & services are available to alumni		<p>The university’s John P. Fahey Career Center also provides comprehensive career guidance services, and a career center advisor is specifically dedicated to graduate students to provide resume and cover letter reviews, mock interviews, and job search support. Career webinars are also available to all students.</p> <p>Examples of career advisement services provided to students and alumni include the MPH student and alumni listserv and a videotaped professional development webinar. Examples specific to students include a Career</p>		

		<p>Center-hosted orientation webinar and recorded webinar on negotiating salary and job benefits.</p> <p>Questions regarding career advising are included midway through the program and during the MPH exit survey. The program made improvements in career advising based on 2018-2019 data, resulting in significant improvements in satisfaction ratings for 2019-2020.</p> <p>Additional efforts reported by the MPH program include engagement with students each semester by the faculty advisor, an enhanced orientation in partnership with the Career Center staff, informing adjunct faculty of available services, and expanded outreach on career information.</p> <p>During the site visit, students described faculty and staff at the Career Center as being helpful and proactive with career counseling. Students specifically mentioned support and encouragement from the program to join relevant professional organizations that serve as career resources and networking venues. Alumni also described receiving digital and print information from the program related to career information.</p>		
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H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		<p>Student complaint procedures are outlined in the Graduate School catalog. The Division of Student Life has a Center for Student Integrity that provides online resources including a code of conduct, student credo, student handbook, and student conduct policies.</p> <p>MPH student complaint procedures are governed by the university's Student Complaint Policy. Exclusions to this policy include academic grade complaints, academic integrity, non-academic misconduct, disability, affirmative action, sexual violence, harassment, and discrimination. These exclusionary areas have separate policies and complaint processes.</p> <p>Complaints from MPH students follow a four-step process. The first step is informal and includes the involved staff, faculty, or department personnel. If a resolution is not reached, the second step initiates a formal complaint process with the submission of a student complaint form. At the third step, the Office of the Vice Provost for Student Life investigates complaint submissions. The final step is an appeal to the provost.</p> <p>In the last three years, two complaints from MPH students were made in 2017-2018. Both involved students dismissed from the program for academic reasons. In the first complaint the student was reinstated, and the second dismissal was upheld.</p>	<p>Click here to enter text.</p>	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
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		<p>The MPH program uses three primary formats for recruitment. The first is paid digital advertisements, such as Google, Facebook, Instagram, and LinkedIn, and recruitment events such as career and graduate fairs. The second modality uses resources owned by the university, which include the Graduate School and MPH program webpages, social media channels, program listserv, email, webinars, and campus information sessions. The third modality involves articles written in partnership between Graduate Marketing and Recruitment and local newspapers.</p>	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		<p>The MPH program has policies and standards required for admission including a minimum GPA of 3.0, resume or CV, personal essay, three letters of recommendation, transcripts, and English proficiency and certificate of available finances for international applicants.</p> <p>The program selected mean GPA for newly matriculating MPH students as a meaningful measure to demonstrate its success in enrolling a qualified student body. For the three years reported (2017-2019), the target of 3.0 was reached in each year (3.1, 3.2, 3.3).</p> <p>During the site visit, program faculty shared plans for improving its recruitment efforts, which include working collaboratively with the Academic Marketing and Enrollment Management team, increasing promotion of</p>		

		<p>the program to undergraduate health sciences students, implementing new targeted recruitment efforts, building collaborative relations with other Jesuit universities, and achieving CEPH accreditation.</p> <p>Program and university administrators who met with the site visit team described improving the process to engage prospective students more promptly by recruitment staff and improving marketing materials such as university and program websites.</p>		
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		<p>All resources used to describe the educational offerings are publicly available on the Creighton University Public Health website. Students can access the academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements through online resources.</p> <p>Site visitors determined that all resources available provide accurate information.</p>	<p>Click here to enter text.</p>	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

