

1.2 Evaluation. The school shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the school’s effectiveness in serving its various constituencies; and for using evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the school must conduct an analytical self-study that analyzes performance against the accreditation criteria defined in this document.

Required Documentation

1.2.a Description of the evaluation processes used to monitor progress against objectives defined in Criterion 1.1.d, including identification of the data systems and responsible parties associated with each objective and with the evaluation process as a whole. If these are common across all objectives, they need be described only once. If systems and responsible parties vary by objective or topic area, sufficient information must be provided to identify the systems and responsible party for each.

Progress on achievement of each of the objectives is monitored on a regular basis by the Dean of the College. A formal review of progress is done annually, but data are collected and reviewed at shorter intervals to assure that progress is being made. Oversight for data collection, analysis and interpretation rests with the Executive Associate Dean, the Senior Associate Dean for Public Health, the Associate Dean for Educational Affairs, the Associate Dean for Research and Planning and department chairs. These individuals collaborate extensively because the measures are often inter-related and involve analysis of the same databases, and because the College is diverse, with five traditional public health departments, four traditional health professions departments and three instructional programs that involve multiple departments. Primary responsibilities for each objective are shown in Table 1.2.a.1.

Table 1.2.a.1 Primary Responsibility and Data Systems Associated with each Objective

Objective	Primary Responsibility	Data System¹
Enroll a strong and diverse student body	Department Chairs, Associate Dean for Educational Affairs	UF Registrar, Graduate Information Management System (GIMS), Instructional program data
Recruit and retain outstanding diverse faculty	Dean, Department Chairs	Faculty Activity Reports (FAR)
Maintain and enhance excellent academic programs that emphasize current knowledge, discovery and practice	Department Chairs, Executive Associate Dean	Student surveys Preceptor assessments UF Curricular Approval Tracking System

Objective	Primary Responsibility	Data System¹
Prepare students who, upon graduation, are competitive in the public health and health professions employment markets	Department Chairs, Associate Dean for Educational Affairs, Senior Associate Dean for Public Health	UF Registrar Student exit surveys Alumni surveys National Board of Public Health Examiners (NBPHE) reports
Compete successfully for research funding, thus contributing to greater national prominence	Associate Dean for Research and Planning	UF Office of Research, Division of Sponsored Projects (DSP) FAR
Promote collaborative research within the College and across the University	Associate Dean for Research and Planning	DSP FAR
Produce and disseminate new knowledge that contributes to the health of communities and individuals	Associate Dean for Research and Planning	FAR
Provide professional service to the community	Senior Associate Dean for Public Health/Associate Dean for Educational Affairs	FAR HealthStreet data Instructional program data
Provide professional service to the College and the University	Executive Associate Dean, Department Chairs	FAR
Provide educational programs that meet workforce development needs	Senior Associate Dean for Public Health/Associate Dean for Educational Affairs	Certificate program data Rural South Public Health Training Center data

¹Abbreviations defined in table 1.2.a.2

A number of University and College-level data systems are used to monitor progress on objectives. Table 1.2.a.2 includes a brief description of each database.

Table 1.2.a.2 Description of Databases Used to Monitor Objectives

Database	Description
Division of Sponsored Projects (DSP), UF Office of Research	Comprehensive database of sponsored research awards maintained by the UF Office of Research. The database allows for detailed reporting on awards (including sponsors and award amounts) received by faculty at the University of Florida.
Exit surveys and alumni surveys	Surveys of graduating students and alumni conducted by instructional programs and used primarily for quality improvement.
Faculty Activity Report (FAR)	Electronic database developed and maintained by the College. Includes information on faculty demographics, qualifications and activity by year, including courses taught, grant and contract applications and awards, publications and presentations, service activity and characteristics of each, such as student involvement, community-based, collaboration. Completed annually after the close of the fiscal year. Some fields, such as research and teaching activity, are populated electronically from UF databases.
Graduate Information Management System (GIMS)	Online portal developed and maintained by the University of Florida's Graduate School to track matriculated students who are or have been enrolled in graduate programs. The system provides a communication mechanism among the Graduate School, student, and faculty advisor throughout the student life cycle. This system includes summary information on a student's enrollment status, demographic

