

REVIEW FOR ACCREDITATION
OF THE
GRADUATE SCHOOL OF PUBLIC HEALTH
AT THE
UNIVERSITY OF PUERTO RICO

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

November 18-19, 2021

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CRITERIA:

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

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INTRODUCTION

The University of Puerto Rico was founded in 1903 as a state-sponsored institution to train professionals in Puerto Rico. The university has 11 campuses including the Medical Sciences Campus (MSC) in San Juan, which incorporated the Graduate School of Public Health (GSPH) in 1970. The chancellor of the MSC reports to the university president. The MSC has a strong relationship with Puerto Rico's Health Center, and its schools have had a central role in the healthcare system. In addition to the GSPH, the MSC is organized into five other schools: School of Medicine, School of Pharmacy, School of Dental Medicine, School of Health Professions, and School of Nursing. The university offers three associate degrees, six bachelor's degrees, 30 master's degrees, and nine doctoral programs, in addition to six first-level professional programs and 54 certificate and residency programs at different degree levels. In 2020-21, the university employed 887 faculty and 1,222 staff and enrolled 363 undergraduate students, 1,882 graduate students, and 447 residents.

The university is accredited by the Middle States Commission on Higher Education. The university was reaffirmed in 2019 and is scheduled to undergo a self-study evaluation in 2021-22. Specialized accreditors to which the university responds include the Commission on Accreditation of Health Informatics and Information Management Education, the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, the Commission on Accreditation for Dietetics Education of the American Dietetics Association, and the Commission on Accreditation of Healthcare Management Education.

The school originated from graduate courses in the School of Tropical Medicine. In 1950, the graduate courses, part of the Department of Preventive Medicine and Public Health, moved into the newly approved School of Medicine. In 1970, the Council on Higher Education authorized the creation of the GSPH. The school organized into five departments in 1981 and spent the rest of the decade growing, including adding a graduate certificate in gerontology. In 1984 and 1985, the school began offering an MPH evening program and an MS in environmental health. In the 1990s the school added MPH concentrations in gerontology and public health education as well as an MS in industrial hygiene. Between 2000 and 2012, the school began offering the DrPH degree in three concentrations, environmental health, health systems analysis and management, and social determinants of health. Currently, the school hosts five academic departments, four administrative offices, and three research and service programs. As of 2021-22, the program enrolls 159 MPH students across its six concentrations, 114 MS students across six concentration, and 87 DrPH students across three concentrations.

The school received initial accreditation in 1956 and had its most recent review in 2014. The school was reaccredited for seven years with interim reporting related to resources, degree offerings, competencies, assessment, and doctoral degrees. The Council accepted the school's 2015 interim report as evidence of compliance with competencies, assessment, and doctoral degrees, and accepted the school's 2016 interim report as evidence of compliance with resources and degree offerings. The current review occurred in the context of the island's multiple recent challenges, including fiscal and natural disasters, the latter of which left much of the island without access to electricity or internet. These issues persist, and the university and GSPH have worked to find solutions for students, many of whom continue to face challenges that impact their studies.

Instructional Matrix - Degrees and Concentrations					
			Categorized as public health	Campus based	Distance based
Master's Degrees	Academic	Professional			
Biostatistics		MPH	X	MPH	
Epidemiology	MS	MPH	X	MS, MPH	
Environmental Health		MPH	X	MPH	
Health Services Administration		MHSA		MHSA	
Public Health Education		MPH	X	MPH	
General		MPH	X	MPH	
Gerontology		MPH	X	MPH	
Industrial Hygiene	MS		X	MS	
Evaluation Research of Health Systems	MS			MS	
Nutrition	MHSN			MHSN	
Demography	MS			MS	
Doctoral Degrees	Academic	Professional			
Environmental Health		DrPH	X	DrPH	
Health Systems and Analysis		DrPH	X	DrPH	
Social Determinants of Health		DrPH	X	DrPH	

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The school has appropriate organizational and administrative processes to fulfill its mission and goals.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 		The dean serves as the operational and academic lead of the GSPH. The associate dean for academic affairs, the assistant dean for student affairs, and the five department chairs report directly to the dean. The school has three special units for research and service (Center for Evaluation and Sociomedical Research, Family Planning Program, and Institute on Developmental Disabilities), and each of the leaders of these units reports directly to the dean.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The school has seven standing committees established in the bylaws. The committees address the following areas: administrative and academic, curriculum, school personnel (includes promotion and tenure), informatics, service, faculty affairs, and doctoral program. The school also has an Executive Committee, which is not noted in the bylaws and is composed of all academic administrative positions in the school, including the dean, associate dean of academic affairs, assistant dean of student affairs, all five department chairs, and the GSPH administrator. This committee meets each month and ensures the monitoring and implementation of policy, initiatives, and priorities across the different administrative units of the school. This committee also advises the dean regarding the budget.		

		<p>Each committee has a different membership formula and meets at different frequencies. For example, the Curriculum Committee is composed of an elected representative from each of the five academic departments, the counselor from student affairs, a student representative, the associate dean for academic affairs (ex-officio), and the director of the Office for Curriculum and Evaluation. The committee is charged with advising the dean on all matters pertaining to the development and implementation of curricular revisions, official changes in course content, and evaluating new programs. The committee meets each trimester or more often when needed.</p> <p>Program faculty propose and define degree requirements, with final approval coming from the Curriculum Committee, the associate dean of academic affairs, GSPH faculty as a whole, and the MSC dean for academic affairs. For degree requirements that affect only one academic program, the department submits the proposed change for review to the school's associate dean of academic affairs, then the proposed changes are reviewed by the Curriculum and Evaluation Office within the associate dean of academic affairs' office. For changes at the school level, program faculty work on revisions before submitting them to the Administrative and Academic Affairs Committee. Once approved, the changes are brought before the school faculty as a whole for final approval.</p> <p>Curriculum design and revisions begin at the program level. Program faculty submit changes to the department for approval, and once approved it is sent to the associate dean for academic affair's office for initial review. Once this initial review is completed, the Curriculum Committee</p>		
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		<p>evaluates, makes recommendations, and provides approval.</p> <p>The associate dean of academic affairs' office develops student assessment policies, with final approval coming from the Administration and Academic Affairs Committee. Student competency assessment occurs at all levels of the school, beginning with individual program faculty, where individual faculty report on competency attainment in their courses, and ending with an end-of-trimester meeting between the associate dean for academic affairs, academic program coordinators, and the assistant dean of student affairs; attendees discuss student progress and make recommendations. Any changes are brought to the dean and Academic Affairs Committee for final approval.</p> <p>Each of the school's degree program faculty develop policies for admission that are reviewed and approved by the Administrative and Academic Affairs Committee. Program coordinators, with input of program faculty, interview, assess qualifications, and make recommendations for admission of applicants. The dean approves applicant recommendations, and the list is sent to the MSC Central Admissions Office for final review for completeness. Students receive their approval or denial letters from the dean of the school.</p> <p>The dean and/or department chairs initiate the recruitment process for tenure-track faculty. The department personnel committee reviews applicant materials, interviews applicants, and provides a report to the department chair. Based on this report, the chair makes hiring recommendations to the dean, who then</p>		
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		<p>makes the hiring recommendation to the MSC chancellor and Administrative Board, who make the final decision.</p> <p>Program faculty evaluate candidates for both non-tenure track and adjunct faculty. They are then reviewed by the department and school personnel committees, followed by the department chair and the dean for initial appointments.</p> <p>The university bylaws outline the requirements for promotion and tenure. The bylaws guarantee that faculty dossiers will be reviewed to determine if promotion and tenure are granted. Each department's personnel committee is responsible for reviewing dossiers and submitting a report to the chair, who provides a recommendation to the dean. The dean reviews and sends the report to the school Personnel Committee (made up of school faculty) for review to assure that the candidate is qualified, and the selection process has been fair and unbiased. Once they provide this assurance, the dean makes recommendation decisions to the MSC's chancellor and Administrative Board, who make the final decisions about tenure and promotion.</p> <p>Administrators and faculty actively participate on university decision-making bodies. The school provided a table of participation from 2015 to the 2019-20 academic years. During 2009 to 2020, for example, the dean and four faculty members served on the MSC Academic Senate. During the same year, faculty also participated on the Institutional Review Board and the Biosafety Committee.</p> <p>The school conducts faculty meetings twice a year. Full-time faculty attend these meetings and part-time and</p>		
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		<p>adjunct faculty are invited and attend as available. Faculty also interact with each other at orientation, workshops, and presentations. Part-time faculty are regularly invited to meetings and their participation varies by interest and availability. During the site visit, faculty indicated that many decisions are made at the committee level and brought to faculty meetings for discussion and final approval. The site visit team validated part-time and full-time faculty interact through a review of meeting minutes and attendee lists.</p> <p>University leaders described a strong relationship between the university and the GSPH, noting that they meet with school leaders regularly in both formal and informal settings. The chancellor described her commitment to the GSPH through helping to identify better ways to secure funding; for example, the university supports the evening program, which brings additional revenue to the GSPH. The MSC dean of academic affairs explained how she supports the school's work in competency-based education; currently working to help school leaders identify more efficient ways to monitor and assure that competencies are adequately taught and assessed.</p>		
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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		<p>The student bylaws at the university level require that students are involved in decision and policy making at the university and school levels. The school has a Student Council that ensures student representation on the eight standing committees, as well as the MSC Academic Senate and Administrative Board. The Student Council also has a standing space on the agenda of the Administrative and Academic Affairs Committee. Student Council officers meet monthly, and the general assembly meets once per semester.</p> <p>During the site visit, several students indicated they are or have been involved on committees and that they believe their voices have been heard. One student described her experience working with the university and how she shares what she learns with her student colleagues.</p> <p>In addition to participation on the eight committees, students participate in the evaluation of faculty for promotion and tenure by offering input during the evaluation process. The school also has student liaison</p>	<p>Click here to enter text.</p>	
Students engaged as members on decision-making bodies, where appropriate				

		committees that meet regularly with the assistant dean for student affairs and work on issues impacting student life and performance.		
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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
	Met			
Operates at highest level of organizational status & independence		<p>The school enjoys the same level of independence and status as other schools in the MSC including medicine, dentistry, health professions, nursing, and pharmacy.</p> <p>The dean reports directly to the chancellor of the MSC, who reports to the university president. During the site visit, the dean confirmed that he meets regularly with the chancellor.</p>	Click here to enter text.	

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Offers professional public health master's degree in at least three distinct concentrations		The school offers an MPH degree in six concentrations, a DrPH in three concentrations, two academic public health master's degrees, and four non-public health master's	Click here to enter text.	

Offers public health doctoral degree programs in at least two distinct concentrations		degrees as shown in Template Intro-1. Site visitors met with leaders and faculty representatives from each of the degree levels and concentrations during the visit.		
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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		<p>The school has clear and concise guiding statements that are sufficiently specific to rationally allocate resources and guide evaluation of outcomes. The current versions were developed by engaging faculty, students, staff, alumni, and community partners in a participatory process during 2016-17. The Committee for Strategic Planning led the development of the strategic plan. The Administrative and Academic Affairs Committee is responsible for implementation and ongoing monitoring of the actions recommended in the plan.</p> <p>The vision for the GSPH is to: <i>“be the leading institution in public health for the development and integral well-being of the population at the community, national and international levels.”</i></p> <p>The mission for the GSPH is to: <i>“advance public health through the development of leaders, the creation of new knowledge and the offering of services that contribute to the sustainable well-being of society.”</i></p> <p>The GSPH has four goals, one each for education, research, service, and management:</p>	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				
Guiding statements reflect aspirations & respond to needs of intended service area(s)				
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes				

		<ul style="list-style-type: none"> • Education: Increase the quantity and quality of professionals in the diverse areas of public health disciplines through an accessible, competency-based curricular academic offering that promotes student success and is anchored in community needs. • Research: Create knowledge through public health initiatives that meet the needs of the population. • Service: Strengthen the active participation of the GSPH community in matters of public policy and health advocacy, and the development of public health services models, from an ecological and sustainable development perspective. • Management: Advance public health through the development of leaders, the creation of new knowledge and the offering of services that contribute to the sustainable well-being of society. <p>The school “is guided by universal human values of social justice and equity.” Through the strategic planning process, the GSPH identified seven core values related to respect for human beings, commitment to socio-cultural values of the Puerto Rican nation, and interdisciplinary and interprofessional teamwork among others.</p> <p>The guiding statements as a whole address school’s aspirations, with a specific focus on community needs and its plans to advance the field and promote student success.</p>		
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B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The school reports graduation rates that exceed the threshold for the MPH and MS degrees.	The school has been able to reach a 63.6% DrPH graduation rate for the 2014-15 cohort which will be reported in the next CEPH Annual Report in November of 2022. A doctoral student graduated in February 2022 which brought the rate to compliance in this academic year. There is an additional DrPH student who is expected to graduate by the end of the academic year which would bring the graduation rate to 72.7%. Attachment A provides the DrPH graduation rates for the past 5 years including an update of the 2014-15 cohort that reaches the MTTC.	The Council reviewed the school's response and attachments and appreciated the updated data provided. While graduation rates for most years appear to meet—or still have the potential to meet—the 60% threshold, it does not appear that the school is tracking all students correctly. Specifically, the school reports that students remain enrolled in cohorts that have already exceeded the maximum allowable time to graduate.
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		<p>For the MPH, the school reports a graduation rate of 88% for the 2016-17 cohort, which has reached the maximum time to graduate of five years. The 2017-18 and 2018-19 cohorts have already exceeded the 70% threshold, and attrition rates are low enough that the 2019-20 and 2020-21 cohorts can meet the threshold.</p> <p>For the MS, the school reports a graduation rate of 84% for the 2016-17 cohort, which has reached the maximum time to graduate of five years. The 2017-18 cohort has already exceeded the 70% threshold, and attrition rates are low enough that the 2018-19, 2019-20, and 2020-21 cohorts can meet the required threshold.</p> <p>For the DrPH, the school reports a graduation rate of 50% for the 2013-14 cohort, which has reached the maximum time to graduate of eight years. The 2014-15 cohort graduation rate is currently at 55%, and should the last student graduate during the 2021-22 academic year, the graduation rate will become 63%, which is above the threshold required for this criterion.</p> <p>For the following cohorts, the attrition rates appear low enough that these cohorts will meet the threshold. Through a review of the self-study, reviewers had</p>	<p>The GSPH acknowledges that reaching the threshold of 60% on DrPH graduation rates has been a challenge for the School. This is in part because of the profile of GSPH doctoral students, the majority of which work full-time during their studies. As presented in the self-study, the GSPH has implemented diverse actions to address this</p>	

