

F1. Community Involvement in School Evaluation and Assessment

The school engages constituents, including community stakeholders, alumni, employers and other relevant community partners. Stakeholders may include professionals in sectors other than health (e.g., attorneys, architects, parks and recreation personnel).

Specifically, the school ensures that constituents provide regular feedback on its student outcomes, curriculum and overall planning processes, including the self-study process.

- 1) Describe any formal structures for constituent input (e.g., community advisory board, alumni association, etc.). List members and/or officers as applicable, with their credentials and professional affiliations.

The college has an active Public Health External Advisory Committee (PHEAC), established in 2006 to provide input and guidance on development of public health departments and academic programs. The committee meets at least once each academic year and more frequently when additional input is needed. Individual members are often consulted outside of regular meetings on issues of relevance to their expertise. Members of the committee are appointed for three-year terms and represent a variety of constituents, including five alumnae members, as Table F1.1 shows.

Name	Credentials and Professional Affiliation	Constituency
Katherine Allen	Suwannee County Extension Director, UF Institute for Food and Agricultural Sciences	Community Agency
Jane Benton, MD, MPH	Pediatrician	Alumna
Alyssa Berger, MPH	Current PhD student	Alumna, Student
Ruth Berkelman, MD	Professor Emeritus & Director, Center for Public Health Preparedness and Research, Rollins School of Public Health, Emory University	Faculty
Jodian Blake, MPH	Community Health Resource Coordinator, UF Health Cancer Center	Alumna
Sarah Catalanotto, MPH (Chair)	Executive Director, Suwannee River Area Health Education Center	Alumna, Employer
Helena Chapman, MD, PhD, MPH	Applied Sciences Program (Health and Air Quality Applications), NASA	Alumna
Sherrilene Classen, PhD, MPH	Professor and Chair, Occupational Therapy, Director, Institute for Mobility, Activity and Participation, PHHP, UF	Faculty
Jeff Feller, MSISE	CEO, WellFlorida Council	Community Agency, Employer
Michael Lauzardo, MD, MPH	Chief, Division of Infectious Diseases & Global Medicine, Director, FL TB Physicians Network, Director, Southeastern National TB Center UF College of Medicine	Faculty, Employer
Carol Lewis, PhD, MPH	Associate Professor, Psychiatry UF College of Medicine	Faculty
Melissa McCreedy, AICP	Director of Mobility City of Gainesville	Community Agency
Paul Meyers, MSEE	Administrator Florida Department of Health in Alachua County	Public Health Department, Employer

Table F1-1: Current Members of the Public Health External Advisory Committee		
Name	Credentials and Professional Affiliation	Constituency
Wendy Resnick	Senior Director, Finance & Interdisciplinary Clinical and Academic Programs Advisor UF Health Shands Hospital	Community Advocacy

2) Describe how the school engages external constituents in regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions.

During each meeting of the PHEAC, the dean presents data on key indicators of college, faculty, student and research success that are tracked regularly. The assistant dean for educational affairs provides a summary of steps taken to address/implement recommendations from the previous meeting of the committee, and current issues of interest to the college are presented to the committee followed by small group discussions of those topics.

The electronic resource file includes meeting minutes of the PHEAC held between academic years 2016-17 and 2019-20. In this timeframe, application of the 2016 revision of the CEPH accreditation criteria to PPHP was the major focus. As the minutes document, curricular issues were discussed at each meeting, thus providing for both input from constituents and feedback to them regarding use of their suggestions. For example, a discussion of community partnerships in the 2016-17 meeting led to the development of a new model for student involvement in the community. This model, described in the update section of the minutes of the 2017-18 meeting, provides multiple opportunities for each student to engage with community activities and agencies. The focus for new discussion in the 2017-18 meeting was on the skills graduates should acquire and how to assure that they do so. An update on how the CEPH foundational competencies would guide development of the recommended skills was provided in the 2018-19 meeting.

3) Describe how the school’s external partners contribute to the ongoing operations of the school. At a minimum, this discussion should include community engagement in the following:

a) Development of the vision, mission, values, goals and evaluation measures

In fall 2019, the PPHP Strategic Thinking Task Force, which includes a member of the PHEAC, started to work on revising the college’s purpose, values, vision and mission statements. The process and procedures for this task were discussed with the PHEAC during its meeting on October 25, 2019. Within weeks of that meeting, the first drafts of revised statements were sent to the PHEAC, as well as to the Faculty Council, the Staff Council and the Dean’s Ambassadors, for feedback. Based on this initial feedback, second drafts were prepared and shared with all faculty, staff and students in the college for additional feedback. Thus, the 15 members of the PHEAC were among 70 individuals who shaped the first drafts of these important statements.

Evaluation measures developed for the 2013 CEPH self-study have been monitored annually since that time. During the February 28, 2020 meeting, the PHEAC members reviewed the measures and associated data to assess progress and discuss whether the measures should be revised. This discussion led to the creation of the measures presented in this self-study.

b) Development of the self-study document

Review of the minutes of the PHEAC meetings provided in the electronic resource file documents that the PHEAC was deeply involved in shaping the content of the self-study. During every meeting since 2016-17, when the new accreditation criteria were released, the committee was asked to provide advice on how specific criteria should be addressed by the college. Suggestions from the committee were integrated into the appropriate narratives and tables by the members of the CEPH Accreditation Oversight Committee. In April 2020, the PHEAC was invited to review a draft of the self-study and provide feedback on content, as well as assessments of strengths, weaknesses and plans for improvement. The committee's feedback informed the next draft which was made available to faculty, staff and students in the college for their review and suggestions.

c) Assessment of changing practice and research needs

PHEAC periodically reviews changing practice and research needs during the regular meetings. For example, these topics were addressed from a variety of perspectives during the 2016-17 meeting. In 2017-18, the new areas of focus included skillsets that graduates needed then and in the future. Given the committee's composition, responses would have derived from members' understandings of practice and research needs. In 2018-19, a major topic for discussion was approaches to assessment of changing needs in the community for professional development.

d) Assessment of school graduates' ability to perform competencies in an employment setting

The PHEAC is periodically asked to provide input into the content of surveys the college sends to graduates to elicit perceptions of their ability to perform competencies. This was most recently discussed during the October 2019 meeting. In addition, the 2017-18 meeting focused in part on skills needed at that time and in the future. This discussion led to pairing of skills suggested by the committee with CEPH foundational competencies and the college's competencies to assure that they were integrated both conceptually and through curricular modifications. Many of the PHEAC members are also employers of MPH graduates.

In addition to PHEAC input to assessments of competencies, internship preceptors assess each student whose work they oversee for performance of competencies. Since internships are usually completed near the end of the MPH program, these assessments are helpful indicators of students' readiness for employment settings.

4) Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation request 3.

Minutes of the PHEAC meetings held between academic years 2016-17 and 2019-20 are included in ERF F1-4: PHEAC Meeting Summaries. The specific meeting minutes that support each of the responses under request 3 are identified in the narrative.

5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- The PHEAC is a valuable source of expertise, alternative perspectives and input to the college. Members take their roles seriously. They rarely miss a meeting, and they participate enthusiastically during discussions. The willingness of members to offer their advice outside of regular meetings is a major benefit.
- The college has been quite successful in recruiting new members as others rotate off the committee.

Weaknesses:

- None identified

Plans for improvement:

- The PHEAC structure works well for meeting this criterion, so the college will continue to rely on this committee for external guidance and advice.