REVIEW FOR ACCREDITATION

OF THE

GRADUATE PUBLIC HEALTH PROGRAM

AT

TUSKEGEE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
December 2-3, 2021

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

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INTRODUCTION

Tuskegee University, located in Tuskegee, Alabama, was established in 1881 and is an HBCU with a designation as a Historic Site by the United States Government and the National Park Service. The College of Veterinary Medicine (CVM) at Tuskegee has the distinction of producing 70% of African American veterinarians in the US. Tuskegee University comprises three schools in the areas of architecture, education, and nursing and allied health and five colleges in the areas of business and information science, agriculture, environment, and nutrition science, arts and sciences, engineering, and veterinary medicine.

The university offers a total of 38 bachelor's degree programs, 15 master's degree programs, and four doctoral programs. The student body includes about 2,550 undergraduate students and 450 graduate students. The university employs more than 260 faculty and 475 staff. Tuskegee University is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges, and the university responds to specialized accreditors in the areas of nutrition, nursing, occupational therapy, construction, veterinary medicine, and business, among others.

The Department of Graduate Public Health was conceptualized in response to a specific request from descendants of the men in the U.S. Public Health Service Study of Untreated Syphilis in the Negro Male in Macon County, AL. The department is housed in the university's College of Veterinary Medicine, which is also the administrative home to the departments of biomedical sciences, clinical sciences, and pathobiology. The College of Veterinary Medicine, like other academic units, is overseen by the vice president of academic affairs/provost, who has authority over academic matters on campus. The dean of the college serves as a link between the public health program and university leaders. The public health program admitted its first cohort of students in 2011 and currently offers one general MPH and one general MSPH. Since the MSPH is an academic degree, the MPH is the only degree offering in the unit of accreditation. All nine currently enrolled students are seeking the MPH, and no students are enrolled in the MSPH program. The same faculty teach the courses for both the MPH and the MSPH, and the main difference is that the MSPH requires a thesis and assessments are intended to prepare students for a PhD. The program plans to revise the MSPH curriculum to have more distinctive elements before seeking accreditation for this offering.

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

Instructional Matrix - Degrees and Concentrations				Campus based	Distance based
Master's Degrees		**Academic**	**Professional**		
General			MPH	MPH	
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		**Academic**	**Professional**		
2nd Degree Area	**Public Health Concentration**				
Veterinary Science	General		BS/MPH	MPH	
Integrative Biosciences or Interdisciplinary Pathobiology	General		MPH/PhD	MPH	

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The Department of Graduate Public Health (DGPH) integrates with other health-oriented units through the *One Health Concept* that serves as an institution-wide integrating umbrella. The DGPH oversees the MPH program.	Click here to enter text.	
Faculty have opportunities for input in all of the following: • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities		The department has an internal leadership structure that includes a department head who also serves as the public health program director. All faculty (primary and non-primary faculty), academic staff, and department-level committees report to the department head/public health program director. The department has four committees that address issues related to the MPH and to the department's academic degree. Program faculty members serve on all committees, which include the following:		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		• Admissions & Recruitment • Curriculum • Research & Applied Practical Experience • Mentoring The departmental Curriculum Committee has direct oversight over key elements of the public health program, including curriculum design, and works through the central university for determining degree requirements. The Curriculum Committee plays a primary role in		

		addressing curricular issues. This committee makes recommendations for changes to the curriculum that may be based upon the data gathered and presented by the Director of Analytics on student outcomes. All changes to the curriculum are ultimately submitted to the Faculty Senate for final approval through the TUCVM Associate Dean for Research and Advanced Studies. All policies, including those relating to assessment, are managed by the college's Educational Policies Committee. Admissions are overseen by the department's Admissions and Recruitment Committee. The Office of the Dean oversees faculty recruitment and promotion. Each department head makes recommendations with justifications for the need for additional faculty based upon the department's current needs and resources. The Office of the Dean approves any faculty solicitations, and the department head coordinates interview schedules for each potential candidate after selecting faculty to serve on the search committee. The Mentoring Committee includes at least one senior faculty member and the assistant director of analytics and career placement, along with at least one student from the public health program. This committee is responsible for the mentoring program that addresses academic, behavioral, and financial concerns of students. The Research and Applied Practical Experience Committee provides support for developing research proposals and overseeing applied practice experiences, including ensuring that required competencies are covered.	

| | | Program faculty members are involved in university-level decision making through a variety of committees, including service on the Institutional Review Board and as members of the university Faculty Senate. Faculty members also serve on the following college committees:

• Health & Safety
• Diversity & Inclusion
• Educational Policies (Curriculum)
• Research
• One Health Symposium
• Academic Appeals
• Executive Leadership Team

Full- and part-time faculty members meet regularly in monthly staff meetings and through committee service. All faculty members are also able to participate in symposium activities, such as the annual One Health Symposium and the annual Veterinary Medical Symposium. During the site visit, faculty members reported regular interactions with each other and noted that part-time faculty members are also included in regular communication channels.

Overall, the program demonstrates effective administrative processes for fulfilling its mission and goals. The program provided agendas and minutes for program and committee meetings as evidence of deliberation and discussion. Through the site visit and review of documentation, reviewers could validate that faculty members are engaged in decision-making through established committees and meeting structures and can interact through regularly scheduled meetings and symposia. | | |

A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Students are formal members of policy- and decision-making committees with full voting rights, including the department's committees: Research and Experiential Learning, Admissions and Recruitment, and departmental groups: Rural Health Lecture Series, and Annual Pinning Ceremony. The self-study notes that due to small cohort sizes, some students participate on more than one committee, increasing extracurricular demands on their time. However, the program indicated that with plans to increase the cohort size, the need for students to be on more than one committee will be reduced. The program presented data indicating that students report high satisfaction with their interactions with the program and that they feel engaged in administrative and decision-making processes, both formally and informally. During the site visit, students indicated that they have ongoing access to a faculty advisor and to program leaders and that issues raised or recommendations made are well received and support program improvements. Students also shared that this is true even since program delivery	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate				

	■	has become more distance-based in alignment with COVID-19 precautions.		

A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines a vision, mission statement, goals, statement of values	■	The program's vision is "to promote and sustain population health and well-being for the global community." The program's mission is "to prepare the next generation of diverse leadership through research, innovation, advocacy, and community engagement. "	The leadership was advised during previous consultations with CEPH staff that our vision was too inwardly focused and there the change was made to align with this advice. We will revert back to the	The Council appreciates the program's response to the site visit team's report. While the Council supports the program's efforts to better reflect the features and service areas defined in the strategic
Taken as a whole, guiding statements address instruction, scholarship, service	■			

Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success		The program also lists the following core values: ethical leadership, integrity, excellence, diversity of gender, ethnicity and culture, and tell our stories. The goals address excellence in *leadership, research, innovative teaching, service learning,* and *public health ethics.*	original vision statement: "To become a comprehensive graduate public health program, preparing public health professionals to prevent illness and injury while improving the health of communities both rural and urban from neighborhoods and villages to cities and even countries." Former mission statement "Building upon the legacy of Tuskegee University, the mission of the GPHP is to prepare the next generation of diverse leadership through research, innovation, advocacy and community engagement."	plan in its guiding statements, the proposed changes to the vision do not appear to address the commentary identified by the site visit team. No action is required to address a met with commentary finding, but CEPH staff are available for discussion if desired.
Guiding statements reflect aspirations & respond to needs of intended service area(s)		The program has a five-year plan that follows the themes of core enhancement, confronting global challenges, and one health leadership. Topics relevant to confronting global challenges include health policy and law, epigenomics and public health, antibiotic resistance and infectious diseases, social determinants of health, and climate change and environmental health. The strategic plan further lists a vision for the graduate public health program to address health inequities and protect, promote, and sustain the public's health.		
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes				
		While the mission indicates that the program aims to prepare the next generation of diverse leadership through instruction, scholarship, and service, the guiding statements generally lack aspirational qualities and are limited in guiding program-level decision making and resource allocation. However, the self-study indicates that the program anticipates building towards more specific foci. The program describes a planning process and directions set by the plan to guide its future, yet much of the detail described has not been included in program guiding statements.		
		The commentary is that the public health program has clear, distinguishing features and identified service areas that are notable, with many unique characteristics and strengths due to the program's history and location, yet these are not well reflected in the guiding statements, as		

written. The guiding statements also fail to reflect a specific service area and how the program is meeting the area's needs. However, the extended version of the strategic plan goes more in-depth when expanding on the guiding statements. For example, one of the values is *tell our stories,* which is not elaborated on in the self-study; the strategic plan lays out the specific areas and rationale for this core value: *people of color, Black Belt communities, and cultural context of behaviors of African Americans have been historically described by persons outside of these social and geographical constructs. We intend to tell our own stories, define our communities and describe our cultural context as people of color living, working, and surviving in the rural south.* Review of the strategic plan and discussions with faculty show evidence of how the guiding statements are derived from the purpose of Tuskegee University, while allowing the program to allocate resources and guide evaluation, as presented in Criterion B5. The guiding statements could be strengthened by showcasing the spirit of the strategic plan more explicitly.

B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The maximum time to graduate for MPH students is six years. The program reported the following graduation rates: 70% (2013-14), 80% (2014-15), 71% (2015-16), and 67% (2016-17). The remaining cohorts are poised to comply with this criterion's requirements based on the attrition to date.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The program presents positive post-graduation outcome rates of 100% for the last four cohorts (2017 through 2020 graduates), and no unknown outcomes. The program primarily collects post-graduation information through alumni surveys and direct contact with graduates. The department's assistant director for analytics and career placement is charged with working with all students to help them identify job opportunities or support them with doctoral program admissions. The assistant director also is responsible for following up with graduates to collect post-graduation outcome data.	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree		To decrease the unknown outcomes and augment a low response rate to the alumni survey, faculty and staff use LinkedIn, Facebook, and Google to search for information about the employment status of graduates who do not respond to emails or surveys. Through conversations between the review team, faculty, and alumni, it was clear that the program is very connected with its graduates and the strong relationships they build are a major asset to the program and its community.		

B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The program uses both quantitative and qualitative approaches to maximize responses and the usefulness of alumni feedback. The program developed and deployed an alumni survey in May 2021 that focused on CEPH competencies; previous surveys were more general and did not ask graduates to reflect on the competencies. This survey was only sent to alumni who graduated in or after 2017 because they completed the program after CEPH competencies were implemented.	The program has established mechanisms such as surveys, focus groups, and opportunities for one on one interactions to ensure that we are able to document the alumni perceptions. Since employing these methods we have over 50% participation among those graduates since the change in CEPH criteria in 2016. We plan to continue to capture this data to ensure we have a least a three-year period to meet the requirements of this criterion.	The Council appreciates the program's response to the site visit team's report regarding future plans to collect additional data related to alumni perceptions of competencies in post-graduation placements.
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data address alumni perceptions of success in achieving competencies				
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements		Overall, respondents reported feelings of confidence in their achievement of competencies. For example, 67% of graduates rated themselves as proficient in integrating findings from quantitative and qualitative data into research or applied practical experience settings; 87% of students found that the epidemiology courses were effective in preparing them for the workforce; and 93% of students found the biostatistics course effective in preparing them for the workforce.		
		The program also holds interviews with alumni several times a year. They are usually scheduled around a college, university, or department event when more alumni are accustomed to playing an active role with the program. For example, the annual pinning ceremony was instituted in 2017 to commemorate the student's completion of most of the core competencies and the approval of their thesis or practicum proposals. Alumni are invited to attend this		

		pinning ceremony, and those in the region regularly participate in this event. The program also utilizes the interest generated around university homecoming activities to contact and engage students for programmatic feedback. These interviews often focus on three main areas: • Understanding the application of the public health competencies to their chosen career paths. • Examining areas of focus in future public health training to ensure graduates are prepared to meet the needs of the public health field. • Determining areas for further engagement, including learning opportunities, of alumni with the school. In September 2021, six students from varying cohorts participated in a focus group session to provide input on their perceptions of workforce readiness after completing the curriculum. Most alumni who participated said that they felt confident in their ability to effectively integrate the findings from quantitative and qualitative data into research or applied practice settings. Alumni also said they developed skills necessary to communicate and apply systems thinking strategies in interaction with individuals and community groups. All participants shared that the curriculum adequately prepared them for work experience in the domain of evidence-based approaches to public health, public health and health care systems, leadership, and communication. The commentary relates to limited data available about alumni perceptions of usefulness of competencies in post-graduation placements. The focus group conducted in		

		September 2021 was the primary source for this data. The program has proactively been addressing this gap in data by designing new surveys that include questions on application of competencies and finding new ways to reach alumni. Moving forward, the program will ask graduating cohorts to complete the online exit survey prior to graduation, then again six months post-graduation and one year after graduation.		

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		For each goal statement, the program identifies measures, data collection methods, and responsible parties for collection and analysis. The program lists evaluation practices that are thorough and incorporate multiple measures. Examples of information collected include such items as faculty scholarly productivity and service, student self-evaluations, and alumni perceptions of program effectiveness.	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		During the site visit, faculty provided additional examples of measures and recent results. For instance, for goal statement five, which relates to excellence in public health ethics, one measure tracks whether each student is prepared to develop and deliver an ethical health intervention in a Black Belt community. Evidence of this was provided through ongoing monitoring of student activities relative to both the applied practice experience (APEX) and the integrated learning experience. Monitoring		

| | | of this and other goals are well articulated by faculty, students, and community partners.

The data collection methods for each measure, including indicators, are defined and the program is continuing to enhance these activities, including hiring of an evaluation specialist to oversee this process.

Evaluation measures and the collection methods are consistent with ongoing assessment, and details provided during the site visit indicate that objective measurement is taking place systematically and that data are consistently reviewed. Plans for improvement are integrated into ongoing program development and use of data to improve learning, scholarship, and service activities is ongoing.

