SPH SELF-STUDY 2020: LESSONS LEARNED
OUR ACCREDITING BODIES

UW
- NWCCU

SPH
- CEPH

Programs
- NEHSPAC
- ACEND
- CAHIIM
- CAHME
- ACGME
ACCREDITATION: WHAT’S IT GOOD FOR?

> Prestige
> Some level of standardization for degree programs
> Regular assessment and evaluation → informed decision making and continuous improvement
> CEPH accreditation every seven years is a requirement for membership to ASPPH, and through our ASPPH membership we get access to:
  – Connections to other schools and programs (U.S. and worldwide)
  – Opportunities to share challenges and best practices
  – Benchmarking to other schools (annual data)
  – Access to students
  – New ideas for how to think about educating and managing change; new perspectives that challenge us to be even better
CEPH’S GOALS

> To promote quality in public health education through a continuing process of self-evaluation by the schools and programs that seek accreditation;

> To assure the public that institutions offering instruction in public health have been evaluated and judged to meet standards essential for the conduct of such educational programs; and

> To encourage - through periodic review, consultation, research, publications and other means - improvements in the quality of education for public health.

https://ceph.org/about/org-info/
OVERARCHING GOAL: ALIGN PUBLIC HEALTH PEDAGOGICAL PRACTICES WITH BEST PRACTICES FROM OUR FIELD

https://www.cdc.gov/publichealthgateway/publichealthservices/essentialhealthservices.html
HOW REQUIREMENTS HAVE INCREASED OVER TIME

2005 Criteria
• All syllabi must include learning objectives

2011 Criteria
• All programs must have competencies;
• All syllabi must have learning objectives and links to competencies

2016 Criteria
• All programs must have competencies;
  • All MPH programs must address core competencies and knowledge areas defined by CEPH
  • Even “non-PH” degrees must address foundational PH knowledge areas
• All syllabi must have learning objectives and links to competencies;
  • Programs must identify how competencies are assessed.
HUGE THANKS TO EVERYONE WHO WORKED HARD TO MEET CEPH’s REQUIREMENTS AND FINISH THE SELF-STUDY!

> 131 faculty, 59 staff and 38 students contributed to the Self-Study! (March 2019-present)
  – 437 pages
  – >100 tables of data
  – 1,367 electronic resource files

> Special thanks to:
  – Kimberly Hay
  – Shirley Beresford
  – Juanita Ricks
  – Carey Farquhar
  – India Ornelas
MULTI-YEAR PROCESS OF “RE-ENVISIONING” THE COMMON CORE CLASSES FOR OUR MPH PROGRAMS

2011-2013
- SPH MPH Curriculum Review Work Group
  - Chair: Bill Daniel

2014
- CEPC review hiatus

2014-2015
- First MPH proposal
  - Bill Daniel, Assistant Dean for Education
  - Shirley Beresford, Senior Associate Dean

2015-2017
- Continuing work on MPH
  - Annette Fitzpatrick, Assistant Dean for Education
  - Shirley Beresford, Senior Associate Dean

2017-2018
- MPH Re-Envisioning kicked-off
  - Steve Schwartz, Chair
  - Shirley Beresford, Senior Associate Dean

2018-2019
- MPH New Common Core Finalized
  - Carey Farquhar, Chair
  - Shirley Beresford, Senior Associate Dean

2019-2020
- MPH Detailed Course Planning
  - Carey Farquhar, India Ornelas, Co-Leads
NEW MPH INTEGRATED CORE

**Autumn**
- PHI 511: Foundations of Public Health
- PHI 512: Analytic Skills for Public Health I

**Winter**
- PHI 513: Analytic Skills for Public Health II
- PHI 514: Determinants of Health

**Spring**
- PHI 515: Implementing Public Health Interventions
- PHI 516: Public Health Practice
ENROLLMENT BY DEGREE TYPE AND HOME (SPR 20)

- Bachelors: 833 (49%)
- MPH: 354 (21%)
- MS: 96 (6%)
- Other Masters: 136 (8%)
- PHD: 276 (16%)
- Biostats: 75 (4%)
- EOHS: 126 (8%)
- Epi: 190 (12%)
- DGH: 146 (9%)
- Hserv: 250 (15%)