		<p>questions about data collection and reporting methods. During the site visit, school leaders explained that they count students who take a leave of absence as withdrawn but add them back to the original cohort for the academic year that they return. Data provided in the self-study indicate that currently enrolled doctoral students appear to be progressing through their program, based on the number of students completing coursework and advancing to candidacy.</p> <p>The concern relates to the DrPH graduation rates not meeting this criterion's threshold of 60%. To address the low graduation rates, the school took several steps. It modified the thesis requirement to better align with the practice-based nature of the DrPH degree and clarified expectations in manuals, as students were succeeding in courses but withdrawing during the thesis process. The school recognized this as a barrier since many students are working full time. Additionally, the school discusses graduation rates at each of its Executive Committee and Administration and Academic Affairs Committee meetings and sends certified letters to students with updated information on their academic progress and projected timetables to complete their degrees within the maximum allowable time.</p> <p>Program coordinators and research committee chairs also began meeting with students each trimester to monitor progression through the program and provide additional dissertation support. Finally, the school has granted extensions to students based on research progress and the students' need.</p>	<p>challenge. Actions have included: curriculum revisions, implementation of a doctoral candidate's academic advising and follow-up procedures, the addition of faculty resources, and revision of dissertation requirements, among others.</p> <p>Actions taken to improve graduation rates among doctoral students take time to be reflected in graduation rate data. Students that have benefitted the most from these actions throughout their studies have just finished their coursework this academic year and are expected to begin the dissertation process AY2021-22. We expect that this cohort will allow the school to evaluate the full benefit of the actions that have been undertaken.</p>	
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		When asked during the site visit, the dean explained that the rates were improving but that it will take time to reflect in the data. The associate dean also shared that he met with program coordinators to review data and saw that students who chose the three-paper option instead of the traditional thesis tended to graduate within four to five years. He said that the school is working to make students more aware of this option.		
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B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The school exceeds the threshold for positive post-graduation outcomes for the MPH, MS, and DrPH programs. For the MPH, the school reports the following positive post-graduation placement rates for 2017-18, 2018-19, and 2019-20: 98%, 92%, and 100%. For the MS, the rates were 100% for the same years. For the DrPH, the school reports a 100% positive placement rate for 2017-18 and 2019-20 and 90% for 2018-19.		
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree				

		<p>The school uses an alumni survey conducted one year post-graduation to collect these data. The survey is electronic and, despite the school sending multiple reminders, response rates remained low. The school has started following up with graduates who did not complete the survey via follow-up telephone calls, and this increased response rates for the 2017-18 and 2018-19 cohorts.</p> <p>The commentary relates to the high unknown rates across all three degree programs. Reviewers recognize that the school has taken steps to reduce the rate of unknown outcomes over the last three academic years and has made progress. The school will benefit from continued monitoring and consideration of other data collection methods if rates do not continue to decrease. During the site visit, the dean told reviewers that the school is considering using incentives to increase alumni response rates and engagement.</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		The school assesses alumni self-perceived mastery of competencies and usefulness in employment settings through the alumni survey sent electronically one year post-graduation. The school sends reminders and follows up via phone with non-responders. Graduates are asked to rate the usefulness of the knowledge and skills taught in the curriculum in their current jobs and their levels of competency with competency domains. The first alumni to go through the current curriculum, which aligns with the	Click here to enter text.	
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data address alumni perceptions of success in achieving competencies				

<p>Data address alumni perceptions of usefulness of defined competencies in post-graduation placements</p>		<p>2016 criteria, graduated in 2019-20. Prior data are from alumni who graduated under the previous curricula.</p> <p>Across the MPH, MS, and DrPH, most respondents consistently rated curricular knowledge and skills as very useful or quite useful. For 2018-19, 82% of MPH graduates, 88% of MS graduates, and 100% of DrPH graduates rated knowledge and skills as very or quite useful. For 2019-20, 76% of MPH graduates, 82% of MS graduates, and 86% of DrPH graduates rated knowledge and skills as very or quite useful.</p> <p>For the curricular domains, MPH, MS, and DrPH graduates rated themselves most competent in communication and interprofessional practice and lowest in planning and management. The school reviews these data and the survey at the faculty meetings at the end of each semester. For the 2019-20 alumni survey, the school adjusted the domains to align with each of the degrees more closely. The school has collected a limited amount of data from MPH students who completed the accelerated program under the new curriculum in a few of the concentrations as of fall 2021.</p> <p>Reviewers questioned whether the data were useful since most responses did not reflect the most current curriculum. During the site visit, the dean explained that the school does find its existing data useful because it has still allowed the school to determine the skills students struggled with, such as communication, and to make changes to course assessments. These data also act as a baseline to compare with the feedback from graduates of the most current curriculum. The associate dean explained that some of the skills covered in the foundational</p>		
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		competencies are new, such as negotiation, and data will allow the school to see if it is effectively teaching this and other new skills effectively.		
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B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
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		The GSPH has a clearly articulated evaluation plan with indicators that align with the school's guiding statements. The school has between four to six measures for each of the goals. The measures are relevant and well aligned to the goal statements. The school has identified a clear process of evaluation and the entity responsible for the review. The entities involved are appropriate for the individual measures.	Click here to enter text.	
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		As an example of this feedback loop, the school measures the number of service projects with an ecological or sustainable development perspective as part of its service goal. Each semester, faculty report their service activities to the department chair. The department chairs present the data to the Executive Committee, which reviews the data and adds it to the annual report for full faculty review. As another example, the school measures the proportion of students participating as authors or co-authors in publications or poster presentations by having faculty report them to the department chair each semester. The chairs present the data to the dean, who reports the data for review during faculty meetings.		

		<p>In addition to decisions made during the faculty meetings each semester, the dean explained that many decisions are made during Executive Committee meetings and shared during faculty meetings to discuss implementation.</p> <p>For promoting student success, the school evaluates the number of new enrollments, the number of applications to programs, graduation rates, number of online or hybrid courses offered, number of faculty participating in pedagogical training, number of community impact activities available for student participation, and the number of students as authors or co-authors in publications.</p> <p>For advancing the field of public health, the school measures the amount of external funds it receives, the number of faculty research and service activities, number of publications, number of collaborative service affiliations, number of continuing education activities, and the number of faculty offering consultative and technical assistance to stakeholders and organizations.</p> <p>During the site visit, administrators and faculty detailed robust evaluation practices that help assess progress for the school's programs and guide improvement efforts. Examples include changes to increase DrPH graduation rates as detailed in Criterion B2, increase survey response rates as detailed in Criterion B6, and curricular reviews described in Criterion D2.</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.		As stated above in Criterion B5, the school has identified a clear process of evaluation and entities responsible for the review. Site visitors validated that the school measures and discusses data in committee meetings.	Click here to enter text.	
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>The school provided multiple examples of changes it has made. For example, in 2019-2020, the school noted that the alumni survey response rate was low at 29%. The assistant dean of academic affairs worked with the Administrative and Academic Affairs Committee to identify methods to increase the response rate. They expanded the methodology beyond just online administration to include telephone surveys. This expanded effort was incorporated into a course and engaged current students in the survey design and administration. The response rate increased to 72%. The following academic year, the school established a work study program for students to continue to implement the enhanced survey strategy moving forward. As a result, the school achieved a response rate of 78%.</p> <p>Additional examples include addressing program-specific graduation rates and programs’ student capacity. An example for curriculum offerings was the school changing the introductory course, SALP 6006: Introduction to Public Health, to a hybrid format with greater synchronous activities and in-person activities based on student</p>		

		<p>feedback. The school is implementing these changes in the 2021-22 academic year.</p> <p>The school has identified an area of weakness that decision making is not documented as consistently across all entities in the school, with some committees providing less detail in meeting records than others. School leaders are working to implement a more consistent approach across the school to ensure that more information is available. During the site visit, faculty reported that they are making progress on this. They also emphasized that while there is variability in the level of detail in documentation, all committees and groups have robust processes in place for using evaluation data to assess programs and make improvements.</p>		
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C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		<p>The school has three main sources of income: the university system general budget; tuition and fees from evening programs; and grants, contracts, and donations. The general budget consists of government funds, tuition and fees, and external funds. The MSC’s standard budgeting process consists of each school developing its budget proposal; then the Administrative Board, which includes the deans from each of the six MSC schools, makes recommendations to the MSC chancellor. The university’s Board of Trustees then makes allocation decisions to each campus, and the university’s central administration allocates the funds to each school based on</p>	<p>Click here to enter text.</p>	
Financial support appears sufficiently stable at time of site visit				

		<p>the agreed upon budget. Final budget approval responsibility rests with the university president.</p> <p>The school uses university funds to cover all the tenured and tenure-track faculty salaries. The university and school guarantee these salaries. The school also uses university funds to fully cover permanent non-faculty personnel and support full-time non-tenured instructional faculty. The school supplements the university funds with departmental funds from evening program tuition, continuing education, and service activities.</p> <p>A variety of sources support the non-primary instructional faculty (non-PIF) depending upon their main academic activities in research, teaching, or service. Non-PIF faculty with appointments in research or service projects raise funds to support their salaries, which may be supplemented from other departmental funds. Non-PIF faculty with limited teaching activities are recruited from among public health practitioners who have other employment outside of the university and receive compensation from departmental funds.</p> <p>Operational costs include all the expenses required to maintain the school, such as maintenance of facilities and equipment; to purchase of materials and equipment; to pay accreditation fees; to provide student support services; and to cover and to support service and research projects, including uncovered grant expenses. Funds for operational costs come from all school income sources.</p> <p>Student support comes from the graduate assistantship program, the university's Financial Aid Office, the school's Office of the Assistant Dean for Student Affairs, faculty</p>		
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		<p>grants, and two workforce development grants from NIH and HRSA that support tuition and fee costs for students pursuing the Master's in Science in Industrial Hygiene or the Graduate Certificate in Gerontology.</p> <p>The school uses departmental funds from income generated by evening program tuition, continuing education activities, and indirect funds to support faculty development. Faculty with externally funded research and service grants may use these funds for professional development expenses.</p> <p>The departments collect and control all tuition from the evening academic programs. The evening school tuition has more than doubled in the past five years. Evening school tuition represents about 6% of the 2020-21 income.</p> <p>Tuition for the day programs enters campus accounts and is returned to the school as part of the university funds. The university also collects a technology fee from all students, and the school prepares an annual proposal for use of these funds, which recently resulted in increased Wi-Fi accessibility for students. Seven percent of recovered indirect costs from grants returns to the school, 10% to the specific department, and 11% to the principal investigator.</p> <p>Due to governmental financial challenges, the university has been covered by the Oversight Board under Title III of the U.S. Congress "Puerto Rico Oversight, Management, and Economic Stability Act" (PROMESA) since 2016. The Oversight Board is charged with implementing fiscal measures to address governmental financial challenges. As part of this law, the university must submit an annual</p>		
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		<p>budget to the Oversight Board for approval. The financial challenges have led to a decrease in government funds between 2016 and 2020. The decrease in government funds has impacted MSC and the school. The university expects that government funds will decrease for the 2022-23 academic year and then remain stable for the following two years. Based on the significant decrease of governmental funds that the university has historically relied on, university administrators adopted measures to increase other sources of revenue, including tuition and external funding, and implemented administrative efficiency measures.</p> <p>The university gave each of the schools the option of determining how to address the budget reductions. In the short term, school administrators decided to transfer unused funds from vacant faculty and staff positions to maintain necessary academic functions and prioritize functions related to providing high quality public health education and maintaining accreditation.</p> <p>To address long-term plans, the MSC chancellor and the dean for academic affairs hosted a series of workshops to identify universal priorities; these include the following: maintaining professional accreditations, strengthening student services, revising academic programs, conducting research in competitive areas, evaluating faculty, investing in research and technological infrastructures, remodeling facilities, improving administrative processes, and fundraising. If the school wishes to obtain additional funds, the dean must justify the request based on the above priorities and submit the documentation to the MSC chancellor for approval.</p>		
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		<p>Requests for additional faculty or staff follow a similar process. For tenure-track positions with the possibility of permanence, the dean must submit a justification that aligns with university and school priorities to the MSC chancellor, which must then be approved by the Administrative Board and the university president. For other positions, the school can identify the funds within its existing budget and submit a contract to the MSC chancellor for approval.</p> <p>At the time of the site visit, the 2021-22 actual budget was low, but the budget statement did not yet contain the anticipated income from grants and contracts. Also, the school received an additional \$500,000 from the campus on the first day of the site visit. The campus and university were considering additional requests, as well.</p> <p>The commentary relates to the minimal adequacy of funding and uncertainty of future funding for the school. The administration and faculty have made excellent adjustments to offset income losses related to external governmental funding. The self-study acknowledges the recent difficult financial situation and details the multiple causes and the school's creative process of responding to the challenge. During the site visit, administrators and faculty expressed the school's challenges with the ongoing financial stresses.</p> <p>During the site visit, the MSC chancellor related that the university is proactively engaging stakeholders and developing non-traditional funding sources. While governmental support is important, the MSC dean of academic affairs added that 70% of the budget comes from non-governmental sources. She added that</p>		
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		<p>maintenance of the academic activities of the school is vital for the interlocking community service mission. The school's resources are a way to leverage other community resources. Puerto Rico depends upon the school to train health professionals and to make community interventions for public welfare. Community partners confirmed the importance of the school and its contributions through collaborative projects to the Puerto Rican community.</p>		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
School employs at least 21 PIF; or program employs at least 3 PIF		<p>The school has sufficient faculty resources to support its degrees and mission. The school has a total of 51 primary instructional faculty (PIF) and 39 non-PIF. Each of the school's concentrations has an appropriate number of PIFs for the degrees offered.</p> <p>The school considers full-time faculty members with teaching responsibilities equivalent to 27 annual trimester credit hours to be 1.0 full-time equivalent (FTE). For non-PIF, the school calculates FTE based on number of courses a faculty member teaches or the proportion of time they spend on scholarly activities out of a 37.5-hour work week. The school assigns an FTE value of 0.037 per credit.</p>	<p>Click here to enter text.</p>	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				