**Council on Education for Public Health Site Visit
Creighton University, Master of Public Health Program**

Wednesday, March 10, 2021

5:00 pm EST / 4:00 pm CST / 3:00 pm MST / 2:00 pm PST

Site Visit Team Executive Session 1

Thursday, March 11, 2021

9:45 am EST / 8:45 am CST / 7:45 am MST / 6:45 am PST

Site Visit Team Executive Session 2

10:15 am EST / **9:15 am CST** / 8:15 am MST / 7:15 am PST

Program Evaluation

Participants	Topics on which participants are prepared to answer team questions
<i>DT Ratnapradipa, PhD, Professor, MPH Program Director Cindy Costanzo, PhD, RN, FNAP, Senior Associate Dean, Graduate School, Chair, Department of Interdisciplinary Studies Sarah Lux, PhD, Program Director, Bioethics, Department Associate Director *Roger Mustalish, PhD, Special Faculty, 2019-2020 CEPH Accreditation Consultant</i>	<i>Guiding statements – process of development and review?</i>
<i>DT Ratnapradipa, PhD, Professor, MPH Program Director Cindy Costanzo, PhD, RN, FNAP, Senior Associate Dean, Graduate School, Chair, Department of Interdisciplinary Studies LuAnn Schwery, MS, Assistant Dean, Graduate School Sarah Lux, PhD, Program Director, Bioethics, Department Associate Director</i>	<i>Evaluation processes – how does program collect and use input/data?</i>

<p>*Roger Mustalish, PhD, Special Faculty, 2019-2020 CEPH Accreditation Consultant</p>	
<p>DT Ratnapradipa, PhD, Professor, MPH Program Director Cindy Costanzo, PhD, RN, FNAP, Senior Associate Dean, Graduate School, Chair, Department of Interdisciplinary Studies LuAnn Schwery, MS, Assistant Dean, Graduate School Sarah Lux, PhD, Program Director, Bioethics, Department Associate Director Courtney Bird, Senior Director, Finance Monica Chapeau, MS, Administrative Assistant</p>	<p><i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i></p>
<p>DT Ratnapradipa, PhD, Professor, MPH Program Director Cindy Costanzo, PhD, RN, FNAP, Senior Associate Dean, Graduate School, Chair, Department of Interdisciplinary Studies Sarah Lux, PhD, Program Director, Bioethics, Department Associate Director Courtney Bird, Senior Director, Finance Terri Mahaffey, Program Coordinator Renee Mixan, Executive Assistant Monica Chapeau, MS, Administrative Assistant</p>	<p><i>Budget – who develops and makes decisions?</i></p>
<p align="center">Total participants: 9</p>	

11:15 am EST/ **10:15 am CST** / 9:15 am MST / 8:15 am PST
Break

<p>11:30 am EST / 10:30 am CST / 9:30 am MST / 8:30 am PST Curriculum 1</p>	
<p align="center">Participants</p>	<p align="center">Topics on which participants are prepared to answer team questions</p>
<p>DT Ratnapradipa, PhD, Professor, MPH Program Director Cindy Costanzo, PhD, RN, FNAP, Senior Associate Dean, Graduate School, Chair, Department of Interdisciplinary Studies Sarah Lux, PhD, Program Director, Bioethics, Department Associate Director *Tanya Benedict, PhD, CPH, Professor</p>	<p><i>Foundational knowledge</i></p>