TOTAL ENROLLMENT SPR 20 = 1,556 STUDENTS
SPH CURRENTLY OFFERS 46 DIFFERENT DEGREES

Undergrad:
- Public Health-Global Health (BA, BS)
- Food Systems, Nutrition and Health (BA)
- Environmental Health (BS)
- HIHIM (BS)

833 students/4 degrees

Masters:
- MPH (15)
- MS (14)
- MHA (2)
- MHIHIM

586 students/32 degrees

Doctoral:
- PhD (10)

276 students/10 degrees
MPH OPTIONS (15)

EOHS
- E&OH
- Occ Med Res
- One Health

Epi
- Epi: General
- Epi: Global Health
- Maternal & Child Hlth

Global Health
- Global Hlth General
- Health Metrics and Eval

H Serv
- H Serv General
- COPHP
- Hlth Sys & Policy
- Soc & Behav Sciences

School
- OMPH
- Public Hlth Genetics
- Public Hlth Nutrition

red outline: online or hybrid option
MS OPTIONS (14)

**Biostats**
- Biostats
- Biostats: Capstone

**EOHS**
- Env Hlth
- Env Toxicology
- Applied Occ Hygiene
- Applied Toxicology
- Exposure Sciences
- Occ Hygiene

**Epi**
- Epi: General
- Epi: Clin & Trans Res
- Genetic Epi

**H Serv**
- H Serv General
- H Serv: Clin & Trans Res

**School**
- Nutritional Sciences
PhD OPTIONS (10)

Biostats
- Biostats
- Statistical Genetics

EOHS
- Env & Occ Hygiene
- Env Toxicology

Epi
- Epidemiology

Global Hlth
- Metrics & Implementation Science
- Pathobiology

H Serv
- Health Services

School
- Nutritional Sciences
- Pub Hlth Genetics
SPH GRADUATION RATES (BY MAX TIME TO GRAD) BETTER THAN CEPH REQUIRES

Bachelor MPH MS PhD (5 YR)

88% 87% 87% 88%

in 3 yrs in 6 yrs in 6 yrs in 10 yrs

red lines indicate minimum % grad by MTG required by CEPH
SPH GRADUATION RATES BY TYPICAL TIME TO GRADUATION ARE ALSO HIGH (GOOD)

- Bachelor: 69% in 2 yrs
- MPH: 69% in 2 yrs
- MS: 62% in 2 yrs
- PhD (5 YR): 57% in 5 yrs
HIGH (GOOD)% OF OUR GRADUATES ARE EMPLOYED AFTER ONE YEAR (AVERAGE OF LAST 3 COHORTS)

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Employment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH Bachelors</td>
<td>83%</td>
</tr>
<tr>
<td>MPH</td>
<td>86%</td>
</tr>
<tr>
<td>MS</td>
<td>100%</td>
</tr>
<tr>
<td>Other Masters</td>
<td>97%</td>
</tr>
<tr>
<td>PhD</td>
<td>94%</td>
</tr>
</tbody>
</table>

Red lines indicate minimum % employed required by CEPH
BUT WE COULD IMPROVE OUR RESPONSE RATES (AVERAGE OF DATA FOR LAST 3 COHORTS)

<table>
<thead>
<tr>
<th>Category</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH Bachelors</td>
<td>58%</td>
</tr>
<tr>
<td>MPH</td>
<td>60%</td>
</tr>
<tr>
<td>MS</td>
<td>46%</td>
</tr>
<tr>
<td>Other Masters</td>
<td>81%*</td>
</tr>
<tr>
<td>PhD</td>
<td>61%</td>
</tr>
<tr>
<td>Other</td>
<td>35%</td>
</tr>
</tbody>
</table>

*does not include one year of data that is completely missing
SCHOOL FUNDING HAS INCREASED SUBSTANTIALLY OVER THE LAST 5 YEARS