Ratios for MPH ILE are appropriate for degree level & nature of assignment		For general advising, faculty have an average of seven master's students and four doctoral students. For the integrative learning experience, faculty have an average of eight MPH students and two DrPH students. Faculty also have an average of two MS students for the final project.		
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				
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)				
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)		<p>The school collects student perceptions of class size and faculty availability through the exit interview survey. Students are asked to rate their satisfaction with class size and their agreement with the statement "faculty were available to address student issues" as well as provide qualitative feedback through open ended questions. In 2019-20, 100% of DrPH and MS respondents and 94% of MPH respondents reported being very satisfied or satisfied with class size. For faculty availability, 100% of DrPH respondents completely agreed or agreed that core and specialty course faculty members were available. For the MS, 88% completely agreed or agreed that core faculty were available and 82% completely agreed or agreed that specialty course faculty were available. For the MPH, 98% and 88% complete agreed or agreed that core and specialty course faculty were available, respectively.</p> <p>None of the respondents provided qualitative feedback regarding class size between 2017-18 and 2019-20. Respondents provided mostly positive feedback regarding faculty availability during these same years.</p> <p>The commentary relates to student perceptions that faculty are stretched and are not always able to give them the attention that they feel they need. In addition to sharing these perceptions during the visit, another student said he was concerned about the number of faculty that may retire soon and what faculty resources will look like</p>		

		for the rest of his program. Students also acknowledged that faculty are performing at an extremely high level of quality and making the best of the limited resources, which they greatly appreciate.		
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C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		<p>The school has 74 staff members (72 FTEs), of which 50 are employed for specific research projects or service programs. The remaining 24 staff are administrators (4.0 FTE), administrative assistants (16.0 FTE), student support staff (2.0 FTE), and human resources and information technology staff (1.0 FTE each). In addition, each program in the school has a coordinator. These coordinators are faculty members who take on administrative duties. Finally, the Dean's Office coordinates additional administrative functions. The school does not share administrative staff with the MSC or other university divisions.</p> <p>The commentary relates to the staff being minimally adequate to fulfill the school's stated mission and goals. The number of staff has decreased as part of the budget cuts referenced in Criterion C1. The self-study states that the smaller staff has been sufficient to support the academic operations and administrative functions. However, during the site visit, school faculty and administrators expressed that staff resource levels have been a challenge. The school has attempted to reassign support staff equitably and strategically. Faculty have</p>	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable				

		assumed some of their own support functions because of the tight staffing situation. The school plans to request additional funds to help finance the support staff.		
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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 school has sufficient physical resources to meet its mission and support its degree offerings. The school is located on the fourth floor of the Dr. Guillermo Arbona Building. This space includes administrative offices, faculty offices, classrooms, research and service space, and common areas.	Click here to enter text.	
Physical resources appear sufficiently stable		<p>All faculty members have office space with computers, internet connectivity, printers, and furniture. Staff have 10 dedicated offices in the Dean's Office as well as adjacent reception areas and a conference room. The Student Affairs Office holds additional staff offices, common work areas, conference rooms, and storage areas with computers, printers, scanners, photocopiers, and other equipment.</p> <p>The school has 10 classrooms and five departmental conference rooms that can be used to accommodate a variety of class sizes. Classrooms contain computers, video</p>		

		<p>conferencing equipment, smartboards, and Wi-Fi hotspots.</p> <p>Shared student space within the school includes a student lounge and an open wall Wi-Fi Zone with workstations for 10 students. Students use school hallways for special activities, such as public health exhibitions and promotions, and fundraising for student organizations. The MSC also has a Student Center with areas for eating and a physical fitness area as well as shared space in the campus library.</p> <p>The Department of Environmental Health has two laboratories that are well equipped for physical chemistry and microbiological investigations. Students and faculty can use available portable field equipment in the laboratories. Collaborative agreements for specific projects may also include faculty and student access to governmental and private laboratories. The school also has three computer centers that are available to students when not being used for classes. Doctoral students have specific, equipped space assigned to them.</p> <p>During the site visit, school administrators and faculty members validated that the physical space is sufficient and explained that the division of students between day and evening programs also helps with the adequacy of instructional space. Students were also generally satisfied with the physical resources. A few students in environmental health programs said that the laboratory is small and they would appreciate more space to work.</p>		
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C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		<p>The MSC Conrado F. Ansejo Library reports having the most comprehensive collection of health science resources in the Caribbean, covering all the disciplines within the MSC and biomedical research interests. The university community, community health professionals, and the public have access to the library resources. The library has print and electronic books and nearly 2,000 active journal subscriptions. The library offers all the standard databases as well as National Library of Medicine resources. Physical and electronic resources are available through interlibrary loan and document delivery service. The library has 12 non-teaching assistants and six professional librarians who hold academic rank and participate in teaching, MSC governance, and accreditation. Library staff offer workshops and individual training. The library also has reference services, a chat service, and a content management system available to students, faculty, and staff.</p> <p>In addition to the MSC library, all students have access to three school computer centers referenced in Criterion C4. Students have access to Microsoft 365 Suite that they may install on up to four devices, as well as data analysis software including SPSS, STATA, and GIS. Under new licenses bought in response to the COVID-19 pandemic, students can now access these and other programs remotely from off-campus locations. During the site visit,</p>	<p>Click here to enter text.</p>	
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable				

		<p>the faculty confirmed plans to continue the remote access options after COVID-19 conditions abate.</p> <p>The school provides faculty with desktop computers configured with the software required for their teaching, service, and research activities. Faculty have printers and scanners as part of their office equipment or in the departmental administrative support areas. Copiers are available in each department and in the school copy room. The MSC provides online instructional applications such as Moodle and Blackboard Ultra, among others, with faculty support from the university's Online Division.</p> <p>The MSC Office of Information Systems provides students and faculty with support for accessing and using information technology through the web, e-mail, phone, and personal support in their office between 8:30 am – 4:00 pm. The school has its own IT specialist for students and faculty (8:30 am to 4:30 pm), who works out of the Dean's Office and through e-mail correspondence.</p> <p>Despite recent tight budgets, the school has invested in strengthening information technology available to students, faculty, and staff. IT improved the resources in 30% of the school's classrooms with up-to-date instructional technology.</p> <p>The school has assessed student needs to identify those with fewer resources to access learning opportunities. During the site visit, faculty described how they had surveyed students after Hurricane María, finding some of them homeless or without reliable electricity. The school conducted additional assessment following the 2020 earthquake and throughout the COVID-19 pandemic. The</p>		
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		faculty actively search for means to assist with student needs. During the site visit, students described the additional workspaces that the school made available during COVID to provide reliable electricity and Wi-Fi. Students expressed satisfaction with IT and library resources, noting challenges with getting software during the beginning of the pandemic, which IT has since resolved.		
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D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>The school ensures that all master's students are grounded in foundational knowledge through one course, SALP 6006: Introduction to Public Health. Incoming DrPH students are exempt from this requirement if they have an MPH from a CEPH-accredited school or program, or if they can provide evidence that they have already taken biostatistics, epidemiology, and introduction to public health courses that address the 12 learning objectives. The school reviews the course syllabi to determine if the courses have addressed all learning objectives, and if so, approves a waiver. Additionally, DrPH students act as teaching assistants in this course for MPH students and must review all curricular elements to then assist and teach the students.</p> <p>The site visit team was able to validate didactic coverage of all learning objectives through a review of the syllabus, as shown on 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 (e.g., One Health)	Yes

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		The school ensures coverage and assessment of the foundational competencies for all MPH students through 10 core courses: SALP 6006: Introduction to Public Health; BIOE 6525: Statistical Analysis; EPID 6523: Epidemiological Methodology; SAAM 6528: Principles of Environmental Public Health; EDSA 6250: Applied Research in Health Promotion and Health Education; ADSS 6516: Fundamentals of Health Policy and Management in Public Health; EDSA 6573: Assessment and Planning in Health Promotion and Health Education; CISO 6546: Social Determinants and Equity in Public Health; SALP 6251:	Click here to enter text.	

		<p>Leadership in Public Health; and INTD 6996: Interprofessional Collaborative Practice in Public Health.</p> <p>Examples of assessments include a policy analysis paper, a budget essay, a case study analysis, and a qualitative analysis technical report. School faculty and administrators believe in the importance of group assessments and have developed peer, individual, and faculty assessments to address individual assessment of competencies in group work. For example, as part of group projects, faculty will have students' complete self-evaluation or write "minute papers" explaining what they learned related to the competency and have all students in the group complete peer evaluations. Faculty members also use special rubrics to determine individual student contribution and grade each student separately.</p> <p>Site visitors reviewed self-study documentation and syllabi and were able to validate most competencies. During the site visit, reviewers discussed the assessments for foundational competencies eight and 21 with faculty. Faculty members explained a program planning assessment that requires application of cultural competence. For competency 21, faculty explained that students interact with different professionals, with recent examples including biologists, nurses, social workers, and doctors, and then write an analysis of a health issue and incorporate perspectives and strategies that they learned from the professionals with whom they met. Reviewers were satisfied that these assessments addressed the competencies. The rest of the reviewers' findings are summarized in the D2 worksheet.</p>		
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		<p>During the site visit, faculty also told site visitors about its process for monitoring competency assessments. At the end of each course, faculty must enter each student's level of competence with the competencies covered in the course. Program directors then meet to review the data, determine if any changes to the assessments are necessary to enhance student learning, and review effective teaching methods. The site visit team reviewed a sample of the mapping chart and were very impressed with the level of detail and commitment to quality improvement.</p> <p>Students and alumni expressed satisfaction with the curriculum and told reviewers that it prepared them well for further graduate education or their current employment settings.</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
	Met			
Assesses all DrPH students, at least once, on their ability to demonstrate each foundational competency (see worksheet for detail)		<p>The school ensures coverage and assessment of the foundational competencies for all DrPH students through 10 core courses: BIOE 8005: Advanced Methods in Biostatistics; EPID 8002: Advanced Methods in Epidemiology; CISO 8005: Culture, Social Inequity, and Community Health; ADSS 8011: Health Systems and Policy; SAAM 8027: Environmental Public Health of Urban Communities; ADSS 8105: Applied Public Health Leadership Seminar; ADSS 8008: Health Systems Planning and Strategic Management; SALP 8106: Research Design Approaches For Public Health; SALP 8026: Public Health Leader as Educator; and SALP 8005: Health Promotion Seminar.</p> <p>Examples of assessments include a research proposal, a critical essay, a social equity and health case study, and a</p>	<p>The GSPH acknowledges the finding related to DrPH Competency 3. Although the learning assessment opportunity activity presented to the site visit team addressed the competency, the assessment used did not adequately reflect it.</p> <p>Based on this finding the GSPH reviewed the learning assessment opportunity and assessment instrument. In conjunction with the program faculty responsible for the EPID 8002 course, it was decided that a different learning assessment opportunity would facilitate</p>	<p>The Council reviewed the school's response and determined that it has addressed the concern identified in the team's report. Therefore, the Council acted to change the finding from partially met to a finding of met.</p>

		<p>decision memo. Site visitors reviewed self-study documentation and syllabi and were able to validate most competencies. During the site visit, reviewers discussed the assessments for foundational competencies 1, 3, 6, 12, and 13 with faculty. Faculty members confirmed the individual assessment elements for competencies 1, 12, and 13. For competency 3, the mapped assessment does not appear to address surveillance systems, and the course in which this is discussed, 8002, does not include an assessment. For competency 6, faculty validated that students must incorporate interprofessional and intersectoral perspectives in their analysis of a health issue related to the Sustainable Development Goals.</p> <p>The concern relates to the site visit team’s inability to validate an appropriate assessment for foundational competency 3, as explained above. The findings are summarized in the D3 worksheet.</p>	<p>individual student competency assessment and its documentation. Although the debate activity served as an excellent learning activity, it complicated individual student assessment of the competency. The assessment of the competency was incorporated into a different evaluation activity in the course and the evaluation rubric was revised. This allows for better documentation of individual student competency assessments.</p> <p>Attachment B provides the product of this review process. It provides a revision of the section related to the competency in “Table D3: Assessment of Competencies for the DrPH” and the mapped assessment instrument for the new learning assessment opportunity.</p>	
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D3 Worksheet

DrPH Foundational Competency	Yes/CNV
1. Explain qualitative, quantitative, mixed methods & policy analysis research & evaluation methods to address health issues at multiple (individual, group, organization, community & population) levels	Yes
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue	Yes
3. Explain the use & limitations of surveillance systems & national surveys in assessing, monitoring & evaluating policies & programs & to address a population’s health	Yes
4. Propose strategies for health improvement & elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders & other partners	Yes
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior & policies	Yes
6. Integrate knowledge, approaches, methods, values & potential contributions from multiple professions & systems in addressing public health problems	Yes

7. Create a strategic plan	Yes
8. Facilitate shared decision making through negotiation & consensus-building methods	Yes
9. Create organizational change strategies	Yes
10. Propose strategies to promote inclusion & equity within public health programs, policies & systems	Yes
11. Assess one's own strengths & weaknesses in leadership capacities, including cultural proficiency	Yes
12. Propose human, fiscal & other resources to achieve a strategic goal	Yes
13. Cultivate new resources & revenue streams to achieve a strategic goal	Yes
14. Design a system-level intervention to address a public health issue	Yes
15. Integrate knowledge of cultural values & practices in the design of public health policies & programs	Yes
16. Integrate scientific information, legal & regulatory approaches, ethical frameworks & varied stakeholder interests in policy development & analysis	Yes
17. Propose interprofessional team approaches to improving public health	Yes
18. Assess an audience's knowledge & learning needs	Yes
19. Deliver training or educational experiences that promote learning in academic, organizational or community settings	Yes
20. Use best practice modalities in pedagogical practices	Yes

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		Each of the school's nine MPH and DrPH concentrations has five distinct concentration competencies that establish an appropriate depth of knowledge for the concentration and degree. Competencies are mapped to courses that are appropriate to the degree level. Competency statements address skills such as designing health communication campaigns, proposing policy solutions, and selecting the most appropriate study designs.	Click here to enter text.	
Assesses all students at least once on their ability to demonstrate each concentration competency				