During the site visit, it was clear that the program takes feedback seriously and maintains an orientation to ongoing program improvement. | | |
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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.		The program provided evidence of regular, substantive review of all evaluation findings and subsequent strategic discussion about what these findings mean. The program has defined and implemented a process for incorporating data into programmatic plans.	Click here to enter text.	
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation		The self-study indicates that a new position of assistant director of analytics and career placement has been added		

| findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.) | | to the program with responsibility for regularly collecting data from faculty and staff. During the site visit, it was clear that this position has been effective in helping to increase the utility of the complex evaluation efforts by the program.

Evaluation data have led to improving programmatic services for students and alumni. Faculty members work directly with program leaders to take data collected on their activities to guide career planning and ongoing training. Community partners provide feedback that has translated into prioritization of specific areas of scholarship. Substantial efforts have been made to connect with all program alumni and work with them to receive ongoing input on how their education has prepared them for career opportunities.

Specific examples of programmatic changes reported include careful monitoring of student-to-mentor ratios and more assistance with career planning and placement. Because several of the program goals involve faculty, student, and community relationships, the program closely monitored ratios such as student-to-mentor by asking students to share their experience through course evaluations. This allowed the program to vouch for the increase in faculty and when new faculty were hired, the program was able to decrease the ratio and allow for more direct engagement between faculty and students, especially in terms of internship advising and career placement. In another example, data collected indicated a lack of communication and assistance with post-graduation job placement and on-the-job job mentoring. The program proposed a new position (assistant director for analytics and career placement) that was approved by | | |

| | | the dean to specifically focus on continuous data collection and alumni engagement. The position was filled on April 24, 2020, and has been used to implement the career placement and on-the-job mentoring plan.

During the site visit, students and alumni noted that the program director consults with faculty and students on an ongoing basis to determine their level of satisfaction with the program. Any thoughts gleaned from these interactions are coupled with feedback gathered from formal surveys. | | |

C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		Fiscal resources are sufficient and adequate to support the program's mission and goals. While funds from student tuition are not returned to the program, there is dedicated support from the CVM. Moreover, there is a specific allocation/line item for the department included in the college's annual budget. Additional financial support for the program is garnered from endowments. From 2015 to 2021 the budget grew from $300,804 to $740,637 and fiscal support from endowments accounted for approximately 70% of the budget.

The program funds tenure-track faculty through institutional funds, federal grants, and other fundraising efforts. All non-tenure-track faculty receive support from the college. Faculty also supplement their salaries through | Click here to enter text. | |
| Financial support appears sufficiently stable at time of site visit | | | | |

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		research grants or other external funds they have obtained. During the site visit, faculty and staff indicated that there are ongoing and continuous efforts to raise funds for the program. The department chair also noted that she communicates needs from students or staff to the appropriate CVM bodies and they often fulfill her financial requests. From the program's perspective, this support signifies the college's commitment to the public health program. The program's budget indicates that annual contributions from the college funds declined from 2015-2020, but there were increases from endowment dollars as to not impact program functions; during the site visit, the dean indicated that this increased support from the endowment line item demonstrated the high level of university-wide commitment to the program, ensuring it has the funds to operate effectively. All curriculum-based activities for students, such as local travel and participation in advocacy days at the capitol building are supported by the program. Students engage in various fundraising efforts through the Graduate Public Health Club to support other activities not covered by the program. During the site visit, the dean acknowledged that she has access to $700,000 in unrestricted funds donated by alumni. These funds are used to support various funding requests from students and faculty outside of requests submitted to the college.		

C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The program has sufficient faculty resources to fulfill its stated mission and goals. The program has six primary instructional faculty (PIF) and three non-PIF. Faculty members are considered full-time if they commit 51% time or more to the DGPH. Three PIF are full-time employees with 100% of their time dedicated to the DGPH and three PIF are 100% dedicated to the CVM, with at least 50% time dedicated to instruction in the DGPH. One of the non-PIF faculty members is a veterinarian supported 100% by the college and serves as an adjunct. The two remaining non-PIF faculty are supported financially by other colleges and/or centers within the university and serve as adjunct faculty. The self-study provides data related to faculty advising ratios: the program averages two students per PIF. Advisors for the MPH integrative experience have either one or two students at most. The program collected data on perceptions of class size during exit interviews conducted in Spring 2020 and in the alumni focus group conducted in Fall 2021. All students indicated that they believed the class size to be conducive to learning the material presented. One student from the 2017-2018 cohort felt that the class size was too small and	Click here to enter text.	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable	n/a			
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	n/a			
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	n/a			

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)		put too much pressure on students to be prepared to discuss the material in class.
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)		The program also collects relevant data through exit interviews. Some examples of feedback include: "I am able to contact faculty and the program director to assist me with job transitions and application to doctoral programs; I was able to bond with other members of my cohort to assist in learning competencies and to develop my community presentations; and we worked together as a team to ensure that all members of the cohort were able to complete the requirements of the program on time. The class size assisted in creating those relationships." During the site visit, several students shared that the small class sizes were the primary reason they chose to pursue their MPH degrees at Tuskegee because it allows for more interaction among faculty and peers in and outside of the classroom. Students also shared that faculty members are always available to meet with students, and students feel comfortable approaching any faculty member for advice.

C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The program's staff and other personnel resources are sufficient to support its mission and goals and are adequate and commensurate with student body size.	Click here to enter text.	

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
Staff & other personnel resources appear sufficiently stable		In addition to faculty, the program employs two full-time positions: the coordinator for research and training and the assistant director for analytics and career placement. The program has access to other staff members that work in the Office of the Dean, who help with administrative tasks. During the site visit, students and faculty acknowledged their satisfaction with the program's staff resources. Site visitors' interactions with students and faculty validated that they felt they had supports in place to be successful in their roles.		

C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The program's physical resources are adequate and sufficient to meet its instructional, research and service needs.	Click here to enter text.	
Physical resources appear sufficiently stable		All faculty members have dedicated, private office space in the Williams-Bowie Building. Research assistants use a shared space and have their own desks within a large office area. Students and faculty also have access to a conference room that can be used to host meetings or to congregate. Students have access to cubicles to gather in small groups or to work independently. The program has two dedicated classrooms for instruction as well as the option to reserve a classroom on campus		

| | | through the Associate Dean's Office, as needed. While most students have their own personal computers, they also have access to a computer lab space equipped with 30 computers.

While there are plans to build another dedicated classroom within the next three years, during the site visit, students and staff expressed satisfaction with the current physical resources. They also acknowledged that there is room to grow. One student raised concern over access to buildings after hours and recommended an improvement to allow access to meeting rooms 24 hours daily through use of a key card or other security access measure. | | |

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		Information and technology resources are sufficient and meet faculty, student, and staff needs. Students and faculty have access to software such as SAS and SPSS. They can also communicate software needs to the program director, who works with appropriate entities to fulfill these requests. If IT support is needed, faculty, staff, and students have a designated team to contact within the college who can troubleshoot problems. The IT team is also available to triage any challenges related to viewing recorded lectures, printing documents, or other general problems related to computer systems and printers.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable				

| | | Students have access to support staff and resources in the T.S. Williams Veterinary Medical Library. The graduate program has an MOU with other libraries on campus to allow students access to a wider array of resources. This MOU also grants students and faculty access to library personnel across campus who can provide dedicated assistance regarding resource requests such as acquiring select books or journals.