Database	Description
	information, thesis details, information on faculty committees for PhD students and degrees awarded.
HealthStreet data	Data collected and maintained by HealthStreet, a community engagement project (see criterion 3.2)
Instructional program data	Data collected and maintained by individual instructional programs
National Board of Public Health Examiners (NBPHE)	Reports compiled for the College on the results of Certified in Public Health (CPH) examinations
Rural South Public Health Training Center data	Data collected and maintained by the Rural South Public Health Training Center (see criterion 3.3)
Student surveys	Electronic surveys of all students in the College conducted annually in the spring to assess student involvement in research and service activities.
UF Curricular Approval Tracking System	Electronic record of approval decisions regarding proposals for new programs and existing curricular revisions. Maintained by UF; tracks all decisions from college to university to Board of Governors' level
UF Registrar	Electronic database maintained by the University to house student information and academic records for matriculated students and applicants of the University of Florida. The system includes information on student demographics, student academic records, GRE examination scores, enrollment status, UF GPAs and degrees awarded.

Many sources of data are available for planning, monitoring and evaluating the activities and objectives of the College. However, the University is very large and data systems have been developed at different times for a variety of purposes. Some of the systems do not correspond well with others and/or do not include data of current relevance. Recognizing these problems, the University has been working with Moran Technology Consulting to assess and potentially replace current student information systems. Consultants engaged a wide range of faculty, staff and administrators in individual and group meetings and electronic surveys to develop a preliminary set of functional and technical system capabilities for a future new system for student data. On December 5, 2013, the Provost announced that the University will use PeopleSoft's "Campus Solutions" to provide electronic student support services. The improvements, expected to take three to four years to fully implement, will result in a much-improved system that is expected to meet nearly all student services requirements. The UF Office of Research is engaged in a similar initiative to update its data systems.

Within the College, we have created a new position, information specialist, to navigate University data systems and coordinate and support data requirements for monitoring of objectives and data-intensive reporting to the University, the Health Science Center, CEPH, ASPH, accrediting organizations of other professional programs, and applications for external support. This position is responsible to the Assistant Dean for Finance and Human Resources and works with the Associate Deans and faculty members engaged in accreditation self-studies and grant applications to generate appropriate data.

1.2.b Description of how the results of the evaluation processes described in Criterion 1.2.a are monitored, analyzed, communicated and regularly used by managers responsible for enhancing the quality of programs and activities.

Because of the multiple layers and timeframes in which evaluation and planning occur in the College, monitoring is a continuous process. In this section we provide examples of how it is used to inform decisions and launch new plans.

College Level

As indicated above, data are collected on a regular basis throughout the year. UF and College data systems are electronic and can be accessed at any time to track progress and prepare reports. The individuals responsible for each objective identify the appropriate times to track objectives. These times are often tied to regular events in the academic or fiscal years. For example, research data are tracked quarterly, student enrollment and graduation data are reviewed at the beginning and end of each semester (fall, spring and summer), and service activity is monitored annually.

The individuals responsible for monitoring data have regular meetings with the Dean to discuss progress and plans. The Dean's regular meetings for these updates are scheduled:

- Weekly with individual Associate Deans
- Monthly with all Associate Deans
- Monthly with individual Department Chairs

The Dean also meets weekly with the executive leadership committee, composed of all Department Chairs, Associate/Assistant Deans and the Chair of the Faculty Council. While these meetings serve many purposes, an important one is to review data on College-wide objectives, discuss issues and problems that emerge from the data, formulate plans and identify individuals responsible for implementing them, and review and discuss the results of those activities.