If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	N/A	<p>This site visit team was able to validate didactic preparation and an appropriate assessment for most of the concentration competencies through a review of the self-study documentation and syllabi. During the site visit, reviewers engaged faculty in additional discussions about concentration competency statements and assessments in the MPH epidemiology and gerontology concentrations and the health systems analysis and management, and social determinants in health DrPH concentrations. Faculty members provided additional detail on each of the assessments, which allowed reviewers to validate the appropriateness of all assessments discussed. Reviewers' findings are summarized on the D4 worksheet.</p> <p>While the public health education program does not require students to take the CHES exam, faculty members highly encourage students to do so. They explained that students with CHES certification can apply for licensure as a health educator in Puerto Rico. Faculty believe that this certification and license are important and have reviewed the curriculum to ensure alignment with the eight areas of responsibilities.</p>		
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D4 Worksheet

MPH Generalist Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Propose policy alternatives for improving the health of populations.	Yes	Yes
2. Apply health promotion principles, theories and conceptual frameworks for public health programs and policy development.	Yes	Yes
3. Integrate elements of advocacy strategies to public health initiatives to improve population health.	Yes	Yes
4. Use finance principles in public health management scenarios.	Yes	Yes
5. Conduct evidence-based analysis, integrating appropriate data for the development, implementation and evaluation of effective public health programs and policies.	Yes	Yes

MPH Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Explain the concepts, methods, and approaches of epidemiology in addressing public health issues to academic, public health practice and lay audiences and settings.	Yes	Yes
2. Critically evaluate the scientific literature about a defined public health problem.	Yes	Yes
3. Select the appropriate epidemiologic study design and data collection methods to evaluate a research question of public health importance.	Yes	Yes
4. Discuss the significance, descriptive and analytical epidemiology, and prevention and control measures in relation to the study of infectious and non-infectious diseases, as well as other health-related outcomes.	Yes	Yes
5. Apply descriptive and analytical statistical methods for the purpose of analyzing the health of populations.	Yes	Yes

MPH Gerontology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Use scientific knowledge, approaches, concepts and models from the field of gerontology and the biological, psychological, and social science disciplines in the analysis of issues relevant to older adults in their personal, family and community contexts.	Yes	Yes
2. Identify biological and clinical changes associated with aging and their implications for prevention and successful aging.	Yes	Yes
3. Discuss the use of gerontological evaluations for the assessment of older adult needs, social participation and health promotion.	Yes	Yes
4. Propose policy solutions aimed at guaranteeing a good quality of life for older adults.	Yes	Yes
5. Develop plans to address priority issues for the older adult population in the community.	Yes	Yes

MPH Public Health Education Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply theoretical, conceptual and methodological perspectives of health promotion and health education in the assessment of social, community and health issues.	Yes	Yes
2. Plan interventions using health education principles, strategies, methods and techniques to promote learning and change.	Yes	Yes
3. Design health communication campaigns, projects and multimedia interventions to disseminate health information.	Yes	Yes
4. Create proposals to provide health promotion and health education services in diverse settings and populations.	Yes	Yes
5. Integrate health advocacy, social mobilization and intersectoral collaboration actions for health promotion, health education and disease prevention.	Yes	Yes

MPH Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply the most appropriate measures to describe a public health problem using public health statistics.	Yes	Yes
2. Apply methods for computing summary and association measures, stratified analysis, estimation methods, statistical inference, and prediction models.	Yes	Yes
3. Design the most suitable sample design for analyzing public health problems using different epidemiological design.	Yes	Yes
4. Employ biostatistical techniques for the evaluation of hypotheses, estimation of parameters, and predictions related to epidemiological studies.	Yes	Yes
5. Interpret and summarize the statistical results of scientific publications related to Public Health problems.	Yes	Yes

MPH Environmental Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply appropriate methods to analyze contemporary environmental health problems affecting individuals, communities, and populations, considering the interactions with social factors that influence public health and well-being.	Yes	Yes
2. Communicate effectively environmental public health information, including risks, mitigation strategies, and associated uncertainties, to the public and other audiences.	Yes	Yes
3. Discuss the processes that determine the sources, fate, and transport of pollutants on the environment, and their potential exposure pathways.	Yes	Yes
4. Characterize the human health effects resulting from exposures to environmental risk factors (physical, chemical, and biological) and from the deterioration of natural ecosystems.	Yes	Yes
5. Describe federal and state policies and regulatory programs, guidelines, and authorities that control environmental health issues.	Yes	Yes

DrPH Environmental Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Communicate environmental public health issues based on scientific, ethical, environmental justice, and community-based principles.	Yes	Yes
2. Analyze the impact of environmental legislation, judicial opinions, regulations, and policies on population health to influence decision-making.	Yes	Yes
3. Design policies to improve environmental public health issues.	Yes	Yes
4. Evaluate environmental risks and the impact of environmental changes on human and community health from a public health perspective.	Yes	Yes
5. Integrate evidence-based research on environmental health to advance programs, policies, or systems promoting population health and well-being.	Yes	Yes

DrPH Health Systems Analysis and Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Uses the economic, financial, social, legal, regulatory, organizational and policy dimensions in decision making regarding structure, process, and outcomes of public health systems.	Yes	Yes
2. Appraises the impact of health systems policy-making processes and policy implementation in public health.	Yes	Yes
3. Integrates the principles of system theory for the analysis and evaluation of health services organizations.	Yes	Yes
4. Demonstrates proficiency in the application of quantitative and qualitative methods for health system decision making.	Yes	Yes
5. Articulates the impact of social justice, legal, political, and ethical implications of policy options that may influence the public health system decision-making.	Yes	Yes

DrPH Social Determinants in Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Evaluate emergent public health problems through the critical examination of public health discourses and historical practices to advance health equity.	Yes	Yes
2. Apply social theories, political economy and intersectoral analysis to address public health issues in diverse scenarios.	Yes	Yes
3. Apply community building and organization models and strategies for social determinants of health issues.	Yes	Yes
4. Use research from diverse methodological approaches to disclose and address the impact of social determinants of health on the policy making process.	Yes	Yes
5. Formulate healthy public policies to promote the health and wellbeing of the population from an equity and social justice perspective.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		The school requires all students to complete an applied practice experience (APE) regardless of prior work experience. The school allows students to complete their APE in concentrated blocks of time or spread throughout the student’s enrollment.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		Students must demonstrate attainment of at least five competencies, at least three of which are foundational. Concentrations pre-select competencies that all students must complete, such as foundational competency 19.		
All students demonstrate at least five competencies, at least three of which are foundational		<p>Students complete a competency self-assessment during an orientation prior to beginning the APE to choose the remaining competencies. Faculty advisors and program coordinators guide students through this process.</p> <p>Generally, the school identifies appropriate sites that will be mutually beneficial to the site and the student. The school considers the needs of the agencies or organizations involved and whether a site will allow the student to demonstrate the relevant competencies. Students may identify sites and seek approval from the school if the site and the school do not yet have a relationship.</p> <p>The types of products expected are different by concentration. For example, biostatistics and epidemiology students create presentations, infographics,</p>		

		<p>and educational materials, based on organizational needs, while gerontology students typically complete health promotion materials, policy and program proposals, and training manuals. Sites may reach out to the school proactively with requests for projects and products they would like students to develop.</p> <p>Example APE sites include Sex+ TEAM; Community of San Isidro, Municipality of Canóvanas; Centro de Acción Urbana, PHM Multisalud; and Metro Pavía Clinic. Example work products include educational pamphlets and fact sheets about diabetic retinopathy for use at diabetes clinics; a health impact statement for a municipal dam project; and an analysis of mental health consequences of COVID-19 mitigation in the LGBTQIA+ community. Site visitors validated that work products are of a high quality and appropriate for the degree.</p> <p>Faculty advisors grade the work products for competency attainment using a rubric with input from site preceptors. The rubrics vary across concentrations. All students must submit a self-assessment of the chosen competencies and reflect on their experiences in addition to the work products.</p> <p>The school identified the need to help students better understand competency-based education to improve the alignment between competencies and APEs. During the site visit, faculty members explained that they have made progress on this. Additionally, alumni and preceptors expressed satisfaction with the APE. Preceptors agreed that the school prepares students well and that students have been essential to their organizations' work.</p>		
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D6. DRPH APPLIED PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Students complete at least one applied project that is meaningful for an organization & to advanced public health practice		The school revised the APE in 2019-20 to require all DrPH students to complete a 200-hour field experience in which they apply their knowledge of theory, leadership, and problem solving. Students must take primary leadership of the project while working with a team or collaborators at the APE site. APE sites may include governmental, non-governmental, non-profit, for-profit, and industrial organizations in Puerto Rico or elsewhere. The school requires all students to complete this requirement regardless of work experience, however students may complete their APE at their place of employment.	Revised curriculum with 2016 CEPH criteria was first implemented with DrPH 2019-2020 cohort. These students have not completed the Applied Practice Experience based on the curricular sequence of the programs. These experiences are scheduled toward the end of their 3 rd year of study. The first students from the revised curriculum will be completing these experiences at the end of the 2021-22 academic year.	The Council appreciates the school's response, including information about updates to the practice manual. The Council looks forward to reviewing examples of student work products through the interim reporting process.
Project(s) allow for advanced-level collaboration with practitioners			For this reason, completed student samples could not be presented to the site visit team and are yet not available. However the revised practice manuals have incorporated the competency selection process and documentation, as well as an assessment of selected competencies in the evaluation rubrics used that allow for competency mapping in the final product. The reflective component has also been incorporated into the experience. Appendix C contains one sample of a DrPH Practice Manual (available to the site visit	
Project(s) include reflective component				
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		The school's revised APE aligns with the 2016 criteria. Under the previous APE, students did not have to map a minimum of five competencies of which three are foundational, nor did faculty assess products based on the chosen competencies. Students in the social determinants of health concentration began the new APE process in fall 2021. Students in the health systems analysis and management and environmental health concentrations will not begin their APE until the 2022-23 academic year.		
Processes in place to ensure that project(s) demonstrate at least five competencies, including at least one related to leadership		The school requires all students to demonstrate foundational competencies five, six, and 11. Students, in consultation with their faculty advisors, develop a work plan in which they choose the remaining two competencies, of which at least one must be concentration-specific, and the work product(s). The		

		<p>school encourages students to choose projects that potentially align with dissertation topics. Examples of potential projects include analysis reports and program evaluations. The faculty advisor works with the student and APE site to ensure that the project is useful.</p> <p>Examples of recent APE sites include Salud Integral en la Montana; Centros de Salud Primaria en Puerto Rico; Departamento de Recursos Naturales y Ambientales; Unidad de Control de Vectores de Puerto Rico; and Departamento de Salud de Puerto Rico, among others.</p> <p>In addition to the project, students must complete the Leadership Practice Inventory and a reflective essay. The faculty advisor and site preceptor evaluate the student for performance, and the faculty advisor assesses competency demonstration. During the site visit, school administrators and faculty explained that the school is transitioning to a more standardized evaluation process using rubrics across the three concentrations.</p> <p>The site visit team reviewed student samples from the internship under the previous curriculum and found them to be of good quality; however, they did not require students to map projects to at least five competencies. The samples consistently reflected a practice orientation and fidelity to the requirements provided for the internship product.</p> <p>The concern relates to the site visit team's inability to validate that the APE requires students to complete an applied project that is mapped to competencies, since no students had completed the experience, as currently designed, at the time of the site visit. As mentioned above,</p>	<p>team in the electronic resource file) with the areas of concern highlighted.</p>	
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		all student samples available for review were from the previous internship format that does not meet this criterion's requirements.		
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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		<p>The capstone project in the final semester of each of the concentrations serves as the integrative learning experience (ILE). The school developed overall guidelines for the experience, and each concentration allows tailored experiences based on the concentration. Students identify the competencies that they want to work on by completing a self-assessment and apply those to their projects. Faculty and students identify potential projects for the ILE, and community sites regularly reach out to the school to indicate that they have student opportunities. Students work with faculty to develop an action plan or proposal.</p> <p>In each concentration, at least one foundational competency is required across all projects (19, 20, and/or 22). Students choose the remaining four competencies in consultation with the faculty advisor. At least one of the competencies must be concentration specific.</p> <p>The school developed rubrics for each concentration that the faculty ILE instructor uses to evaluate students. Site visitors reviewed the rubrics and noted that only the public health education rubric contains a specific section evaluating competency synthesis and integration. During</p>	<p>The GSPH acknowledges the site-visit team findings related to individual student assessment of selected ILE competencies.</p> <p>Since the implementation of the revised curriculum to comply with 2016 Accreditation Criteria, in conjunction with the GSPH's continuous assessment and improvement process, these ILE experience is assessed every year with a corresponding report that contains actions to address findings. This academic year's evaluation of the ILE analyzed and addressed the findings of the CEPH site-visit team. Meetings were held with MPH programs as a group and individually to address individual student competency assessments of ILE selected competencies. To address the findings, the strategy used by</p>	<p>The Council reviewed the school's response and determined that it has addressed the concern identified in the team's report. Therefore, the Council acted to change the finding from partially met to a finding of met.</p>
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>the site visit, school administrators and faculty explained that the school is working to create a more standardized rubric across the concentrations that ensures that faculty are evaluating competency synthesis and integration.</p> <p>Students in the biostatistics, epidemiology, and environmental concentrations complete an applied research paper or policy analysis based on a problem identified by a community organization. Students in the public health education concentration choose among several projects including policy statements, concept papers, white papers, journal article manuscripts, evaluation reports, training manuals, or instructional and educational modules based on community need. Students in the general concentration write a technical report based on a study they develop and implement. Students in the gerontology concentration prepare a technical report based on applied research, policy or program evaluation, or active aging and health promotion. As mentioned in Criterion D2, the school values group work and therefore ILE projects are completed as a group.</p> <p>The concern relates to the school not evaluating students individually on competency integration and synthesis in group projects across all concentrations. Of the student samples that the site visit team reviewed, only the environmental health concentration appeared to have evaluated individual student competency attainment. The other concentrations for which student samples were available (under the new curriculum) did evaluate individual student contributions to the group ILE as well as criteria such as teamwork, group participation, time management, and communication skills, but not individual competency synthesis and integration.</p>	<p>programs whose individual student competency assessments were validated by the site visit team, will be used in the programs that did not meet the full requirements of the criteria. Attachment D provides a copy of the ILE and APE assessment and action plan report of the current academic year, in which these findings are addressed. The report includes evaluation rubric templates to be used that ensure individual competency assessment. The ILE experiences of the current academic year AY2021-2022, which occur at the end of the academic year, will adopt the revisions contained in the report.</p>	
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		The faculty have a quality improvement plan in place for the ILE. After the first cohort of students completed the ILE, the school went through a rigorous review of the processes and made some course corrections and a plan to improve implementation. The school is planning to do another review after the second cohort completes the ILE.		
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students generate field-based products consistent with advanced practice designed to influence programs, policies or systems		<p>For the ILE, DrPH students design and conduct a research project applying appropriate theory and methods that will contribute to the scientific and/or practice literature. Students in the health services analysis and management concentration must structure their dissertations to influence public health practice, programs, policy, or systems, while students in the social determinants of health concentration must design their dissertations to address social determinants of health on a particular issue. Students in the environmental health concentration must demonstrate advanced practice skills and design their dissertations to influence programs, policies, or systems addressing environmental public health.</p> <p>Students select a dissertation committee to guide them through the process. The format of the dissertation varies slightly between the concentrations, with expectations and guidelines detailed in the dissertation manual.</p>	Click here to enter text.	
Products allow students to demonstrate synthesis of foundational & concentration competencies				
Qualified individuals assess student performance & ensure that competencies are addressed				