Faculty, staff, and students have access to electronic bibliographic and full-text journals. Available databases include GIDEON, BrowZine, Nexis Uni, ScienceDirect, Zoological Records, PubMed, Global Health, Animal Health and Production Compendium, CAB Abstracts, PubMed Central, Veterinary Clinics of North America collection via ScienceDirect and EBSCO's Electronic Journal Service.

During the site visit, the program director noted that she continues to advocate for the inclusion of more public health journals, books, and resources within the library system. | | |

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)		The program ensures that MPH students are grounded in public health knowledge by mapping all learning objectives to nine required courses in areas such as program planning and evaluation; health administration, policy, and law; environmental health; health disparities; statistics; epidemiology; and food safety and quality.	Click here to enter text.	

		Upon review of the course syllabi, the site visit team found that students receive appropriate instruction in each of the 12 foundational public health knowledge areas, as shown in the D1 worksheet.		

D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		The program ensures coverage and assessment of each foundational competency through the core curriculum completed by all MPH students. The 33-credit core address the topics listed in Criterion D1, as well as biostatistics; epidemiology; ethics; and health education and communication.	Click here to enter text.	

| | | The self-study provides clear descriptions of each assessment opportunity, and site visitors were able to validate the didactic preparation and assessment through review of syllabi and supporting materials such as assignment descriptions, class exercises, and projects.

During the site visit, faculty discussed the process used to map the coursework to the foundational competencies. Faculty worked together to do a backward mapping of all courses to the competencies. Each faculty member had the opportunity to make changes and customize their courses, while maintaining a uniform depth of competency assessment. Since the faculty complement is small, all serve on the Curriculum Committee and spent four weeks working with faculty from the university's education department to have support in designing the curriculum in 2017.

During the site visit, students shared that they are very familiar with the competencies that they are expected to demonstrate and have multiple opportunities to reinforce their attainment of the competencies outside the classroom. | | |

D2 Worksheet

MPH Foundational Competencies	Yes/CNV
1. Apply epidemiological methods to the breadth of settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes

6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	Yes
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Perform effectively on interprofessional teams	Yes
22. Apply systems thinking tools to a public health issue	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The program's MPH concentration has five unique competencies that define the advanced skills and knowledge that students are expected to attain, as shown in the D4 worksheet. The five competencies are divided into three sub-categories: leadership, rural health research, and public health ethics. Site visitors determined that these competencies appropriately build on the foundational knowledge and competencies and provide clear definition of the generalist concentration.	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	The syllabi and assignment descriptions provided sufficient information for reviewers to confirm that the designated assignments and lectures assess all aspects of the competency statements.		

D4 Worksheet

General Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Demonstrate effective management of resources and program planning skills for program development in rural communities.	Yes	Yes
2. Use evaluation results in the development of an improvement plan.	Yes	Yes
3. Develop an implementation strategy for continuity of operations in an emergency situation.	Yes	Yes
4. Develop appropriate interventions that incorporate social and geospatial disparities unique to health threats experienced rural populations.	Yes	Yes
5. Identify and distinguish differences in bioethics in health care and public health ethics.	Yes	Yes

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		The MPH program has a dedicated focus on community-centered perspectives, and all APEx projects are intended for students to address an existing community challenge. As a part of this experience, each student is required to complete at least two products, all of which are assessed by the program director, faculty, and site preceptor.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		Students are provided information on the APEx and the related requirements during the fall APEx seminar. They are also given an APEx checklist to ensure that they can monitor their progress and track all requirements and expectations. The APEx typically begins after completion of the first semester and is expected to conclude in advance of their fourth semester. Students are required to complete at least 280 hours for this experience, and APEx placements in the Tuskegee-Montgomery-Auburn area may be completed by working full-time during the summer or part-time over one or more semesters.		
All students demonstrate at least five competencies, at least three of which are foundational				
		Students engage in a variety of experiences that are mostly curated between the program director and prospective sites. The program director works with site preceptors to determine the scope of the project, focus area, learning opportunities, and intended deliverables; the program director and preceptor, together, identify the competencies that will be attained during this placement. Then a finalized placement description overview is presented to the students. Students have an opportunity		

	to request modifications and add additional competencies if they choose, and all parties agree to the terms and structure of the proposed placement before students begin work. Practicum sites include Macon County Health Department, office of Urban Health Initiative at Emory University, Morehouse School of Medicine, National Sepsis Registry, and Tuskegee University Research Centers in Minority Institutions. Some of the sample projects provided in in the self-study included the following: a sepsis advocacy toolkit; educational poster on Knowledge and Awareness About Cervical Cancer and Human Papillomavirus Among Women Living in Macon County, Alabama; a public policy brochure on antimicrobial resistance; an application and how-to-guide for ordering local fresh produce; and an infographic focused on The Relationship Between Environmental Pollution and the Risk of Development of Breast Cancer in the Black Belt Counties of Alabama. Students are also required to do a write up of their project and give a presentation to community partners. During the site visit, the community partners expressed enthusiasm about and satisfaction with the students they hosted for their APEx. Faculty use a rubric to evaluate student deliverables. Through discussion with faculty and supplemental documents, reviewers were able to validate that all students are required to complete at least two deliverables.	

		During the site visit, students and alumni were enthusiastic when speaking about their APEx experiences and shared how rewarding it was for them to work on the deliverables because they were beneficial to the community.		

D6. DRPH APPLIED PRACTICE EXPERIENCE

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

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		During the final year of the program, students enroll in a research seminar course to integrate learning across the curriculum and to provide an opportunity to demonstrate competency in both core and concentration-specific domains. Within this course, the integrative learning experience occurs as students select a topic area, theme, or project, and work with a faculty advisor to develop a high-quality written document. The integrative learning experience can be linked to the applied practice experience, or it can be based on a different topic.

Students are encouraged to select competences for the ILE that will help them with their career goals and will build their comprehensive competence. They are also reminded that they will need to spend at least 150 hours, take at | Click here to enter text. | |
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

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| | | least six months to complete, and, if data are collected or they want to publish findings, will need IRB approval. Steps in the process for the ILE include step i: articulate; step ii: analyze and assess; and step iii: ascertain solution.

Examples of ILE projects include posters, theses, reports, and manuscripts. The site visit team confirmed that all students complete a high-quality written product as part of the ILE. ILE topics vary, yet all are aligned with the intended purpose of integrating learning across the curriculum. ILE projects have focused on areas such as cervical cancer, promoting farmer's markets, policy analysis and community empowerment, and septic systems.

Students are encouraged to select a topic that is aligned with career aspirations and community partners are well integrated into developing and facilitating opportunities for high-quality student ILE experiences. Emphasis is placed on the ethical conduct of research and community-based work with the support of resources through the National Center for Bioethics in Research and Health Care.

Each student has a designated faculty advisor for their ILE who supports them throughout the experience and is available for help on an ongoing basis. Each student is required to select at least two foundational competencies and two or more concentration competencies. Student ILE projects are assessed by a committee of their major professor, and at least one additional faculty member, and one community member. The committee uses a rubric for all ILE assessments. | | |

D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

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

D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

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

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		All MPH students complete at least 46 semester credits of coursework to earn the degree. Most courses are three credit hours, and one credit hour is equivalent to one contact hour per week during a 16-week semester.	Click here to enter text.	