The weekly meetings are supplemented by an annual or biennial day-long retreat of the executive leadership committee. The retreats focus on a small number of high priority issues and provide an opportunity for in-depth discussions and planning.

Committees comprised of College faculty are often established to investigate issues, prepare reports and implement action plans. Within the past two years, the Dean has charged committees with in-depth assessments of the PhD programs in the College, review of tenure and promotion guidelines, integration of new educational strategies, such as blended courses, into the curricula of instructional programs, and development of strategies to promote diversity, cultural competence, and health equity.

For example, Goal 1, Objectives 1.1 and 1.2 include measures related to the racial and ethnic diversity of students and faculty. Data on these measures are monitored each semester for students and annually for faculty by staff of the Dean's office, and reported to the Executive Associate Dean and the Dean. In 2012, as a result of these analyses, the Dean established an ad hoc committee on diversity with representation from each

department in the College. The committee was charged to conduct an in-depth analysis of College diversity data and develop a plan for addressing the issues that emerged. The committee's recommendations were presented to the Executive Leadership Committee on December 11, 2013. The work of the committee, with specific plans, is described under Criterion 1.8.

Department/Program Level

Each department and interdepartmental program holds regular meetings of faculty and staff to evaluate progress on its own objectives and develop plans for the future. The departments also hold periodic retreats to focus on specific issues. Planning and evaluation of instructional programs are conducted at the department level and, for programs offered across departments (i.e., Bachelor of Health Science, MPH and the PhD in Rehabilitation Science), through program steering committees comprised of faculty and student members of the constituent departments or concentrations.

As an example, one of the measures of Goal 1, Objective 1.3 is *Percent of MPH students who achieve adequate preparation to perform the MPH core competencies at an entry level as assessed by their internship preceptors*. To monitor progress on this measure, data on student accomplishment of MPH competencies are collected from preceptors via an evaluation of each student at the completion of internships. These data are supplemented by student self-assessments conducted during their exit interviews. The data are reviewed by program administrators at completion of each semester. They are also compiled into annual reports, which are presented to, and discussed by, the Public Health Executive Committee during its September meeting. If corrective action is considered necessary, plans are developed and responsible parties are identified. In the case of competencies, responsible parties would be the faculty-level concentration coordinators. For other measures, such as those dealing with recruitment, the staff member in charge of recruitment may be the responsible party. Progress on the implementation and results of the plans are presented and discussed at subsequent meetings of the Public Health Executive Committee. The committee meets three times/year and special meetings can be called at any time.

University of Florida and External Agencies

Evaluation and planning in the College are bound by corresponding processes of the Health Science Center, the University of Florida and the external bodies to which the University reports.

Each year, the Dean of the College provides a report on the College's successes, challenges and plans to the Senior Vice President for Health Affairs. This report features academic, research, clinical and fiscal activity, as well as a personnel recruitment component. Annual reports are delivered orally, but can be produced in written form upon request.

To monitor its own progress, the University requires regular reporting of data on students, instructional programs, research activities, faculty diversity and other

characteristics. These data are used by the College for evaluation purposes and they have been incorporated into this document.

The Florida Board of Governors requires a cyclic and comprehensive review of each academic program at least once every seven years. The purpose of this program review is to document the extent to which each academic program is meeting its program objectives within the context of the University's strategic plan and overall mission. Each program is reviewed on a different cycle. The MPH program was reviewed in June 2011. A copy of that report is in the Resource File.

The University is accredited by the Southern Association of Colleges and Schools (SACS) in 10-year cycles. In 2012-2013, UF conducted a self-study for re-accreditation. A site visit from SACS is scheduled for February 2014. Each instructional program provides an annual SACS evaluation in which primary academic program objectives and student learning outcomes (SLOs) are assessed and recommendations for change are reported. The most recent Academic Assessment Plans for each instructional program in the College are in the Resource File.