		<p>All concentrations require students to address foundational competency two, and both the health services analysis and management and environmental health concentrations preselect a concentration competency for all students to address. Students, in consultation with their dissertation committees, select the remaining competencies to create a total of five.</p> <p>Examples of recent ILEs addressed the management of hurricane Maria and its impact on patient drug use, insecticides and fungicide exposure among pregnant women, and prolonged opioid prescription in cancer survivors in Puerto Rico. The topics and projects appear appropriate for the degree level. These examples used the prior curriculum and dissertation process. At the time of the visit, no DrPH students had completed the new ILE process.</p> <p>The commentary relates to the site visit team’s inability to validate competency synthesis in the new ILE format, as no students have completed it yet. The first cohort will begin in the 2023-24 academic year. Despite not having samples to review, site visitors validated that the school has developed clear policies, procedures, and rubrics to ensure competency synthesis. A review of previous student samples demonstrated synthesis of skills from the previous curriculum, so the only matters that remain to be validated relate to new competencies and additional specificity and guidelines to structure the practice. Based on past projects’ alignment with guidelines and the nature of the differences between the experiences, the team concluded that it had sufficient evidence to validate minimal compliance with this criterion.</p>		
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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		The credit requirement for the MPH varies by program with a range of 54 credits for epidemiology and biostatistics to 64 credits for health education. The GSPH uses a trimester schedule and ensured alignment with CEPH semester and quarter-credit requirements. Reviewers confirmed that the credit requirements are at or above the 56 credits CEPH identifies for a quarter system and well above the 42 credits for a semester system. The definition of credit is clearly defined by contact hours, with each credit requiring 12 contact hours per trimester.	Click here to enter text.	

D15. DRPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
DrPH requires at least 36 semester-credits of post-master's coursework or equivalent		DrPH students in the environmental health concentration complete 55 credits while DrPH students in the health systems analysis and management and social	Click here to enter text.	

<p>Defines credits appropriately—e.g., credit for thesis writing or independent internship hours not included in 36</p>		<p>determinants of health concentrations complete 57 credits to graduate. As detailed in Criterion D14, reviewers validated that the that the trimester credit hours are at least equivalent to 36 semester credits required for this criterion.</p> <p>In addition to the contact hour-based credits, the school requires students to complete an additional 200 hours outside of courses, such as thesis writing and independent internships.</p>		
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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
	Met			
<p>Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)</p>		<p>The school offers a Master of Science in two concentrations, epidemiology, and industrial hygiene. Students in the epidemiology concentration complete 76 credits with a final research project and the industrial hygiene students complete 66 credits with a field study and internship as the final project.</p>	<p>Click here to enter text.</p>	
<p>Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course</p>				

Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level		<p>The school ensures that these students are grounded foundational public health knowledge through the three-credit course SALP 6006: Introduction to Public Health referenced in Criterion D1. Site visitors validated didactic coverage through a review of the syllabus. Assessments of the learning objectives is through a combination of quizzes and group work case studies. The faculty member who designed the course explained to the site visit team that processes are in place for faculty to assess the ability of each student in the group to demonstrate each concentration competency in discussions with the small groups. Reviewers were satisfied that the school appropriately assesses each student on all learning objectives.</p> <p>The Master of Science in Epidemiology includes eight concentration competencies, and the Master of Science in Industrial Hygiene includes seven concentration competencies. The competencies for both concentrations articulate an appropriate depth of knowledge and skill for the degree level. Again, the site visit team validated didactic coverage through a review of syllabi. Many of the assessments were group projects and presentations. The site visit team asked about this during the site visit, and faculty members were able to clearly describe strategies to assure that each student had obtained the competency. This included having clear rubrics for assessments, rotating who is presenting, and asking questions of each member of the group to assess the competency.</p> <p>Both concentrations require coursework beyond three credits for instruction in scientific and analytic approaches. The epidemiology concentration requires nine credits in epidemiology methods and 19 credits in biostatistics</p>		
Assesses all students at least once on their ability to demonstrate each concentration competency				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework				
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately rigorous discovery-based paper or project at or near end of program				
Students have opportunities to engage in research at level appropriate to program's objectives				

		<p>methods. The industrial hygiene concentration requires 19 credits in biostatistics and epidemiology methods, as well as industrial hygiene methods courses.</p> <p>Both concentrations require robust and clearly defined discovery-based projects. The epidemiology concentration requires students to complete a research project. Since 2019-20, students with their mentors can select either a traditional thesis monograph or a scientific publication to meet the thesis requirement. Students in the industrial hygiene concentration complete an internship in an industrial site as part of a required course. The final product is a detailed report.</p> <p>Reviewers' findings are summarized in the D17 worksheets.</p>		
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D17-1 Worksheet

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

D17-2 Worksheet

MS Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Explain the concepts, methods, and approaches of epidemiology in addressing public health issues to academic, public health practice, and lay audiences and settings.	Yes	Yes
2. Discuss the significance, pathophysiology, descriptive and analytical epidemiology, and prevention and control measures in relation to the study of infectious and non-infectious diseases as well as other health-related outcomes.	Yes	Yes
3. Design appropriate epidemiological studies with an emphasis on population issues and subject selection, recruitment, data collection methods, and statistical analysis.	Yes	Yes
4. Assess critically and interpret relevant literature in the area of public health and epidemiology.	Yes	Yes
5. Apply epidemiological principles and methods in the analysis of public health problems.	Yes	Yes
6. Apply and interpret a variety of statistical methods for the analysis of epidemiological data using available software packages.	Yes	Yes
7. Communicate effectively, orally and in writing, the results of epidemiological studies for diverse audiences.	Yes	Yes
8. Propose public health surveillance, prevention, and control strategies based on epidemiological findings for relevant causes of morbidity and mortality in the population.	Yes	Yes

MS Industrial Hygiene Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Anticipate and recognize chemical, physical, and ergonomic hazards in the workplace and the spread from the workplace to the community.	Yes	Yes
2. Effectively communicate potential hazards associated with workplace operation and products.	Yes	Yes
3. Design and manage industrial hygiene and occupational health and safety programs.	Yes	Yes
4. Analyze worker exposure aimed at assessing, for the short- and long-term perspectives, the occupational health and safety risk associated to potential occupational injuries, illnesses, and fatalities.	Yes	Yes
5. Design control measures to reduce chemical, physical, biological, and ergonomic occupational health, and safety hazards to safe levels.	Yes	Yes
6. Develop and disseminate, specifically for the workplace, occupational health and safety policies, standards, and guidelines to protect workers and the community.	Yes	Yes
7. Effectively collaborate as part of a team in the recognition, evaluation and control of typical problems faced by the industrial hygienist at work.	Yes	Yes

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
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		<p>The GSPH offers the following non-public health degrees:</p> <ul style="list-style-type: none"> • Master's in Health Services Administration (MHSA) • Master of Science in demography • Master of Science in evaluation research of health systems • Master of Health Science in nutrition <p>For each of the four degree programs, students are grounded in foundational public health knowledge through the three-credit course SALP 6006: Introduction to Public Health. Reviewers validated didactic coverage and appropriate assessments, as explained in Criterion D17.</p> <p>Reviewers' findings are summarized in the D19 worksheet.</p>	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				

D19 Worksheet

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

D20. DISTANCE EDUCATION

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

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		<p>The school has 51 PIF and 39 non-PIF. The majority of the PIF are either tenured or tenure-track. All but one of the PIF and most of the non-PIF have doctoral degrees. The faculty are trained appropriately for the concentration affiliation. For example, all the biostatistics faculty are trained in statistics, and all faculty in the epidemiology concentration are trained in epidemiology.</p> <p>The school noted that a high proportion of senior faculty are eligible for retirement. During the site visit, school administrators told site visitors that they are working on a succession plan and will be able to maintain the faculty lines.</p> <p>Also during the site visit, students, alumni, and stakeholders expressed high satisfaction with faculty expertise.</p>	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)				

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		The school integrates public health practice in its curriculum primarily through PIF, APE preceptors, guest speakers, and adjunct faculty employed in the field.	Click here to enter text.	

demonstrated competence in public health practice				
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation		<p>Examples of PIF with past practice experience include a field epidemiologist and special program coordinator for the Puerto Rico Department of Health; a nutrition specialist for the Department of Health and Puerto Rico Cooperative Extension Service; a specialist in the Office of Planning, Statistics, and Evaluation of the Health Department of the Municipality of San Juan; and the co-principal investigator, associate director, and project director for the Center for Public Health Preparedness and epidemiologist and consultant to the Centers for Disease Control and Prevention’s Division of Vector-Borne Infectious Diseases.</p> <p>Examples of adjunct faculty working in the field include a health systems analyst at the Hispanic Alliance for Clinical and Translational Research; a health educator for the Puerto Rico Department of Health and the Puerto Rican affiliate of Susan G. Komen for Cure; a health educator and asthma instructor for the San Jorge’s Children & Women’s Hospital; and a deputy director of the Health Department of the Municipality of San Juan, with prior experience in hospital administration.</p> <p>During the site visit, reviewers learned that community practitioners often act as mentors and career advisers in addition to exposing student to public health practice during the APE and as guest lecturers. Multiple stakeholders confirmed being guest speakers and presenting on topics such as finances and health insurance.</p> <p>While the school has service requirements, as discussed in Criterion E5, school administrators explained that</p>		

		service and practice values are embedded and therefore faculty members seek and maintain community relationships and links on their own. Faculty view these relationships and links as integral to their teaching mission and ability to serve students.		
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E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>The school has systems in place to assure faculty instructional effectiveness. All courses at the school are evaluated by students. A limitation is that the response rate for student evaluations was only 32% in the last academic year. The school makes the evaluation findings available to faculty. If student evaluations raise concerns, program coordinators and department chairs can review student evaluations to establish a plan for improvement with the faculty member.</p> <p>Student course evaluations are a mandatory part of faculty evaluations for promotion and tenure. Primary instructional faculty effectiveness is evaluated at both the program and department level during reviews for promotion and tenure. Peer evaluations are also included as part of the process. For part-time non-primary faculty, the school reviews and considers student evaluations before contract renewal.</p> <p>Additionally, faculty must submit course syllabi at the beginning of each trimester for a review, which focuses on currency (including assuring recent references) and</p>	<p>Click here to enter text.</p>	
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>validating alignment with assessment strategies. Either the program coordinator or the Office of Curriculum and Evaluation can make recommendations for improvement to the faculty member.</p> <p>Systems are in place to support professional development and advancement in instructional effectiveness for all faculty. This includes sabbaticals, financial aid, leaves of absence to study, continuing education activities, travel funds, tuition exemption, and time to attend courses offered within the UPR System. The MSC also has resources to support faculty including the Faculty Resource Network, the Research Centers in Minority Institutions Program (RCMI), and the Title V Program. The Hispanic Alliance for Translational Research provides webinars, guest speaker lectures and other activities to keep faculty current. The school measures faculty currency by collecting faculty activities each trimester for a report and through the tenure process.</p> <p>The school chose three indicators to measure its progress related to faculty instructional effectiveness. The first indicator, faculty participation in professional development related to instruction, has a target goal of 45 faculty, which has not yet been reached. The highest number was 39 in 2018-2019, but this dropped to 36 the next year and to 18 in the most recent year, with changes attributable to external challenges, including the crises mentioned earlier in this report and the COVID-19 pandemic.</p> <p>The second indicator is integration of technology in innovative ways, with a target of 25 courses. This increased from 13 in 2018-2019 to 35 the next year. This</p>		
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		<p>was not measured in the most current year, as all courses were offered by distance education due to COVID-19.</p> <p>The third indicator is faculty maintenance of relevant professional credentials or certifications that require continuing education, with a target of 16. This goal has been met each year.</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 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>Per university guidelines “all faculty are expected to contribute to the creation of new knowledge and a culture of research in the school.” The distribution of time and effort for research varies based on faculty roles. During the site visit, faculty shared that they meet regularly with their department chairs to review time and effort distributions. While funded research is a priority, the school also supports faculty efforts in non-funded applied research that responds to community needs.</p> <p>The second goal in the school’s strategic plan focuses on strengthening research. This includes:</p> <ul style="list-style-type: none"> • Increasing research grants and the number of full-time faculty devoting time to research • Increasing faculty and student peer reviewed publications • Increasing the number of the number of faculty working as peer reviewers and editorial board members of peer-reviewed journals and research advisory committees 	<p>Click here to enter text.</p>	

		<ul style="list-style-type: none"> • Recruiting faculty members with a history of funded research <p>Both the school and university provide incentives to encourage grant support. This includes financial bonuses, protected time, and administrative support through the dean of research. The campus has six centers to support research such as the UPR Comprehensive Cancer Center and the Mentoring Institute for HIV and Mental Health, and the school has four centers, including the Center for Evaluation and Sociomedical Research.</p> <p>Examples of faculty research include a faculty member who is a co-PI and investigator on several NIH funded projects, including the San Juan Overweight Adults Longitudinal Study. She has integrated her work into EPID 6523: Epidemiological Methods and SALP 6550: Public Health Research. A group of faculty members in the Department of Biostatistics and Epidemiology have integrated their scholarship on breast cancer in Puerto Rico into EPID 6561: Epidemiologic Research I, EPID 6562: Epidemiologic Research II, and EIP 6563: Epidemiologic Research III.</p> <p>The MSC Graduate Assistantship Program provides on average \$350,000 per year to support graduate student assistantships. Over 30 students have worked with a group of faculty members on secondary analysis through courses such as SAAM 6531: Water Environment and Public Health and EPID 6524: Community Health Needs Assessment. Students are also able to participate in the Eastern Caribbean Health Outcomes Research Network (ECHORN ADULT), a collaboration of the Yale School of</p>		
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		<p>Medicine and four sites in the Eastern Caribbean, including Puerto Rico.</p> <p>Scholarship is an important component of evaluations for faculty advancement. The faculty evaluation instructional manual describes the criteria for each of the academic ranks. The scholarship component of the faculty evaluation considers accomplishments in research. The evaluation instrument covers three components: research quality, integration of research to the instruction of students, and productivity (research products and obtained grants). Peers perform this evaluation with appropriate mechanisms.</p> <p>The school selected five measures to monitor its progress: total research funding, articles published in peer-reviewed journals; presentations at professional meetings; faculty serving as PIs on sponsored projects; and externally funded projects. The school set targets of \$6,717,097; 50; 67; 23; and 52, respectively. The school exceeded the target for the first two measures and has been making progress on the remaining three. These three measures have been impacted by the pandemic.</p>		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		The school's expectation is that faculty will engage in service activities as part of their academic load. The school	Click here to enter text.	