<p>LaShaune Johnson, PhD, Associate Professor *Kate Nolt, MPH, PhD, Assistant Professor, Practicum Program Coordinator *Helen Chapple, PhD, RN, Professor *Mark Robinson, PhD, Assistant Professor *Roger Mustalish, PhD, Special Faculty, 2019-2020 CEPH Accreditation Consultant</p>	
<p>DT Ratnapradipa, PhD, Professor, MPH Program Director Cindy Costanzo, PhD, RN, FNAP, Senior Associate Dean, Graduate School, Chair, Department of Interdisciplinary Studies Sarah Lux, PhD, Program Director, Bioethics, Department Associate Director *Tanya Benedict, PhD, CPH, Professor LaShaune Johnson, PhD, Associate Professor *Kate Nolt, MPH, PhD, Assistant Professor, Practicum Program Coordinator *Helen Chapple, PhD, RN, Professor *Mark Robinson, PhD, Assistant Professor Leah Casanave, DrPH, Special Faculty -Tentative Tim Guetterman, PhD, Special Faculty *Roger Mustalish, PhD, Special Faculty, 2019-2020 CEPH Accreditation Consultant Sarah Meisinger, Academic Coach</p>	<p><i>Foundational competencies – didactic coverage and assessment</i></p>
<p>DT Ratnapradipa, PhD, Professor, MPH Program Director Cindy Costanzo, PhD, RN, FNAP, Senior Associate Dean, Graduate School, Chair, Department of Interdisciplinary Studies Sarah Lux, PhD, Program Director, Bioethics, Department Associate Director *Tanya Benedict, PhD, CPH, Professor LaShaune Johnson, PhD, Associate Professor *Kate Nolt, MPH, PhD, Assistant Professor, Practicum Program Coordinator *Helen Chapple, PhD, RN, Professor *Mark Robinson, PhD, Assistant Professor</p>	<p><i>Concentration competencies – development, didactic coverage, and assessment</i></p>

Leah Casanave, DrPH, Special Faculty - Tentative Tim Guetterman, PhD, Special Faculty *Roger Mustalish, PhD, Special Faculty, 2019-2020 CEPH <i>Accreditation Consultant</i> Sarah Meisinger, Academic Coach	
Total participants: 12	

12:45 pm EST / **11:45 am CST** / 10:45 am MST / 9:45 am PST
Break

1:30 pm EST / 12:30 pm CST / 11:30 am MST / 10:30 am PST Students	
Participants	Topics on which participants are prepared to answer team questions
Melyna Avalos Kevin Boes Lindsay deBorba Tricia Griffin Yolanda Reynolds	<i>Student engagement in program operations</i> <i>Curriculum</i> <i>Resources (physical, faculty/staff, IT)</i> <i>Involvement in scholarship and service</i> <i>Academic and career advising</i> <i>Diversity and cultural competence</i> <i>Complaint procedures</i>
Total participants: 5	

2:30 pm EST / **1:30 pm CST** / 12:30 pm MST / 11:30 am PST
Break

2:45 pm EST / 1:45 pm CST / 12:45 pm MST / 11:45 am PST Curriculum 2	
Participants	Topics on which participants are prepared to answer team questions
DT Ratnapradipa, PhD, Professor, MPH Program Director Kate Nolt, MPH, PhD, Assistant Professor, Practicum Program <i>Coordinator</i>	<i>Applied practice experiences</i>

<p>Tanya Benedict, PhD, CPH, Professor LaShaune Johnson, PhD, Associate Professor Sarah Lux, PhD, Program Director, Bioethics, Department Associate Director Roger Mustalish, PhD, Special Faculty, 2019-2020 CEPH Accreditation Consultant Terri Mahaffey, Program Coordinator</p>	
<p>Kate Nolt, MPH, PhD, Assistant Professor, Practicum Program Coordinator Tanya Benedict, PhD, CPH, Professor LaShaune Johnson, PhD, Associate Professor Roger Mustalish, PhD, Special Faculty, 2019-2020 CEPH Accreditation Consultant</p>	Integrative learning experiences
<p>Kate Nolt, MPH, PhD, Assistant Professor, Practicum Program Coordinator LaShaune Johnson, PhD, Associate Professor Sarah Lux, PhD, Program Director, Bioethics, Department Associate Director Andrew Buntun, M.Ed., Director of eLearning Sarah Oliver, M.Ed., MBA, Program Manager of Assessment</p>	Distance education
Total participants: 9	