The annual program reviews required by SACS and the cyclic accreditation self-studies required of our professional programs provide important venues for formal assessments against standard criteria and peer feedback. These processes encourage instructional programs to move in new directions. For example, the most recent criteria for accreditation of Doctor of Physical Therapy programs include public health content, such as needs assessments.

1.2.c Data regarding the school's performance on each measurable objective described in Criterion 1.1.d must be provided for each of the last three years. To the extent that these data duplicate those required under other criteria (e.g., 1.6, 1.7, 1.8, 2.7, 3.1, 3.2, 3.3, 4.1, and 4.3), the school should parenthetically identify the criteria where the data also appear.

Table 1.2.c.1 shows the College's goals, objectives and outcome measures for 2010-2011, 2011-2012 and 2012-13. All data in the table are discussed in later sections of the self-study. Target values were set for each measure by examining values in previous years, considering the steps needed to be taken to make progress, and estimating reasonable levels of achievement in a five-year timeframe. We plan to achieve the specified targets by June 30, 2018.

Most of the annual values and targets in the table apply to the College as a whole. In some cases, data specific to public health programs are shown. For these measures, "PH" refers to all public health programs, students, or faculty and "PHHP" refers to the corresponding groups in the entire College, including public health.

Table 1.2.c.1 College of Public Health and Health Professions Goals, Objectives and Outcome Measures**Goal 1: Provide excellent educational programs that prepare graduates to address the multifaceted health needs of populations, communities and individuals**

Objective	Outcome Measure (Criterion)	Target		2010-2011		2011-2012		2012-2013	
		V	Q	V	Q	V	Q	V	Q
Enroll a strong and diverse student body	Mean percentile of GRE scores of new enrollees (4.3.f)								
	MPH	55	55	51.8	42.0	57.4	46.8	57.0	48.8
	PHHP	55	55	56.0	48.8	55.5	46.7	61.1	51.2
	Percent of total students who are African American/Black (1.8.e)	10.0%		8.3%		9.4%		8.0%	
	Percent of total students who are Hispanic/Latino (1.8.e)	15.0%		10.5%		11.6%		12.8%	
	Percent of MPH students enrolled in dual degree programs (4.3.f)	20.0%		23.0%		18.4%		18.4%	
Recruit and retain outstanding diverse faculty	Percent of primary faculty with doctoral degrees (4.1.d)	90.0%		87.7%		88.7%		88.3%	
	Percent of public health primary faculty who are tenured or tenure track (4.1.d)	70.0%		61.0%		68.3%		66.7%	
	Percent of primary faculty who are African American/Black (1.8.e)	6.9%		3.9%		3.8%		5.7%	
	Percent of primary faculty who are Hispanic/Latino (1.8.e)	6.3%		5.2%		5.1%		4.4%	
	Percent of primary faculty with public health practice background (4.1.d)								
	PH	50.0%		47.2%		48.8%		51.1%	
	PHHP	40.0%		34.9%		36.9%		40.4%	
Maintain and enhance excellent academic programs that emphasize current knowledge, discovery and practice	Percent of students involved in community service projects (3.2.d)								
	MPH	50.0%		NA		35.0%		39.0%	
	PHHP	50.0%				26.0%		38.0%	
	Percent of students involved in faculty research (3.1.d)	60.0%		NA		55.3%		58.3%	
	Percent of MPH students who achieve adequate preparation to perform the MPH core competencies at an entry	90.0%		82.0%		94.0%		84.0%	

Objective	Outcome Measure (Criterion)	Target	2010-2011	2011-2012	2012-2013
	level as assessed by their internship preceptors (2.7.b)				
Prepare students who, upon graduation, are competitive in the public health and health professions employment markets	Mean grade point average of graduates (2.7.b)				
	MPH	3.8	3.7	3.7	3.8
	PHP	3.8	3.7	3.7	3.7
	Percent of graduates who are employed in positions in their professions or continuing their educations within 1 year of graduation (2.7.b)				
	MPH	95.0%	91.0%	85.5%	87.1%
	PHP (except OPDs)	95.0%	93.7%	92.9%	92.2%
	Percent of graduates who pass the MPH certification exam / # taking the exam (2.7.d)	90.0%/40	89.0%/9	100.0%/16	89.0%/19