<p>Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means</p>		<p>defines public health service as “the interdisciplinary application of knowledge, skills and necessary competence to perform public health functions for the benefit of the community.” The school endeavors to be a community resource as part of its 2017-2022 strategic plan and actively participates in public policy, health advocacy, health education, and strategies for the delivery of public health services and programs from an ecological and sustainable development perspective.</p> <p>Faculty evaluations consider faculty service according to the service activities in the faculty member’s academic load that is agreed to by the faculty member and the department chair. Areas of evaluation of the service component are importance of the contribution; quality in terms of its academic value; dissemination in terms of the reach of the service, audience, and media; and productivity based on service products and funds.</p> <p>The school Service Committee oversees the school’s service policies by advising the dean; supporting service goals and objectives; facilitating integration of teaching, research, and service activities; and keeping track of community service activities to collect and analyze data to make recommendations, among other actions.</p> <p>The school supports faculty service activities through multiple sources, including the Service Committee and the school’s institutional service programs, institutes, and centers. The school recognizes six specific institutes and programs that contribute to supporting service opportunities, including the university-supported Center for Public Health Preparedness, the Child Development Center, and the Center for Excellence in Developmental</p>		
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		<p>Disabilities; the Title X grant-supported Puerto Rico Title X Family Planning Program; the WHO collaborating Centre for Training and Research in Health Promotion and Health Education, supported by funding from WHO and PAHO; and the Puerto Rico Geriatric Workforce Enhancement Program, with governmental Health Resources and Services Administration funding. Beyond these six, the school reports 41 formal agreements and contracts with Puerto Rico, U.S. and international organizations, communities, and agencies that facilitate faculty and student service activity.</p> <p>Service activity is also supported by departmental chairpersons who endorse protected time for service activities.</p> <p>One example of faculty service activities includes a faculty member who worked with El Grupo Guayamenses Unidos por tu Salud, a community advocacy group, to support advocacy efforts related to adverse health effects of an adjacent coal burning power plant. The faculty member involved students in health data collection and production of a report. The students and faculty member continued working with community organizations for distribution of the report and advocacy efforts. This service experience forms the basis of a case study used for courses.</p> <p>As a second example, a faculty member who serves as director of the WHO Collaborating Centre for Training and Research in Health Promotion and Health Education networks with a wide variety of academics, public health practitioners, governments, and community organizations across the Caribbean region and Latin America. He provides technical support and trainings</p>		
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		<p>throughout this network. By virtue of his connections, he can bring guests into his classes for lectures and round table discussions from South America, North America, and Europe. The school integrates weekly guest speakers into SALP 8005: Foundations of Health Promotion and DESS 8206: Community Building and Action to provide all doctoral candidates with wider perspectives on public health and health promotion and discuss service activities.</p> <p>As a third example, a faculty member served on the COVID Medical Task Force and integrates this service experience into EPID 6527: Public Health Surveillance by discussing COVID surveillance, contact tracing, and evaluation of surveillance systems. Additionally, students were able to participate in the faculty member's service work with the COVID Medical Taskforce and the Puerto Rico Department of Health. Students provided support to the state epidemiologist and administrative and organizational support for COVID-19 testing sites.</p> <p>The school chose three measures to track its faculty service activities: the proportion of primary instructional faculty with reported extramural service (target = 60%), number of student/faculty service collaborations (target = 35), and public/private partnerships for engagement and service (target=25). In the most recent complete academic year (2019-20), the school met the targets except for the number of student/faculty service collaborations (17 last year), the number of which has fallen annually for the past three years.</p> <p>During the site visit, the faculty indicated that the decrease in student/faculty service collaborations was</p>		
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		<p>entirely due to COVID-19 restrictions. Puerto Rico enacted a lockdown, including nightly curfews. Many community sites closed, became unable to host students/faculty, or paused service activities. At the time of the visit, Puerto Rico was beginning to roll back restrictions and faculty began seeing an increase in student/faculty service collaborations increasing.</p> <p>During the site visit, stakeholders expressed satisfaction with faculty and student service activities. Many said that they could not do the work they do without support from the faculty and students. Students and alumni also expressed satisfaction with integration of service in courses and opportunities to engage in faculty service activities.</p>		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The school engages with stakeholders through its External Advisory Board, its preceptors, its alumni, and community organizations with which faculty members have relationships. Faculty also attend professional meetings to solicit feedback. The advisory board was reformed in 2020 and has met twice in 2021. The board's bylaws call for meetings twice per year following the faculty meetings at the end of each semester. The board consists of nine professionals from the Puerto Rico Department of Health, the CDC, the American Heart Association, and First Medical of Puerto Rico, among others. In addition to	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 				

<p>Defines methods designed to provide useful information & regularly examines methods</p>		<p>approving the bylaws, the board provided feedback on the self-study document.</p>		
<p>Regularly reviews findings from constituent feedback</p>		<p>The school engages alumni, employers, preceptors, and community members from professional organizations about the content and currency of the public health curricula and relevance to current and future needs. The school's Division of Continuing Education and Professional Studies collects data regarding changing research and practice needs. The school also collects these data from community organizations that faculty members have relationships with, as well as advisory committees for the Institute on Developmental Disabilities, Puerto Rico Geriatric Workforce Enhancement Program, and Puerto Rico Test Site for Exploring Contamination Threats Program.</p> <p>The school collects employer feedback through a survey it sends out every five years and informal discussions with preceptors who are also employers. For the most recent employer survey from 2021, 19 employers responded. Employers were satisfied with how the school prepares its graduates for employment and recommended emphasizing translational science, behavioral assessment, mental health, epidemiology, and social determinants of health in the curriculum going forward.</p> <p>During the site visit, stakeholders expressed high satisfaction with opportunities for input. One stakeholder described the experience as excellent. Another stakeholder confirmed her participation in the External Advisory Board and the Strategic Planning Committee and noted that she had opportunities to provide curricular feedback to the school. Another stakeholder provided</p>		

		details about a recent conversation he had with school faculty about integrating more health policy and health communications content in the curriculum.		
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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 school provides students with ample opportunities to engage in professional and community service. Students are introduced to service, community engagement, and professional development activities through student organizations, graduate assistantships, curricular activities, and participation in service affiliated with institutes, centers, programs, and faculty activities.	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>During admission interviews, prospective applicants are given information about opportunities within the degree programs and school. During the orientation process, students are introduced to the GSPH Student Council and other student organizations affiliated with departments and individual degree programs. Student members in these organizations provide information to newly admitted students about opportunities for volunteer and service activities that have been done in the past to encourage registration and participation.</p> <p>Throughout the program of study, the school continuously encourages students to participate in service and community engagement activities. This occurs during academic and professional advising, in the context of courses, and through program, department, and school</p>		

		<p>announcements. The school uses social media, bulletin boards, and emails to announce and encourage participation in service activities.</p> <p>Aside from the Student Council, the school has ten active student organizations:</p> <ul style="list-style-type: none"> • Biostatistics and Epidemiology Student Association • Industrial Hygiene Student Association • Environmental Health Student Association • Health Education Student Association • Nutrition and Public Health Student Association • Gerontology Student Association • Demography and Population Studies Student Association • Research and Evaluation Program Student Association • Queer Diversity Alliance • General Public Health Student Association <p>Each student organization coordinates and carries out activities throughout the academic year focused on service and community engagement, with the support of the Assistant Dean of Student Affairs' Office and the organization's faculty advisor.</p> <p>Over the past three years, students have participated in three key service opportunities: Hurricane Maria Support activities (2017), the Brigadas Salubrista (Health Brigades) initiative, and the RCM Vital Initiative.</p> <p>Throughout the devastation caused by Hurricane Maria, students organized themselves, in collaboration with faculty, staff, and GSPH collaborators, to provide emergency assistance to some of the most affected</p>		
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		<p>communities throughout different municipalities in Puerto Rico. Twenty-eight municipalities were impacted with interventions such as potable watery delivery, water filtration system distribution, workshops and written educational materials on how to purify water, and delivery of non-perishable foodstuffs and essentials.</p> <p>The efforts related to Hurricane Maria gave rise to the other two initiatives mentioned, Brigadas Salubrista and RCM Vital en tu Comunidad.</p> <p>The Brigadas Salubristas is an initiative that divides 10 to 15 volunteers from student, faculty, and community groups into brigades. The brigades are assigned to different community sectors and work with a community representative to visit the sectors and bring essential supplies to households. Between 30 and 40 students have participated in this initiative since its inception.</p> <p>RCM Vital en tu Comunidad is an annual one-day community outreach event that serves as a health-focused community engagement and professional service project. This was developed by the MSC Student Council, which coordinates this inter-professional activity for students and faculty from all six MSC schools. It serves the surrounding communities by providing free clinical services and health promotion and education activities. Between 20 and 30 GSPH students participate in these efforts each year.</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 school is committed to promoting professional development and excellence in public health by offering continuing education activities through the GSPH’s Division of Continuing Education and Professional Studies (DECEP). The school also has workforce training centers and programs that focus on training Puerto Rico health professionals to better address the needs of specific populations such as children with developmental disabilities, maternal and child health, and older adults.</p> <p>All professional development activities are centered on Puerto Rico public health practitioners and health professionals across the island. The primary goal of the professional development activities is to enhance the professional expertise of GSPH alumni, health professionals, and human service personnel across Puerto Rico.</p> <p>The DECEP is a certified continuing education provider by the Puerto Rico Department of Health’s Office for Health Professional’s Credentialing.</p> <p>DECEP uses three different assessment sources to gather information on professional development needs. The first is a professional development needs assessment survey of potential participants to plan activities and offer relevant topics. These needs assessment surveys are conducted every two years to have adequate time and resources to</p>		

		<p>plan activities based on the finding. The most recent survey was conducted in 2020-21. The survey participants were 260 licensed and other health professionals from disciplines related to public health.</p> <p>Results from the survey indicated that professionals are interested in certificate programs with preference in aging, public health emergency preparedness, disease epidemiology, developmental disabilities, and bioethics in public health. The top areas of interest for public health training are mental health, health education, gerontology, health promotion, developmental disabilities, sexual health, personnel supervision, and adolescent suicide.</p> <p>The second source of assessment data is public health organizations, agencies, and institutions in the public, private, and academic sectors. These organizations conduct their own needs assessments and contact DECEP to assist in developing instructional designed and activities to meet the petitioning organization's identified needs.</p> <p>The third source of assessment is drawn from evaluation of professional development activities. At the end of each training offered by DECEP, every participant completes an evaluation form that includes a section on interest for future training activities.</p>		
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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 school provides professional development opportunities through three mechanisms: DECEP, the school’s service institutes, and its graduate and professional certificate programs.</p> <p>DECEP uses the needs assessment data it collects to plan its trainings. School faculty provide their expertise to develop trainings. In 2019-20, the center hosted 76 events for a total of 6,432 attendees, and in 2020-21, the center hosted eight activities for a total of 1,696 attendees. Recent topics include transmissible respiratory diseases; chronic disease prevention; diabetes prevention, management, and treatment; and cervical cancer.</p> <p>The institutes provide a variety of activities based on sponsored project aims. For example, the Institute of Development Disabilities provided Zika workshops to 114 attendees and emergency preparedness training to 186 attendees.</p> <p>Finally, the school offers graduate certificates in developmental disabilities, gerontology, maternal and child health, and bioethics.</p> <p>During the site visit, multiple stakeholders confirmed that they attended trainings, while others recounted individual trainings that faculty members have provided to their</p>	Click here to enter text.	

		organizations. These stakeholders expressed satisfaction with the training opportunities.		
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		<p>The school's priority under-represented population is the Puerto Rican population, focusing on poverty, as almost half of the population (44%) lives in poverty; gender equity, since Puerto Rico is in a state of emergency due to gender violence; and age diversity, as a way to attract mid-career applicants to earn an MPH. The school tracks students for gender equity, age, sexual orientation, income, and first-generation university attendance. Based on state law and the anti-discrimination policy, the school is limited in the data it can track on faculty and so it tracks gender, nationality, and terminal degree granting university to measure how well the school meets its goal to create a faculty with diverse perspectives.</p> <p>The school developed four diversity-related goals that reflect the plan to enhance student and faculty diversity. The first goal is to increase student diversity to reflect Puerto Rico's population related to poverty, gender, and age. At the site visit, faculty discussed some of the measures they take to retain students, especially during the number of environmental tragedies Puerto Rico has experienced. For example, the school hosted a food pantry</p>	<p>Click here to enter text.</p>	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
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		to provide meals to students and worked on assuring that low-income students had access to the internet.		
Perceptions of climate regarding diversity & cultural competence are positive		<p>The second is to contribute to equity through research and service that focuses on vulnerable populations. During the site visit, faculty described several projects that addressed vulnerable populations. The school intentionally engages in research and service projects such as maternal health in highly polluted areas. The school is also active in public policy. For example, a couple of years ago, faculty, including the dean, and students were very involved in advocacy work for the LGBTQ+ community that resulted in a policy that allowed same sex couple adoption.</p> <p>The third is to promote the well-being of Puerto Ricans through a focus on faculty and student community-based activities with an emphasis on underserved communities and vulnerable populations. During the site visit, community members described several community-based projects they were aware of and/or participated in with the GSPH. For example, a faculty member in environmental health worked with community members to address waste and chemical disposal issues.</p> <p>The last goal is to assure a diverse faculty that represents a variety of experiences, perspectives, and academic and professional formation and practice. During the site visit faculty explained that when recruiting, they are bound to the anti-discrimination policy.</p> <p>The school introduces students to cultural competency and diversity in SALP 6006: Introduction to Public Health and reinforces these concepts throughout the curriculum. Two examples of courses that reinforce cultural competency</p>		