D15. DRPH PROGRAM LENGTH

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

D16. BACHELOR'S DEGREE PROGRAM LENGTH

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

D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

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

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

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

D19. ALL REMAINING DEGREES

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

D20. DISTANCE EDUCATION

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The public health program lists six primary and three non-primary faculty members. All primary faculty have at least a PhD, a DVM, or a DrPH degree. Instructional areas are generally aligned with the disciplines in which each respective faculty member's degrees were earned as well as the scholarly activities noted in their CVs. During the site visit, evidence was shared that indicated how experience beyond formal faculty members' formal training is considered when determining areas of expertise.

Faculty expertise covers areas needed for the MPH degree, including environmental health, risk analysis, community health education, and behavioral science and health.

Growth of the faculty is intentional, with recruitment focused on areas of need. For instance, there is currently an open faculty position intended to strengthen biostatistics expertise in the program. While recruitment efforts are focused on filling that need, there is also consideration for how faculty expertise from across the | 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) | | | | |

		university can be accessed to provide supplemental support in the meantime. During the site visit, faculty noted that some faculty members currently have an extensive workload, so efforts are underway to offload duties. Overall, the breadth of expertise among program faculty is sufficient for this relatively small and developing unit.		

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The program intentionally employs faculty that have professional experiences outside of the traditional academic setting. The program director has over twenty years of experience, most recently including a position as the program manager for the Public Health Sciences Institute at Morehouse College. Additionally, she worked at the National Institutes of Health's National Institute for Environmental Health Sciences (NIEHS) and the Council of State and Territorial Epidemiologists (CSTE). At CSTE, she infused her scientific and legal training to influence policy in the national arena. Two faculty members have career experience as public health veterinarians, including service as a veterinary public health advisor for the Caribbean Community	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

| | | (CARICOM) and the Pan American Health Organization/World Health Organization.

The program also involves practitioners as guest lecturers in the classroom and as community co-educators for field practice in the program planning and evaluation course. When developing this course, faculty worked closely with practitioners to create content that is meaningful to community needs and practices, and addresses workforce needs.

During the site visit, community partners reflected on their solid and ongoing connection with faculty and staff. They spoke of a highly bi-directional relationship that is mutually beneficial. They discussed requests to serve as guest lecturers and participation as speakers or panelists in other convenings held by the DGPH. | | |
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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		Each curricular component is evaluated to ensure that learning objectives are achieved, activities are linked to designated competencies, and that the overall curriculum leads to the desired outcomes. Each year, the department head evaluates the teaching effectiveness of each faculty member based on student evaluations and peer review of lectures. The department head reviews teaching evaluations with each instructor and discusses strategies for improvement based on the evaluation data. Faculty members are also invited to provide self-assessment of	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				

Supports professional development & advancement in instructional effectiveness for all faculty		their various areas of service, including instructional effectiveness. Part-time faculty members receive student and peer evaluations but do not fully participate in the annual review process. Student course evaluations are administered by the university's Office of Institutional Effectiveness, Research, Assessment, and Planning using a prompted, online system. Both quantitative and qualitative data are collected and analyzed. Faculty members are allowed to review the results of the teaching evaluations prior to reviewing this information with the department head. During the site visit, the program provided examples of teaching evaluations that show evidence of this process. Faculty members are also invited to participate in programs that help with ongoing development of their teaching effectiveness and leadership and mentoring roles. This includes participation in workshops and having their course syllabi reviewed by the Curriculum Committee. Essential considerations in these reviews are course content and design, teaching experience, student learning, and student feedback. Instructional efficacy is also included as part of the appointment and promotion process, including courses taught, faculty and student evaluations, and graduate student supervision. Faculty currency is a topic included in the annual review. When areas needing improvement are identified, professional development resources are identified to bring the faculty member up to standard.		

| | | Faculty members are actively engaged in expanding teaching expertise in areas such as case-based instruction and expansion of hybrid course delivery by attending workshops held by the university. They also report efforts to ensure expertise in instructional effectiveness in settings outside formal academic programming, through events such as those focused on strategies for effective student engagement and talks focused on flipped classrooms and best practices for effective teaching and learning. | | |

E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Policies & practices in place to support faculty involvement in scholarly activities		Faculty members are expected to be active in scholarship, with a minimum of one published manuscript and one proposal for research funding per year. Of the six primary faculty members, three are tenured or in the tenure track and three are non-tenure-track, with a primary focus on instruction. However, all faculty members are expected to participate in scholarship at some level, with tenure track faculty members expected to regularly participate in scholarship.

Specifically, the department focuses on community-based participatory research with collaborative partnerships to improve population health and wellness. In the self-study, the program notes that with the history of past ethical failings in research in Tuskegee (Tuskegee Syphilis Study), the emphasis on community-engaged scholarly activities is a rational response. | Now that the necessary structure has been established for an accredited program, the program will continue to follow the Tuskegee University Faculty Handbook which has a 1, 3, and 6 year review process for tenure and promotion. The College of Veterinary Medicine has provided financial support for faculty development. The program benefits from several university wide programs to help incoming faculty develop. | The Council appreciates the program's response to the site visit team's report. |
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				

Tuskegee University provides administrative research support, including the Division of Research and Sponsored Programs, the Office of the Chief Financial Officer of the CMV, and the IRB. Intramural seed funding is available to support pilot research that has the potential to develop into extramurally-funded projects. Department faculty members are engaged in a variety of research activities that align with community interests and are partnered with community organizations.

A highlight of the research capacity associated with the public health program is the National Center for Bioethics in Research and Health Care. This center conducts research and provides funding for graduate student research assistants. The center also houses The Journal of Health Care, Sciences, and the Humanities. Program faculty members and students routinely publish manuscripts in this journal.

Other program faculty research activities focus on health policy, rural and minority health, cervical cancer risk factors, and risks from environmental toxicants. The scholarly work conducted by program faculty and students emphasizes the ethical conduct of community-based research, health issues specific to rural communities, and the health challenges faced by Black Belt counties. Students regularly engage in research and often have opportunities for funded positions on faculty-led projects.

The program tracks five measures of success in scholarship: submit at least one abstract to a conference; prepare and submit at least one manuscript for

		publication; publish at least one manuscript per academic year; engage at least one student in your (faculty's) research; and prepare and successfully submit at least one proposal for funding to support research or student development each academic year. The target for each measure is one per PIF, per year. Data on faculty member publications and having at least one student engaged in research activities demonstrates a pattern of meeting or exceeding performance targets. Submission of research funding proposals was below targets during two of the three years reported. The self-study document notes that because the public health program is new, faculty course loads are high. New faculty hires are expected to carry a full course load and are not allotted release time to develop their research activities. Community partners who met with site visitors were enthusiastic about working with program faculty and students in research and related community-engaged activities. They consider faculty members and students to be trusted partners. The commentary relates to the fact that faculty, specifically new hires, would benefit from increased support for dedicated time to develop research activities. The program acknowledged this gap and stated that they are working on addressing this as enrollment increases and the faculty complement grows.		