Goal 2: Address priority health needs by conducting quality research and disseminating the findings

Objective	Outcome Measure (Criterion)	Target	FY 2011	FY 2012	FY 2013
Compete successfully for research funding, thus contributing to greater national prominence	Amount of grant and contract funding for research (millions) (3.1.d)	\$25,000,000	\$15,834,528	\$19,299,716	\$22,713,003
	Percent of tenured or tenure track primary faculty who serve as investigators on research grants or contracts (3.1.d)	90.0%	76.5%	81.7%	89.9%
	Percent of funded research projects that are community based (3.1.d)	40.0%	24.6 %	32.3%	28.9%
Promote collaborative research within the College and across the University	Percent of funded research projects that involve collaborations across colleges, centers and institutes at UF (3.1.d)	45.0%	42.3 %	46.2%	43.4%
	Percent of tenured or tenure track primary faculty involved in funded research projects with named collaborators in other departments within the College (3.1.d)	70.0%	64.7%	62.0%	69.6%

Objective	Outcome Measure (Criterion)	Target	FY 2011	FY 2012	FY 2013
Produce and disseminate new knowledge that contributes to the health of communities and individuals	Number of peer reviewed articles per tenured or tenure track primary faculty (3.1.d)	5.0	4.9	4.6	4.7
	Number of conference presentations per tenured or tenure track primary faculty (3.1.d)	6.0	5.4	4.8	5.6

Goal 3: Lead and actively participate in serving our University, our professions and individuals and communities.

Objective	Outcome Measure (Criterion)	Target	2010-2011	2011-2012	2012-2013	
Provide professional service to the community	Percent of primary faculty with current public service involving individuals/organizations outside UF (3.2.d)	PH	40%	36.1%	26.8%	37.8%
		PHHP	40%	43.9%	39.1%	39.3%
	Number of individuals linked to UF services or research projects through HealthStreet (3.2.d)	Minority	2000	125 (73.1%)	2370 (71.5%)	1762 (60.6%)
		Not minority	1500	46 (26.9%)	944 (28.5%)	1146 (39.4%)
	Number of faculty and students participating in UF-sponsored projects in Haiti (3.2.d)	Faculty	20	5	9	14
		Students	14	0	9	9
Provide professional service to the College and the University	Percent of faculty who serve on University or College committees (1.5)	50.0%	54.5%	48.9%	49.6%	
Provide educational programs that meet workforce development needs	Number of new enrollees in Public Health certificate programs (3.3.c)	60	54	53	44	
	Number of new continuing education programs offered by the Rural South Public Health Training Center (3.3.b)	15	NA	7	17	

1.2.d Description of the manner in which the self-study document was developed, including effective opportunities for input by important school constituents, including institutional officers, administrative staff, faculty, students, alumni and representatives of the public health community.

The self-study process was guided by a steering committee comprised of the Dean, Associate Deans, Assistant Dean, and the Director of Public Health Programs. The Senior Associate Dean for Public Health served as chair of the committee, which met for the first time December 1, 2011. Action steps were divided into three sets:

1. Activities that required assessment of critical infrastructure, such as consideration of the currency of the mission, goals and objectives, review and revision of instructional program competencies, establishment of special committees (e.g. the diversity committee), notification of appropriate constituents of the initiation of the process, establishment of a timeline for completion of the self-study and assignment of staff to support the process.
2. Development of the document itself, including collection, analysis and interpretation of data, collection of published information, drafting of narrative, analysis of the extent to which each criterion was met, and development of plans for the future.
3. Review and revision of the self-study by a wide array of constituents.