		<p>are SALP 6251: Leadership in Public Health, taken by all MPH students, and ADSS 8105: Applied Public Health Leadership for DrPH students.</p> <p>Additionally, the school provides opportunities for students to work in various cultural contexts. The school also provides professional development opportunities about underserved communities, vulnerable populations, diversity, disparity, and equity. Finally, the school offers students opportunities to participate in research through the graduate assistant program and service activities that are community-based and lectures and presentations that focus on diversity and cultural competence.</p> <p>For goal one, which focuses on the creation of a diverse student body, the school recruits from high schools and undergraduate programs with a high percent of low-income students. The school also conducts service activities in low-income community settings and uses the opportunity to talk with potential students about the field of public health. The school does not collect special fees because one-third of the student population has income levels below \$20,000. In addition, the school supports the Queer Diversity Alliance and a professional counseling service to support students' mental health needs as ways to retain students. The school offers an evening program to attract those who work full-time. As a result, the student body is multi-generational. Finally, the school uses the age of the student population to understand the types of students they have by their learning styles. For example, the same course may be varied across its delivery to evening students, who are primarily working professionals, and day students, who are primarily younger and not working full time.</p>		
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		<p>For goal two, which focuses on creating diversity and equity through research and service, the school tracks these projects to monitor work in diversity and vulnerable populations that can impact equity.</p> <p>To assess goal three, which focuses on the promotion of the well-being of Puerto Ricans through faculty and student community-based initiatives, faculty report their community engagement activities each semester so that the school can monitor and track community initiatives to assure they are working in underserved communities populated by vulnerable individuals.</p> <p>For goal four, which focuses on assuring a diverse faculty, the school is required to conduct open recruitment for faculty that involves placing ads in a broad swath of print media, professional organization newsletters, and other emails and listservs to be fair in their recruitment efforts. Additionally, the GSPH and department personnel committees review search strategies to assure that the processes are fair and unbiased. The school also provides support to newly hired international faculty such as visa assistance, and to junior faculty through mentoring to increase retention.</p> <p>During the visit, the chancellor affirmed the university's commitment to enhancing diversity. As an example, the university developed a diversity committee. The MSC dean of academic affairs explained that all schools in the health sciences center teach about health disparities in their curricula. The chancellor also recognized that a large percent of the student body is low income, which increases the need for more work around equity.</p>		
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		<p>The school collects quantitative data on student and faculty perceptions about the diversity climate through exit interviews and faculty climate surveys. Each survey asks, “How satisfied are you with respect towards diversity of the groups that form part of the university community?” Positive perceptions of diversity among students, measured annually in exit surveys, increased between 2017-18 and 2018-19, but decreased in 2019-20 (very satisfied or satisfied: 80%, 95%, and 81%, respectively.) Among faculty, the school provided data collected in the diversity survey by the university for one year, which showed that 93% were very satisfied or satisfied about university diversity, but only 80% about faculty diversity. Currently, the professional counselor monitors these data; however, during the site visit, faculty described a new diversity committee that will have the responsibility to monitor these data and act upon them as needed. During the site visit, faculty explained that the university has a strong commitment to diversifying the students and faculty, and the school has made diversity part of its strategic plan.</p> <p>The self-study lists the number and percent of the student population by gender, age, sexual orientation, income, and first-generation in the university. The data for gender, age, sexual orientation, and first-generation students have not changed substantively from the 2018-19 to the 2020-21 academic years. However, the number and percent of students living in poverty has declined slightly since 2018-19. During the site visit, faculty explained that they recognize the challenge that many students have with regard to socioeconomic status. Therefore, the school conducts events such as the food bank to support students.</p>		
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		Students were provided the opportunity to give qualitative comments regarding their perceptions about the diversity in the GSPH, but very few did. On the other hand, faculty qualitative comments related to perceptions about diversity at the GSPH. These comments prompted the GSPH to develop its diversity committee.		
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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 school uses a coordinated process to assure that students are appropriately advancing through its graduate degree programs. The Office of the Dean for Students Affairs coordinates with academic programs to monitor student progress based on the Academic Advising and Student Progress Monitoring Policy. Upon admission, the school assigns each student an academic advisor. Faculty program coordinators also provide academic advising and review all students' academic progress.</p> <p>The school assigns students in the DrPH and MS programs a mentor to work with them for the completion of their dissertation, thesis, or project. Additionally, the school provides students in these academic programs with a student manual.</p> <p>Faculty academic advisors are designated by the department chairs with the recommendation of the program coordinators. Faculty advisors are typically PIF with strong public health backgrounds; however, non-PIF</p>	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

		<p>can serve as academic advisors, thesis supervisors, or other similar roles if they have adequate knowledge about the academic program. Academic advisors assist students in planning their course work and course sequence, as well as discussing academic and career issues. They also address areas such as time management, course workload and enrollment, and goal planning. Once program coordinators review student progress, they refer struggling students to academic advisors, who mentor students and create a study plan to help them achieve success.</p> <p>The school provides training in academic advising. All potential advisors must be willing to participate in the training and are encouraged to attend other workshops related to academic advising.</p> <p>The Office of Student Affairs provides a three-tiered orientation process. Tier one is a general orientation provided prior to the school year and includes topics such as school norms, financial aid, registration, student services, among others. Students receive the link to the student manual specific to their programs. A second orientation occurs during registration week that is specific to the program to which students were admitted. This orientation provides information on the academic requirements, expectations, and processes. Finally, the Office of the Assistant Dean for Student Services conducts a number of workshops such as graduate school survival skills, competencies needed for success, time management, presentation skills, etc. These also occur prior to classes beginning.</p>		
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		<p>The school conducts an exit survey each year with graduating students to assess satisfaction with academic advising. Students are asked to rate their satisfaction with the academic advisor offering alternatives to solve enrollment and course availability issues, offering timely information on academic progress to address concerns, and accessibility and availability. Most students in the school indicated that they were completely satisfied with their advisors' offering alternative solution to problems (89.5%), timeliness of addressing academic progress and concerns (89.9%), and their availability and accessibility (92.4%). During the site visit the faculty reinforced their commitment to advising students.</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 school has revised its approach to career services over the years to be more integrated and holistic. The school's licensed professional counselor, who specializes in vocational counseling and is part of the university's Professional Counseling Unit, designed the new process.	Click here to enter text.	
Variety of resources & services are available to current students		The process of professional and career advising is ongoing with formal sessions addressing interview skills and mock interviews and informal sessions to discuss career goals throughout the students' enrollment.		
Variety of resources & services are available to alumni		Career counseling may be provided by the faculty and program coordinators, academic advisors, the licensed professional counselor, or the MSC Student Center for Counseling and Psychology.		

		<p>The faculty and program coordinators are regularly in touch with community partners who provide information about potential job opportunities that they can share with students. The licensed professional counselor provides most of the structured programs related to career development.</p> <p>The Professional Counseling Unit provides the majority of career, professional, and psychological counseling. It provided 68 sessions in 2017-18, 99 in 2018-19, and 78 in 2019-20. The Professional Counseling Unit also conducts career fairs specific to the public health workforce. These events had 91 participants in 2017-18 and 82 in 2018-19. Participants include current students and alumni. The fair was not conducted in 2019-20 due to the pandemic. Each year, the Professional Counseling Unit coordinates a presentation by alumni on internships they have available or participated in. Between 2017-18 and 2020-21, participation in these events doubled from 24 to 47. The school provides several professional development events such as resume and CV development and job seeking skills, tools, strategies (including networking and negotiation skills). These events, internship talks, and career fairs are open to alumni as well.</p> <p>The school conducts annual exit surveys with students to assess satisfaction with career counseling from faculty and the professional counselor. Most students indicated satisfaction with advising, but 22% did not agree that the academic advisor provided relevant information about career alternatives and 32% did not think the advisors provided guidance and employment sources. During the site visit, faculty explained they are committed to</p>		
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		advising, however, some are better than others. Faculty and leaders also indicated that the majority of faculty have public health backgrounds and are aware of the sites that are hiring and communicate that to students. Overall, students were completely satisfied or satisfied with the professional counselor's availability to provide orientation (99%) and address personal issues in a timely way (99%), and with their understanding of the students' concerns (98%). During the site visit, students affirmed the commitment of the faculty to enhancing career counseling in their program.		
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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>The Student Bylaws document outlines clear complaint and grievance policies and procedures. The university Office of the Student Ombudsperson assists students with grievance procedures and advocates for student rights. Complaints and grievances are filed at the school or unit level and pass up a hierarchy if they cannot be resolved satisfactorily.</p> <p>Discussions during the site visit clarified how the school communicates student complaint procedures to incoming students. Student orientation includes the distribution of the policies on student duties, responsibilities, and rights. In addition, students receive presentations by school and university staff regarding their duties, rights, and responsibilities. Presentations review the established process for addressing complaints and grievances and</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				

		<p>instruct on how and with whom students may initiate complaints and grievances. Information covers academic, non-academic, and Title IX complaints, among others.</p> <p>During the site visit, a Student Council member said that she often receives questions about school procedures or complaint processes from fellow students. The student was able to direct other students to the appropriate resources, such as how to initiate a complaint or grievance.</p> <p>The defined process distinguishes between academic and non-academic complaints and grievances. Generally, students initially file academic complaints and grievances through program faculty and department directors with secondary involvement of the assistant dean for student affairs and the dean. Appeals go to the chancellor when the parties cannot come to a satisfactory resolution. Non-academic complaints and grievances go to the office director relevant to the issue and dean. The dean of students reviews and refers complaints and grievances to the chancellor if no acceptable resolution emerges.</p> <p>The Title IX Office investigates sexual discrimination and sexual misconduct complaints and grievances through a process governed by Title IX regulations. The process for lodging a Title IX complaint and grievance varies depending upon the status of the individual within the university community. Students may initiate actions through the Office of the Student Ombudsperson, the dean of students, or faculty members.</p> <p>There is a clear chain of responsibility to addressing complaints and grievances. Students may also bypass the</p>		
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		<p>school and medical sciences campus to initiate complaints directly through the Office of the Student Ombudsperson.</p> <p>During the past three completed academic years, all student complaints have been resolved through the dean of student affairs and the ombudsperson. In AY 2018-19, a formal complaint regarding delayed feedback on course performance relative to withdrawal dates from the course came from a group of 18 students as well as another group of 17 students. Again, in AY 2019-20, a group of 25 students had the same complaint. In AY 2020-21, a group of six students lodged a complaint about changes in a course and methodology during the pandemic emergency. Additionally, each year a few students raised concerns about the evaluation process based on requirements in the syllabi. These concerns ended up being the result of a misunderstanding of the process.</p> <p>During the site visit, students validated that they feel comfortable bringing concerns and issues to the professional counselor and faculty members. Students agreed that faculty members always listen, though they may not always implement the changes that students want.</p>		
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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		The Office of the Assistant Dean for Student Affairs is responsible for most recruitment activities in coordination with academic program coordinators. The school’s DECEP,	Click here to enter text.	

<p>advantage of program of study & developing competence for public health careers</p>		<p>the Student Council, and other student organizations participate in recruitment activities along with faculty and alumni. The school uses passive recruitment methods such as its webpage, Facebook page, school catalog, and advertising in local newspapers and social media. More active measures include activities at career fairs and through public health, health care, and other professional organizations. Recruitment for doctoral programs also includes special orientation programs, networking with professional associations, and one-to-one contact with potential candidates by email.</p>		
<p>Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers</p>		<p>Admission processes involve both the school and the MSC Admissions Office. After conducting an initial screening for completeness, the MSC Admissions Office forwards applications to the school's assistant dean for student affairs and the appropriate academic program. Faculty on the program Admissions Committee evaluate applications, inviting candidates for interviews, and calculate admission scores to make recommendations. Evaluations consider evidence of successful completion of all admission requirements and of sufficient intellectual capacity and potential for graduate studies. Academic programs choose the students to receive admission offers and report admitted applicants, applicants on the wait list, and declined applicants.</p> <p>The school admission criteria have changed because the Spanish-language EXADEP™ test has been discontinued. While the school also accepted the GRE test, the EXADEP™ was less language-biased and culturally biased for the school's applicant pool. In response, an ad hoc committee reviewed policies and decided to eliminate standardized tests from the admission criteria.</p>		

		<p>Beyond the general admission requirements, the master's-level programs have distinct criteria, mostly related to successful completion of specific undergraduate course work depending upon the program. Each doctoral program has specific admission requirements; for example, completion of pre-requisite courses, a composition sample, and computer skills (such as Word, Excel, and statistics programs). All requirements are detailed in the Admissions Policy Handbook.</p> <p>The school chose to track the percentage of incoming students with average GPA ≥ 3.6 for doctoral students and average GPA ≥ 3.4 for MPH students to measure its success in recruiting and enrolling a qualified student body. Doctoral student admissions have met the measure for all reported years. The GPA for MPH students has risen steadily and satisfied the measure for the 2020-21 entering class. During the site visit, school staff related that the average GPA scores for entering MPH students has risen without a concerted effort by the school.</p> <p>Faculty and staff hypothesized that the dropping of a standardized test admission requirement (a disincentive for individuals who may have completed their studies some time ago) has encouraged a larger number of mid-career public health professionals with good past academic records to apply. The school's recruitment activities have also broadened recently to include established professionals in a larger range of disciplines (e.g., social work), which may also be attracting more applicants with higher GPAs.</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		The school maintains current and accurate information about curricular requirements and key policies on the school's and university's websites. Information is publicly available in both Spanish and English. Recruiting and promotional materials available for review also presented accurate information.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

AGENDA
Graduate School of Public Health
Medical Sciences Campus – University of Puerto Rico