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		All DGPH faculty have close ties to community work and are actively engaged through ongoing communication, collaboration, consultation, provision of technical assistance and other engagement. Extramural service expectations are commonly met by activities such as serving on professional organization committees and editorial boards of journals. Faculty are encouraged and supported in creating and maintaining close relationships with local community groups. Faculty actively participate in various conferences sponsored by community organizations, and this is an opportunity for them to share their expertise and perspective on a myriad of public health issues. During these conferences, faculty are called on to share translation of scientific findings to public health practice strategies for stakeholders in the community. Some examples of community engagement activities shared in the self-study include the following: • Presented *"Reframing National Security: Communities United Towards Health Security"* Community Health Forum Sponsored by Tuskegee University Libraries and Delta Sigma Theta Sorority, Inc.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means				

	- Supported the Diabetes Coalition Support Group in Tuskegee at its monthly meetings. - Participated in the Pan African Conference and Workshop where faculty served on the organizing committee and trained scientists and government administrators on capacity building for sanitary measures and science-based risk analysis. During the site visit, faculty noted that staying engaged in practice work moves beyond a personal commitment and interest. Community engagement is a pillar and shared value for everyone under the Tuskegee University umbrella. It is a value embedded in the university and in the program, drawing from the consistent and intentional community engagement and honoring the complex historical relationship with Tuskegee and public health. The program selected three outcome measures for faculty extramural service: attend at least one community meeting per semester (target: 48 by 2020); present oral or poster presentation at community conference or meeting each academic year (24 by 2020); and number of community-based services projects involving faculty (24 by 2020). During the site visit, community partners said that they view faculty as a resource and noted that whenever they have a request of the faculty, it is always honored. Site visitors confirmed that public health students and faculty are deeply integrated into the local and surrounding communities, which exemplifies the program's commitment to maintaining the ties and connection to public health practice.		

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 MPH program solicits feedback from community partners and other stakeholders on a regular basis. The department has an External Advisory Committee (EAC) that serves to ensure the activities of the department are in line with the guiding principles of the department and college.	Click here to enter text.	
Ensures that constituents provide regular feedback on all of these: • student outcomes • curriculum • overall planning processes • self-study process		The EAC and the university's Executive Leadership Team provide input quarterly to ensure that the curriculum keeps pace with market needs.		
Defines methods designed to provide useful information & regularly examines methods		The program sends data reports via email to all EAC members and the Executive Leadership Team, and they are discussed during quarterly online or in-person meetings. The annual report is delivered to stakeholders after review by the college dean at the end of each academic year. It includes findings from the data report, all upcoming and past programs and interventions held by the program, and publications by program faculty. This annual report allows the program to solicit additional feedback from the EAC for the following year.		
Regularly reviews findings from constituent feedback		The department head attends weekly meetings (every Saturday) with community groups to discuss program activities and proposed changes to APEx and practicum protocols to better serve the community needs.		

| | | Community partners have been involved in the continuous revisiting of the MPH program's strategic plan and guiding statements through both informal and formal methods. The EAC informed the development of the program-specific competencies, helping define the skills and knowledge unique to the expertise and experiences gained through matriculation at Tuskegee University. The program director wrote the original draft guiding statements based on input from external partners and community constituents, in conjunction accreditation requirements. These drafts were then refined via email contact and personal meetings with various internal stakeholders including program faculty and staff, and key faculty and administrators from across the university, and finally sent to external reviewers.

Community partners have provided iterative feedback on the policies and practices comprising the self-study during program development. The EAC committed during the 2019-20 academic year to monthly meetings to engage and provide input for the development of the self-study document. The Internal Accreditation Committee also reviewed and approved the document during several phases of development to provide guidance and critically analyze the language and supporting evidence provided.

External constituents also participate in the assessment of graduates' performance of competencies in the workplace, primarily through employer surveys, alumni surveys, and preceptor surveys. Preceptors provide input on students' levels of knowledge, skill, and ability in their applied practice experiences (APEx), and feedback from preceptors informs adaptations to the program curriculum. All respondents indicated that they were | | |

| | | satisfied with the preparation of graduates to perform the work for which they were hired. They indicated satisfaction with their analytical skills and their ability to communicate verbally as well as in writing.

During on-site discussions with community partners and faculty, it was evident that MPH leaders, faculty, and staff maintain close communication with external community partners across sectors in local, national, and international settings and these partners are intimately involved with program development. | | |

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		New student orientation introduces students to opportunities available for community and professional service through the college and the university. Students and alumni receive information regarding community engagement opportunities twice each week from the assistant director for analytics and career development. The program encourages students to engage with faculty in their community service and engagement programs that are ongoing throughout the academic year. The program facilitates membership for students to become members of the American Public Health Association, as well as the Alabama Public Health Association to develop networks for engagement.	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				

	Faculty share opportunities with students to attend and present posters at public health related conferences, such as the Public Health Ethics Intensive. In addition, the MPH program hosts an annual One Health Symposium that MPH students help to organize, and at which they present posters based on their APE. To further increase community involvement, students are required to actively seek out and engage in at least 75 hours co-curricular activities that reinforce the core values of public health and enhance professional skills. In addition to a series of four mandatory trainings, this must include at least 30 hours volunteering with local organizations or projects helping to advance public health and equity in the community, and at least 20 hours in professional development workshops or trainings, such as with the National Center for Bioethics in Research and Healthcare.		

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		The program aims to address professional development needs of the public health workforce, alumni, local community organizations that serve the residents of Tuskegee and the Black Belt communities, and other programs that work in coordination with public health professionals (veterinarians, dentists, occupational therapists, nurses, etc.) to serve population health needs.		

		The DGPH manages a public health workforce development survey that is deployed electronically using Qualtrics via email, social media, and the DGPH website to national public health organizations (Black Ladies in Public Health; Black Men in Public Health; Women of Color Advancing Peace, Security, and Conflict Transformation) and community partnerships (The Movement 46, Black Belt Coalition, Macon Means). This survey is deployed annually and is analyzed by the assistant director for analytics and career placement. There were 49 respondents to the workforce development survey at the time of the site visit. Over 75% of respondents shared the desire for increased training in areas such social determinants of health and food insecurity, technical assistance related to COVID, vaccine hesitancy, and capacity building in various public health topics. In addition to collecting data through the annual survey, the program also assesses the needs of its professional communities of interest through weekly meetings with community leaders, relationships with the Macon County Department of Health, and relationships with the Alabama Department of Health and Governor's Office for Minority Affairs. During the site visit, program leaders shared that they do not like to rely on surveys because they are not the most efficient, and community members may not be as responsive when compared with in-person communications. For this reason, the faculty meet with community members every Thursday and Saturday. Since not all faculty can attend these meetings, the program		

		commits to having at least one faculty member attend each of the community meetings to assess their needs and hear what concerns they have.		

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		In response to the assessment results described in F3, the program has delivered various opportunities for professional development. For example, in response to the need for greater awareness on food insecurity and capacity building for staff, the program's faculty participate in regular workshops and deliver lectures to community partners to share their experiences and offer support. The program has also sponsored several seminars, forums, and clinics for the local health department staff to provide technical assistance related to COVID-19 responses.