4:00 pm EST / **3:00 pm CST** / 2:00 pm MST / 1:00 pm PST
Break

4:15 pm EST / 3:15 pm CST / 2:15 pm MST / 1:15 pm PST Instructional Effectiveness	
Participants	Topics on which participants are prepared to answer team questions
<p>Sarah Lux, PhD, Program Director, Bioethics, Department Associate Director Tanya Benedict, PhD, CPH, Professor LaShaune Johnson, PhD, Associate Professor</p>	Currency in areas of instruction & pedagogical methods
	Scholarship and integration in instruction
	Extramural service and integration in instruction
	Integration of practice perspectives
	Professional development of community

<p>Kate Nolt, MPH, PhD, Assistant Professor, Practicum Program Coordinator</p> <p>Helen Chapple, PhD, RN, Professor</p> <p>Mark Robinson, PhD, Assistant Professor</p> <p>Kate Johansen, MS, Instructional Designer</p>	
Total participants: 7	

5:15 pm EST / **4:15 pm CST** / 3:15 pm MST / 2:15 pm PST
Break

5:30 pm EST / 4:30 pm CST / 3:30 pm MST / 2:30 pm PST Stakeholder/ Alumni Feedback/ Input	
Participants	Topics on which participants are prepared to answer team questions
<u>External Advisory Board Members:</u>	<i>Involvement in program evaluation & assessment</i>
Nick Baldetti , DBA, MBA, MS, Assistant Professor and Executive Director, Healthcare Initiative, McPherson College	<i>Perceptions of current students & program graduates</i>
Dina Becirovic , MPH, Chief Operating Officer, The Bloc, Inc.	<i>Perceptions of curricular effectiveness</i>
Angela Lopez , MPH, Manager II, Medical Management, National Government Services, Anthem	<i>Applied practice experiences</i>
Anthony Robins , PhD, Director, Diversity and Inclusion; Associate Professor of Biology, Robert Morris University-Pittsburgh	<i>Integration of practice perspectives</i>
John Stone , MD, PhD, Professor Emeritus, Creighton University	<i>Program delivery of professional development opportunities</i>
John Weston , Retired, Emergency Response Coordinator, Douglas County Health Department	
<u>Alumni (last 3-5 years) & Preceptor:</u>	
Dina Becirovic , MPH, Chief Operating Officer, The Bloc, Inc.	
Rachel Brandenburg , MPH, Cass County Coordinator, Tobacco Education & Advocacy of the Midlands (T.E.A.M.)	
April Dixon , MPH, Health Educator, Tobacco Prevention and Community Outreach, Creighton University, School of Medicine	
Kelly Gould , MPH, RDH, Assistant Professor, School of Dentistry	
Angela Lopez , MPH, Manager II, Medical Management, National Government Services, Anthem	

<i>Rebekah Willoughby, MPH, Ryan White Program Data Manager, Nebraska Department of Health and Human Services</i>	
Total participants: 10	

6:30 pm EST / 5:30 pm CST / 4:30 pm MST / 3:30 pm PST
Site Visit Team Executive Session 3

7:00 pm EST/ 6:00 pm CST / 5:00 pm MST / 4:00 pm PST
Adjourn

Friday, March 12, 2021

9:30 am EST / 8:30 am CST / 7:30 am MST / 6:30 am PST University Leaders	
Participants	Topics on which participants are prepared to answer team questions
<i>Mardell Wilson, EdD, RDN, Creighton University, Provost</i>	<i>Program's position within larger institution</i>
<i>Gail Jensen, PT, PhD, FAPTA, Dean, Graduate School and College of Professional Studies, Vice Provost for Learning and Assessment</i>	
<i>Gail Jensen, PT, PhD, FAPTA, Dean, Graduate School and College of Professional Studies, Vice Provost for Learning and Assessment</i>	<i>Provision of program-level resources</i>
<i>Mardell Wilson, EdD, RDN, Creighton University, Provost</i>	<i>Institutional priorities</i>
Total participants: 2	

10:00 am EST / 9:00 am CST / 8:00 am MST / 7:00 am PST
Break

10:15 am EST / 9:15 am CST / 8:15 am MST / 7:15 am PST
Site Visit Team Executive Session 4

2:00 pm EST / **1:00 pm CST** / 12:00 pm MST / 11:00 am PST
Exit Briefing