![Bar chart showing increases in tuition, fees, supplement, ICR, endowment, gifts, and MAA funding over the past 5 years.](chart.png)

- Tuition & Fees
- Supplement
- ICR
- Endowment
- Gifts
- MAA

*2015 - 2019*
Undergrad student credit hours have increased substantially.
SPH RANKED #2 OUT OF 16 UW SCHOOLS FOR EXTRAMURAL FUNDING IN FY19
FACULTY STATS

> 151 core faculty (regular, research, and teaching tracks) who are primary in SPH

> 98 faculty with primary appointments in other units or institutions who are joint with SPH

> 211 adjunct faculty

> 604 clinical and affiliate faculty
WHO DOES OUR TEACHING

> 100 core faculty teach one or more classes in SPH each year; representing 2/3 of total courses and SCH’s taught in SPH

> Remaining 1/3 of classes taught by 100 faculty from closely allied disciplines or practice community
> “Strategic Faculty Hires” in five of the “emerging priority areas” identified in last strategic plan:

- Global Environmental Change and Human Health
- Genomics and Public Health
- Obesity, Food, Physical Activity and Health
- Public Health Implementation Science
- Social Determinants of Health
2020-2025 SPH STRATEGIC PLAN COMPLETED AND LAUNCHED

https://sph.washington.edu/about/strategic-plan
https://www.youtube.com/watch?v=l-zVlzZSS3M&feature=youtu.be
UW School of Public Health tackles the greatest health challenges in our region and around the world.

Our groundbreaking discoveries are fueled by rigorous science and equity-driven solutions.

Our students are leaders who emerge prepared to work in partnership with communities to improve the health of all people.
SPH ALSO LAUNCHED EDI ACTION PLAN IN 2019

IMPORTANT NEW EDI INITIATIVES/ADVANCES

> Sexual misconduct prevention training – launched Fall 2019
  > Nine trainings to date:
  >       > 175 students trained
  >       > 155 faculty and staff trained

> Qualitative and quantitative climate studies conducted in 2019-2020

> Universal anti-racism training – being launched Fall 2020
RACIAL/ETHNIC DIVERSITY OF STUDENTS IN SPH PROGRAMS HIGHER THAN UW-SEATTLE OVERALL
BUT THERE IS STILL ROOM FOR IMPROVEMENT
WHAT COMES NEXT?

✓ Final version of self-study submitted!
✓ Site visit schedule finalized!
> Prep meetings with small groups that will be participating in the site visit (October 1-26)
> Site visit via Zoom October 28-30
  – Please be prepared to respond to requests from site visit team while they are here
> Report from site visit team
> Generating our response to the site visit report
WHAT WILL THE SITE VISIT TEAM BE LOOKING FOR?

- Will ask about concerns or gaps in the self-study document and tables
- Likely most focused on degree competencies
- Will probe for solutions or ways that we're addressing gaps/weaknesses
- May listen for a unified voice or a similar narrative across faculty/staff
- Online site visit is identical to in-person in terms of meeting schedule and discussion
- Tends to follow closely with the themes and questions CEPH shared with us in advance (and we will review these in the site visit prep meetings)
Re-envisioned MPH Core launched this week!

We offer a wide range of quality degree programs at the undergrad (4), masters (32), and doctoral (10) levels.

We graduate a high percentage (87-88%) of students who enter our programs.

A high percentage (83-100%) of students from our programs are employed one year after graduation.
> 2019-2020 the Public Health-Global Health major accepted a record 300 students, 46% are first-generation college students

> First SPH to adopt an anti-racism competency

> Our funding has grown substantially over the last 5 years, due to:
  
  – Increased enrollment and student credit hours, particularly in undergraduate programs
  – Increased grants and contracts (both total dollars and ICR)
OPPORTUNITIES FOR IMPROVEMENT

> Systematic collection of data
> Making data available to stakeholders across the school
> Using data to inform decision making
> Systematic implementation of anti-racism competency and principles of anti-racism in our school and work
> Consistent student advising and career prep across programs
> Likely will receive feedback from site visit team re: specific areas that still require some work to come into compliance