The department, in partnership with the Research Centers for Minority Institutions (RCMI), committed to developing translational health education sessions in community settings that translate basic scientific discoveries to culturally competent interventions. These professional development activities include efforts such as 1) organizing connection and awareness campaigns for online training and development offered through national organizations such as the Association of State and Territorial Health Officials, National Association of County and City Health Officials, and the Centers for Disease | Click here to enter text. | |

		Control and Prevention 2) developing and implementing community workshops, and 3) developing online panel discussions to provide health information and respond to questions. These events are attended by staff at local and state health departments, staff and leaders of local agencies and foundations, and other community members interested in these areas. During the site visit, community partners spoke enthusiastically about the support they have received from the faculty, students, and alumni, and the department as a whole. Stakeholders noted that the public health program plays a pivotal role to the community, and faculty voiced their appreciation for how the community has entrusted them with providing many professional development opportunities over the years that are valuable to the community.		

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)		Tuskegee University is a designated HBCU, and the department focuses on Black Belt and rural health. Students, staff, and faculty members represent many underserved communities, predominantly coming from African American and rural populations. In recent years, faculty have placed more emphasis on increasing diversity among students, staff, and faculty with regard to race, gender diversity, ethnicity, and nationality. Students have been predominantly female with a small proportion of	Click here to enter text.	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				

Identifies strategies and actions that create and maintain a culturally competent environment		male applicants and enrollees, which the program has identified as a weakness. The expanded diversity includes the acceptance and graduation of several ethnic groups including American Indians, Asians, and Caucasians, as well as males.	
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)		As part of the plans to expand the number of enrolled students, recruitment efforts are focused on the diverse undergraduate student body at Tuskegee University and from other institutions serving U.S. minority populations. The program is also establishing formal partnerships with organizations with links to diverse potential applicants. The university offers a summer program that provides an orientation to public health aimed at participants from diverse socioeconomic, race/ethnicity, and educational backgrounds.	
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies			
Perceptions of climate regarding diversity & cultural competence are positive		The department maintains a culturally competent environment by fostering community-based participatory research and service learning with established community partnerships. The department also benefits from the support of the college's Diversity and Inclusion Committee by monitoring the organizational climate through employee and student surveys and supporting the development of strategies guided by collected data. Workshops and other trainings are conducted on an ongoing basis to address diversity and cultural competency issues identified by the evaluation activities.

Strengths for addressing diversity and cultural competence include collection and use of annual climate survey data, racial diversity among instructors, and surveys that address the strengths and weaknesses of the program, including items that address diversity and cultural competence. | |

		Challenges include sporadic administration of surveys and low recruitment numbers, which make it difficult to ascertain the effectiveness of diversity efforts. However, the program has implemented new survey methods, and new staff are persistent in ensuring increased meaningful data collection.		

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		All incoming students are required to attend a one-day orientation organized by the department head that provides information on academic advising. The program also incorporates second year students who are encouraged to serve as peer mentors to the first-year students. During this meeting, students are introduced to the dean and associate dean of the college, the department head, other department faculty and staff, faculty members from other departments, and community stakeholders. Faculty introduce themselves, discuss their research interests and present students with copies of all syllabi. Students are given an overview of the graduate program and the program's expectation and provided with access to the student handbook and other materials that outline expectations and how to gain support needed, whether academic or otherwise.

Students are also given an orientation to the student assistance resources available for tutoring and for assistance with writing, including grammar, and content issues. During the orientation, students become familiar | 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				

	with the classrooms in which their courses will be taken and visit the T. S. Williams Veterinary Medical Library, the Ford Motor Company Library (the main library on campus), and computer laboratories. All students have access to a faculty advisor from program inception to completion. The program director serves as the academic advisor during the initial stages of the program and then the student selects a major professor based on shared interests who will serve in an advisory role throughout the duration of the program. Students have opportunities to highlight any issues or challenges they are having during the weekly Friday Chat and Chew, which is a lunchtime meeting each Friday with the program director. If additional time is needed to discuss what was covered during this time, one-on-one meetings are scheduled with the appropriate staff or faculty member. Eighty-eight percent of students reported that their academic advisor was helpful, and this sentiment was corroborated during the site visit. Students spoke highly of the support they received from faculty and felt that issues were addressed in a timely manner. They expressed their comfort in reaching out to faculty with needs or concerns, even if they were personal matters, and faculty were always willing to help.		

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 assistant director oversees career services for students and alumni. However, major professors also provide career advising as part of their duties and responsibilities. Students select their major professors generally based on how well their own interests align with the specific expertise of the faculty member.	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni		Both current students and alumni have access to career services that are led by the program director and assistant director of analytics and career placement. Based on feedback received from both current students and alumni, the program worked to formalize career advising support, as opposed to the more ad hoc model used in recent years. Through the more formalized process, the program announces internship and scholarship opportunities, students undergo a career assessment process to map their skills with potential job opportunities, and job postings are made available to current and former students.

Students have access to one-on-one career coaching, resume writing, and other services to prepare them for the workforce. This is an effort to personalize their experience and draw out skills they'll need for specific careers in public health.

To bolster career advising services, an Alumni Association of Public Health Graduates has also been formed and | | |

	through this association, former students who now represent the public health workforce, share best practices and provide career advising based on the recent successes and challenges they have faced. The assistant director, as a member of this association, works closely with the other professional alumni to foster peer mentoring for graduate students. Career advisement information is shared with students and alumni via the department's website, providing information on career resources, career planning, internship and fellowship opportunities; government websites; national agencies and organizations; and public health employers.

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		The program has an established process for students to submit grievances and complaints. They can communicate their issues using a confidential link on the department's website. The university employs an information technology specialist who tracks and logs all complaints received. That report is submitted to the associate dean for academic affairs who will engage the respective programs, such as the public health program, based on guidelines established and outlined in the student handbook.	Click here to enter text.	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				

Designated administrators are charged with reviewing & resolving formal complaints		The self-study reports that most students feel comfortable bringing their concerns and/or complaints directly to the department head or sharing with individual faculty members for intervention. Throughout the site-visit, students and faculty discussed their close-knit relationships, emphasizing open and honest communication. Students mentioned that they felt comfortable discussing any concerns they have with the program, and they have been able to witness changes that were enacted. Students also have an opportunity to talk about any challenges they are experiencing during the weekly Friday Chat and Chew. General complaints submitted by public health students are handled by the department head. If the issue involves a grade dispute, an appeal can be filed to the assistant dean for academic affairs in the college and is usually handled by the dean in partnership with an ad hoc committee consisting of the specific course coordinator, the associate dean for academic affairs, and a faculty member not directly related to the incident. The ad hoc committee receives a copy of the appeal and any other relevant documents provided by the student. Then a committee meeting is held, and the instructor provides evidence to support the grade given to the student. After reviewing all evidence provided, the committee renders a written report with a decision to accept or deny the appeal for the dean, who then issues a written finding and final decision in the matter. At the time of the self-study submission, no complaints had been filed in the last three years.		
All complaints are processed & documented				

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The department has a comprehensive recruitment process that includes promoting the MPH program to currently enrolled undergraduate students at Tuskegee University, as well as engaging in concerted outreach to students at other Minority Serving Institutions (MSIs). Partnerships with these institutions are anchored by MOUs and establishing these "official" relationships is a part of the program's effort to broaden its reach and garner a diverse pool of prospective students.	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The program has worked with alumni who serve as ambassadors for the program; they share their experiences with eligible students and encourage them to apply. During the site visit, the program director noted that faculty and staff work with the alumni to make sure that they have access to resources and materials to share with prospective students. The program has seen success from this approach, enrolling students who were friends or colleagues of alumni.