Wednesday, November 17, 2021

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

Thursday, November 18, 2021

8:30 am **Guiding Statements and Evaluation**

<i>Participants</i>	<i>Topics on which participants are prepared to answer team questions</i>
<i>Dr. José Seguinot – Dean Dr. Edgardo Ruiz Cora – Associate Dean Dr. Carol Salas, Chair of Strategic Planning Committee Dr. Roberto Torres – Administrative and Academic Affairs Committee Representative</i>	<i>Guiding statements – process of development and review?</i>
<i>Dr. José Seguinot – Dean Dr. Edgardo Ruiz – Associate Dean Dr. Mario Rodríguez – Assistant Dean Dr. Ivelisse García – Curriculum and Evaluation Office</i>	<i>Evaluation processes – how does school collect and use input/data?</i>
<i>Dr. José Seguinot – Dean Dr. Edgardo Ruiz – Associate Dean Dr. Mario Rodríguez – Assistant Dean Dr. Roberto Ramírez - Chair Department of Health Services Administration. Dr. Luis Bonilla - Chair Department of Environmental Health Dr. Hiram Arroyo – Chair Department of Social Sciences Dr. Ana Parrilla – Chair Department of Human Development Mr. Juan Tejada – Administrator</i>	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i>
<i>Dr. José Seguinot – Dean Dr. Edgardo Ruiz – Associate Dean Dr. Mario Rodríguez – Assistant Dean Dr. Roberto Ramírez - Chair Department of Health Services Administration. Dr. Luis Bonilla - Chair Department of Environmental Health Dr. Hiram Arroyo – Chair Department of Social Sciences Dr. Ana Parrilla – Chair Department of Human Development</i>	<i>Budget – who develops and makes decisions?</i>

Participants	Topics on which participants are prepared to answer team questions
<i>Mr. Juan Tejada – Administrator</i>	
Total participants: 11	

9:45 am **Break**

10:00 am **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
<i>Dr. Luis Estremera – Designed and Coordinated SALP 6006 course Dr. Yiselly Vázquez – Coordinator of SALP 6006 course</i>	<i>Foundational knowledge</i>
<i>Dr. María Borges – Faculty responsible for SALP 6251 and ADSS 8105 Dr. Rosa Marchand - Faculty responsible for CISO 6546 Dr. Giselle Hernández – Faculty responsible for ADSS 6516 Dr. Roberto Torres – Faculty responsible for ADSS 66594 and ADSS 8008 Dr. Linnette Rodríguez – Program Coordinator, MPH Epidemiology Dr. Gilberto Ramos - Program Coordinator, MPH-Biostatistics Dr. Ruth Ríos – Program Coordinator, DrPH- Health System Analysis and Management Dr. Imar Mansilla – Program Coordinator, DrPH – Environmental Health</i>	<i>Foundational competencies – didactic coverage and assessment</i>
<i>Dr. Linnette Rodríguez – Program Coordinator, MPH and MS Epidemiology Dr. Marisol Peña - Program Coordinator, MPH-General Option Dr. Gilberto Ramos - Program Coordinator, MPH-Biostatistics Dr. Marcilyn Colón – Program Coordinator, MPHE- Public Health Education Dr. Ruth Ríos – Program Coordinator, DrPH- Health System Analysis and Management Dr. Imar Mansilla – Program Coordinator, DrPH – Environmental Health</i>	<i>Concentration competencies – development, didactic coverage, and assessment</i>
Total participants: 12	

11:15 pm **Break**

11:30 am **Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
<i>Dr. Imar Mansilla – Program Coordinator, DrPH – Environmental Health Dr. Marinilda Rivera - Program Coordinator, DrPH – Social Determinants of Health Dr. Roberto Ramírez - Chair Department of Health Services Administration Dr. Marisol Peña - Program Coordinator, MPH-General Option</i>	<i>Concentration competencies – development, didactic coverage, and assessment</i>

Participants	Topics on which participants are prepared to answer team questions
<i>Dr. Alida Marrero - Program Coordinator, MPH-Gerontology</i> <i>Dr. Marcilyn Colón – Program Coordinator, MPHE- Public Health Education</i> <i>Dr. Linnette Rodríguez – Program Coordinator, MPH - Epidemiology</i>	
<i>Dr. Imar Mansilla – Program Coordinator, DrPH – Environmental Health</i> <i>Dr. Marcilyn Colón – Program Coordinator, MPHE- Public Health Education</i> <i>Dr. Marinilda Rivera - Program Coordinator, DrPH – Social Determinants of Health</i> <i>Dr. José Norat – Practice Coordinator, DrPH-Environmental Health</i> <i>Dr. Marisol Peña - Program Coordinator, MPH-General Option</i> <i>Dr. Alida Marrero - Program Coordinator, MPH-Gerontology</i>	<i>Applied practice experiences</i>
<i>Dr. Imar Mansilla – Program Coordinator, DrPH – Environmental Health</i> <i>Dr. Marinilda Rivera - Program Coordinator, DrPH – Social Determinants of Health</i> <i>Dr. Marisol Peña - Program Coordinator, MPH-General Option</i> <i>Dr. Alida Marrero - Program Coordinator, MPH-Gerontology</i> <i>Dr. Marcilyn Colón – Program Coordinator, MPHE- Public Health Education</i>	<i>Integrative learning experiences</i>
<i>Dr. Linnette Rodríguez – Program Coordinator, MS-Epidemiology</i> <i>Dr. Sergio Caporali - Program Coordinator, MS-Industrial Hygiene</i>	<i>Academic public health degrees</i>
Total participants: 9	

12:45 pm **Break & Lunch in Executive Session**

1:30 pm **Strategies & Operations**

Participants	Topics on which participants are prepared to answer team questions
<i>Dr. Edgardo Ruiz Cora – Associate Dean</i> <i>Ms. Chenoa Blot – GSPH Student Counselor</i> <i>Dr. Carmen Vélez - Faculty</i>	<i>Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data?</i>
<i>Dr. Mario Rodríguez – Assistant Dean of Student Affairs</i> <i>Ms. Chenoa Blot – GSPH Student Counselor</i> <i>Dr. Marcilyn Colón – Program Coordinator, MPHE- Public Health Education</i> <i>Dr. Luis Bonilla – Program Coordinator, MPH-Environmental Health</i> <i>Dr. Roberto Ramírez – Program Coordinator, MHSA-Health Services Administration</i>	<i>Recruiting and admissions, including who chose the measures and why did they choose them</i>
<i>Dr. Edgardo Ruiz Cora – Associate Dean</i> <i>Ms. Chenoa Blot – GSPH Student Counselor</i> <i>Dr. Dharma Vázquez – Faculty, Health Services Administration</i> <i>Dr. Marcilyn Colón – Program Coordinator, MPHE- Public Health Education</i>	<i>Advising and career counseling, including who collects and reviews the data</i>

Participants	Topics on which participants are prepared to answer team questions
<i>Dr. Luis Bonilla – Program Coordinator, MPH-Environmental Health Dr. Roberto Ramírez – Program Coordinator, MHSA-Health Services Administration</i>	
<i>Dr. José Seguinot – Dean Dr. Edgardo Ruiz – Associate Dean Dr. Mario Rodríguez – Assistant Dean Dr. Roberto Ramírez - Chair Department of Health Services Administration Dr. Juan Carlos Reyes - Chair Department of Biostatistics and Epidemiology Dr. Luis Bonilla - Chair Department of Environmental Health Dr. Ana Parrilla – Chair Department of Human Development Mr. Juan Tejada – Administrator</i>	<i>Staff operations</i>
<i>Dr. Edgardo Ruiz Cora – Associate Dean Dr. Mario Rodríguez – Assistant Dean of Student Affairs</i>	<i>Complaint procedures</i>
Total participants: 11	

2:30 pm **Break**

2:45 pm **Curriculum 3**

Participants	Topics on which participants are prepared to answer team questions
<i>Dr. Ruth Ríos – Program Coordinator, DrPH- Health System Analysis and Management Dr. Gilberto Ramos – Program Coordinator, MPH-Biostatistics Dr. María Borges – Faculty, MPHE-Public Health Education Dr. Pablo Méndez – Faculty, MPH/DrPH Environmental Health Dr. Luis Bonilla – Faculty, MPH/DrPH Environmental Health Dr. Jose R Carrion-Baralt – Faculty, MPH Gerontology</i>	<i>Concentration competencies – development, didactic coverage, and assessment</i>
<i>Dr. Ruth Ríos – Program Coordinator, DrPH- Health System Analysis and Management Dr. Gilberto Ramos – Program Coordinator, MPH-Biostatistics Dr. María Borges – Faculty, MPHE-Public Health Education Dr. Pablo Méndez – Faculty, MPH/DrPH Environmental Health Dr. Luis Bonilla – Faculty, MPH/DrPH Environmental Health</i>	<i>Applied practice experiences</i>
<i>Dr. Ruth Ríos – Program Coordinator, DrPH- Health System Analysis and Management Dr. Gilberto Ramos – Program Coordinator, MPH-Biostatistics Dr. María Borges – Faculty, MPHE-Public Health Education Dr. Pablo Méndez – Faculty, MPH/DrPH Environmental Health Dr. Luis Bonilla – Faculty, MPH/DrPH Environmental Health</i>	<i>Integrative learning experiences</i>

Participants	Topics on which participants are prepared to answer team questions
<i>Dr. Lida Orta – Faculty, MS-Industrial Hygiene Dr. Linnette Rodríguez – Program Coordinator, MS-Epidemiology</i>	<i>Academic public health degrees</i>
<i>Dr. Winna Rivera – Faculty, MS-Nutrition Dr. Luz León – Program Coordinator, MS-Demography Dr. Roberto Ramírez – Program Coordinator, MHS-Health Services Administration Dra. Carmen Albizu, Faculty, MS-Evaluation</i>	<i>Non-public health degrees</i>
Total participants: 12	

4:00 pm **Break**

4:15 pm **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
<i>Dr. Ivelisse García – Curriculum and Evaluation Office Dr. Ana Parrilla – GSPH Liaison for RCM-Online Initiative</i>	<i>Currency in areas of instruction & pedagogical methods</i>
<i>Dr. Rosa Rosario – Faculty, Department of Biostatistics and Epidemiology Dr. Pablo Méndez – Faculty, Department of Environmental Health Dr. Carmen Vélez – Faculty, Department of Social Sciences</i>	<i>Scholarship and integration in instruction</i>
<i>Dr. Luis Bonilla – Faculty, Environmental Health Dr. Carol Salas – Director, Institute of Developmental Disabilities</i>	<i>Extramural service and integration in instruction</i>
<i>Dr. María Borges – Faculty, MPHE-Public Health Education Dr. Marisol Peña – Program Coordinator, MPH-General Option</i>	<i>Integration of practice perspectives</i>
<i>Ms. Xiomara Castillo – DECEP Dr. Dharma Vázquez – Program Director, PR Geriatrics Workforce Enhancement Program Ms. Alida Marrero – Coordinator, Institute of Gerontological Training Dr. Carol Salas – Director, Institute of Developmental Disabilities</i>	<i>Professional development of community</i>
Total participants: 12	

5:15 pm **Break & Executive Session**

5:45 pm **Adjourn & Transport Back to Hotel**

Friday, November 19, 2021

8:30 am **University Leaders – Zoom Meeting**

Participants	Topics on which participants are prepared to answer team questions
<i>Dr. Wanda Maldonado - Chancellor Dr. Deborah Silva – Dean of Academic Affairs</i>	<i>School's position within larger institution</i>
<i>Dr. Wanda Maldonado - Chancellor</i>	<i>Provision of school-level resources</i>
<i>Dr. Wanda Maldonado - Chancellor Dr. Deborah Silva – Dean of Academic Affairs</i>	<i>Institutional priorities</i>
Total participants: 2	

9:00 am **Break**

9:15 am **Stakeholder/ Alumni Feedback & Input – Zoom Meeting**

Participants	Topics on which participants are prepared to answer team questions
<ul style="list-style-type: none"> • <i>Dr. José Rodríguez Ramos - Member of External Advisory Board, Medical Director Castañer Hospital</i> • <i>Lic. José Valentín - Member of External Advisory Board, President of First Medical Salud, Inc.</i> • <i>Dr. Mercedes Rivera - Member of External Advisory Board, Director of Center for Community and Entrepreneurial Urban Action – CAUCE</i> • <i>Ms. Rosalie Ayala - Member of External Advisory Board, President of Puerto Rico Association of Health Educators</i> • <i>Mr. Eduardo Lamadrid - Member of External Advisory Board, Community Impact Director of American Heart Association of Puerto Rico</i> • <i>Mr. José DeLeón - Member of External Advisory Board, Alumni</i> 	<i>Involvement in school evaluation & assessment</i>
	<i>Perceptions of current students & school graduates</i>
	<i>Perceptions of curricular effectiveness</i>
	<i>School delivery of professional development opportunities</i>
	<i>Applied practice experiences</i>
	<i>Integration of practice perspectives</i>
Total participants: 6	

10:15 am **Break**

10:30 am **Students – Zoom Meeting**

Participants	Topics on which participants are prepared to answer team questions
<p>Mr. Juan J. de Jesús Oquendo, President MSC General Student Council, DrPH HSAM Student Ms. Gabriela Román Colón, DrPH HSAM Student Ms. Yohara Morales Ms. Isabel Toledo Mr. Jamie Negrón Pachot Mr. Carlos Lopez Colon Mr. Eduardo Ilegus Ms. Sara Méndez Mr. Christian Rivera Cátala, President GSPH Student Council, DrPH SDOH Student Ms. Lydimar Garriga, DrPH SDOH Student Mr. Adian Rodríguez Lorenzo, Vice-President GSPH Student Council, MPH BIOE Student Ms. Alondra K. Mercado Andino, MPH EPID Student Ms. Maria Colón Vegilla, MPH General Option Student Ms. Natalia Cruz Terrón, MPH GERO Student Ms. Beatriz Collazo Rosa, MPH SAAM Student Ms. Nicole M Aponte Feshold, MPHE Student Mr. Lanelotte Oliveras Vega, Academic Senator GSPH Student Council, MS DEMO Student Ms. Génesis Alvelo Colón, MS DEMO Student Ms. Tanialy Rivera Santiago, MS EPID Student Ms. Erika M Gonzalez Mercado, MS IND. HYG. Student Mr. Jorge Rodríguez Rosa, Ms NUTR Student</p>	<p>Student engagement in school operations Curriculum (competencies, APE, ILE, etc.) Resources (physical, faculty/staff, IT) Involvement in scholarship and service Academic and career advising Diversity and cultural competence Complaint procedures</p>
Total participants: 21	

11:30 am **Break & Hotel Check Out**

12:30 pm **Site Visit Team Lunch & Executive Session**

3:30 pm **Exit Briefing**