Timelines were prepared and the action steps were taken during the following 20 months. Throughout the process, numerous individuals were involved in discussions, decisions, writing, reviewing and revising the self-study. Table 1.2.d.1 identifies key groups of constituents and the major roles they played.

Table 1.2.d.1 Constituent Opportunities for Input to the Self-study Process

Constituent	Opportunities for Input
Institutional officers	<ul style="list-style-type: none"> • Financial and administrative officers in the University were consulted throughout the process.
Administrative staff	<ul style="list-style-type: none"> • The College financial and personnel officers prepared appropriate sections of the self-study document in consultation with business managers in each department. • Department and program staff were provided information and data on their instructional programs. • All staff members were invited to review drafts of the self-study and provide comments on the website.
Faculty	<ul style="list-style-type: none"> • Directors of all instructional programs in the College participated in revising program competencies, as well as drafting and revising Criterion 2.0 sections. • The Faculty Council was invited to review the entire document and provide feedback. • Criterion 1.8 was developed by the Diversity Committee, consisting of one faculty member from each department.

Constituent	Opportunities for Input
Instructional program staff	<ul style="list-style-type: none"> • Criterion 2.4 was drafted by the MPH internship coordinator. • Criterion 2.14 and part of 3.3 were drafted by the director of public health professional programs. • The continuing education portion of Criterion 3.3 was drafted by the coordinator of the Rural South Public Health Training Center. • Academic program coordinators in each department were consulted throughout the process and invited to review drafts of the self-study and provide comments on the website.
Students	<ul style="list-style-type: none"> • All students in the College were invited to review drafts of the self-study and comment on the website. • Each instructional program director was requested to reach out to select students in their programs with a special request to review the drafts.
Alumni	<ul style="list-style-type: none"> • The fall 2013 alumni newsletter included an article encouraging alumni to review the document and comment on the website.
Public health community	<ul style="list-style-type: none"> • Members of the Public Health Advisory Committee were invited to review and provide comments on the draft document. • A special request was sent to selected friends of the College inviting them to review the document and comment on the website.
University of Florida partners	<ul style="list-style-type: none"> • A special request was sent to University partners in other colleges, institutes and centers encouraging them to review the document and comment on the website.

A link to the preliminary self-study was posted on the homepage of the College website (<http://phhp.ufl.edu/>) on September 25, 2013. The link is displayed prominently in an orange box at the top of the page. The first page of the self-study posting includes the following statement:

The College of Public Health and Health Professions will host a re-accreditation site visit from the Council on Education for Public Health (CEPH) February 3-5, 2014. Our preliminary self-study was submitted September 3, 2013 and the final self-study is due January 3, 2014. We welcome your comments and suggestions on the self-study; please send them to mpeoplesheps@ufl.edu. In addition, CEPH will accept written comments until 30 days before the site visit. These comments may be mailed to:

*Council on Education for Public Health
1010 Wayne Avenue, Suite 220
Silver Spring, MD 20910*

This statement and the address of the website were displayed prominently in the fall 2013 issue of *PHHP News*, a print publication mailed to College alumni, faculty and staff. Please see the Resource File for documentation.

1.2.e Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths:

1. The College has an established set of procedures with assigned responsibilities for evaluation of progress on its objectives, and for using the resulting information to guide decision making and planning.
2. The evaluation and planning processes encourage participation of a range of constituents, including the Faculty Council, other committees with faculty, staff and student memberships, and the Public Health Advisory Committee.
3. The University has recognized that some data systems are in need of significant revision or replacement and has taken steps to address the issues.
4. The College has created a new position to navigate University data systems and coordinate and support data needs within the College.

Weaknesses:

1. Student and research data systems in the University are in need of revision or replacement.

Plans:

1. Continue to monitor progress on College objectives, review results and modify activities to achieve specified targets.
2. Participate in University initiatives to implement PeopleSoft's Campus Solutions to provide student support services.