The self-study reports that several students have come from faculty interaction with the community through presentations or participation in various meeting. During the site visit, program representatives noted they have seen success from this approach and will enhance it by intentionally promoting the program and its benefits during community interactions. | | |

| | | The program continuously works to grow connections with local, state, national and international institutions to broaden its reach, with the goal of increasing the number of qualified people that apply to the public health program.

The department is planning a Summer Public Health Orientation Program with the intention of recruiting students from various socioeconomic, racial/ethnic, and educational backgrounds. This effort will build on existing, college-level recruitment tactics. For example, a department representative may attend a recruitment fair with someone from the Office of Admissions and Recruitment to publicize the MPH program to interested students.

The department accepts students into the public health program in accordance with the common set of guidelines established by the Office of Graduate Studies for all graduate students entering the university. These guidelines aim to ensure that the students who enroll will be able to successfully complete a graduate program. After students pass this initial assessment, their applications are sent to the department for consideration.

An admissions committee screens and interviews all eligible students. Eligible students must have completed undergraduate studies at an accredited institution with at least a 3.0 GPA and submitted three letters of recommendation and a personal statement that showcases why they are interested in the public health program. | | |

| | | During the site visit, university leaders unequivocally expressed their firm support for the program and their vision as the HBCU that produces the highest-qualified Black public health professionals. The program selected two measures for recruitment and admissions: 1) increase enrollment by 50% each year until a cohort of 10 is attained and 2) increase the number of students who earned undergraduate degrees from institutions other than Tuskegee (50% of cohort); the program has met the first target and reached 75% for the second. | | |

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		Resources describing the program's educational offerings are publicly available online, and students can access information about admissions guidelines, financial planning, and academic calendars via dedicated webpages and student handbooks. All information reviewed by site visitors was current and accurate.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

Tuskegee University
College of Veterinary Medicine
Department of Graduate Public Health

Day 1:   Thursday, December 2, 2021

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

8:30 am   **Program Evaluation**

Participant	Topics on which participants are prepared to answer team questions
Dr. Maleeka Glover, Chair Ext. Advisory Board Dr. Rueben Warren, Internal Accreditation Committee Atty. James, Program Director	*Guiding statements – process of development and review?*
Atty. James, Program Director Samina Akhter, Assistant Director Analytics & Career Placement	*Evaluation processes – how does program collect and use input/data?*
Atty. James, Program Director *Dr. Ruby Perry, Dean CVM* *Damien Sears, CVM IT Director*	*Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?*
Dr. Ruby Perry, Dean CVM *Atty. James,* Program Director	*Budget – who develops and makes decisions?*
Total participants: 6	

9:30 am   **Break**

9:45 am   **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
Atty. James	*Foundational knowledge*
Atty. James, Program Director Dr. Rueben Warren, Internal Accreditation Committee Dr. Lloyd Webb, PIF Dr. Ehsan Abdalla, PIF Dr. Asseged Dibaba, PIF Dr. Melvena Wilson, PIF	*Foundational competencies – didactic coverage and assessment*

Participants	Topics on which participants are prepared to answer team questions
Atty. James, Program Director Dr. Rueben Warren, Internal Accreditation Committee Dr. Lloyd Webb, PIF Dr. Ehsan Abdalla, PIF Dr. Asseged Dibaba, PIF Dr. Melvena Wilson, PIF	*Program Specific competencies – development, didactic coverage, and assessment*
Total participants: 6	

11:00 am   **Break**

11:15 am   **Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
Atty. James, Program Director Dr. Rueben Warren, Internal Accreditation Committee Dr. Melvena Wilson, PIF	*Applied practice experiences*
Atty. James, Program Director Dr. Rueben Warren, Internal Accreditation Committee Dr. Melvena Wilson, PIF	*Integrative learning experiences*
Total participants: 3	

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

1:00 pm   **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
Dr. Ehsan Abdalla, PIF	*Scholarship and integration in instruction*
Dr. Melvena Wilson, PIF	*Extramural service and integration in instruction*
Dr. Asseged Dibaba, PIF	*Integration of practice perspectives*
Dr. Lloyd Webb, PIF	*Professional development of community*
Total participants: 8	

2:00 pm **Break**

2:15 pm **Transport to Hotel**

3:00 pm **Students –** Zoom Meeting

Participants	Topics on which participants are prepared to answer team questions
Atiya Shahid, 2nd Year	*Student engagement in program operations*
TyQuieria Lodge, 2nd Year	*Curriculum*
Amira Brooks, 2nd Year	*Resources (physical, faculty/staff, IT)*
Raven McClellan, 2nd Year	*Involvement in scholarship and service*
Ashanti Johnson, 2nd Year	*Academic and career advising*
Sanchez Rolle, 1st Year	*Diversity and cultural competence*
Ronald Peaster, Alumnus '21	*Complaint procedures*
Total participants: 10	

4:00 pm   **Break**

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

Participants	Topics on which participants are prepared to answer team questions
Dr. Maleeka Glover, Chair Ext. Advisory Board Dr. Lucenia Dunn*, Board Member*	*Involvement in program evaluation & assessment*
Kellon Banks, Alumna '20 Lecarde Webb, Alumnus '15 Denzel Veale, Alumnus '20 Ashanti Davis, Alumnus '20 Dr. Jasmine Ward, Director Black Ladies in Public Health Erica Muhammed, Community Member	*Perceptions of current students & program graduates*
Shakita Brooks Jones, MSW, MPA,Executive Director Central Alabama Alliance, Resource & Advocacy Center, Inc. Dr. Jasmine Ward, Director Black Ladies in Public Health	*Perceptions of curricular effectiveness*
Shakita Brooks Jones, MSW, MPA, Executive Director Central Alabama Alliance, Resource & Advocacy Center, Inc. Dr. Jasmine Ward, Director Black Ladies in Public Health	*Applied practice experiences*
Dr. Shange -Tuskegee Extension Program	*Integration of practice perspectives*
Joyce German, Community Member Erica Muhammed, Community Member Mayor Tony Haygood, Community Member	*Program delivery of professional development opportunities*
Total participants: 12	

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

6:00 pm   **Adjourn**

Day 2:   Friday December 3, 2021

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

Participants	Topics on which participants are prepared to answer team questions
Dr. Charlotte Morris, President Tuskegee University	*Program's position within larger institution*
Dr. Charlotte Morris, President Tuskegee University	*Provision of program-level resources*
Dr. Heshmet Aglan, Interim Provost Dr. Shaik Jeelani, Dean of the Graduate School	*Institutional priorities*
Total participants: 3	

9:00 am   **Break and Team Transport to Campus**

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

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

1:00 pm   **Exit Briefing**