

INSTRUCTIONS

For program:

1. This is the team's draft report based on the self-study and site visit. All of the text boxes are locked with the exception of the "School/program response" column.
2. Provide any substantive response to the team's findings in this column. While responses are not required for every criterion, you are encouraged to respond to non-compliant findings (i.e., partially met and not met).
3. Reference any supporting materials in your response in the applicable criterion, and include these materials as attachments to the email you will send to CEPH with your final response submission.
4. Factual corrections should not be submitted in this document; submit using [this form](#).
5. Submit your response to the team's draft report and supporting materials to submissions@ceph.org by the response deadline (communicated to you when you receive the draft report).
6. The Council will review the team's evidence, the program response, the final self-study, and supporting materials to make a final decision on each compliance finding. If applicable, the Council will provide its response in the last column of this report template.

REVIEW FOR ACCREDITATION
OF THE
PUBLIC HEALTH PROGRAM
AT
CALIFORNIA STATE UNIVERSITY, FULLERTON

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

November 12-13, 2020

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CRITERIA:

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

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INTRODUCTION

California State University, Fullerton (CSU Fullerton) was founded in 1957 as a comprehensive state university in Orange County, California. The university has eight colleges: Arts; Business and Economics; Communications; Education; Engineering and Computer Science; Health and Human Development; Humanities and Social Sciences; and Natural Sciences and Mathematics. As of fall 2019, CSU Fullerton offered 55 bachelor's majors and 55 graduate programs, including doctorates in education and nursing practice. In fall 2019, CSU Fullerton had 39,868 students and employed over 4,000 full- and part-time faculty and staff.

The university holds institutional accreditation from the Western Association of Schools and Colleges (WASC) and responds to 21 specialized accreditors, including the Commission on Collegiate Nursing Education and Council on Social Work Education. The university was recently ranked second in the nation in the number of baccalaureate degrees awarded to minority students by *Diverse Issues in Higher Education* (2019). CSU Fullerton is a designated Hispanic Serving Institution (HSI) and Asian American, Native American, and Pacific Islander Serving Institution (AANAPISI).

The MPH program is housed within the Department of Public Health (known as the Department of Health Sciences until 2019) in the College of Health and Human Development. The department seeks to meet the rising need for professionals trained in public health and allied health through its degree offerings, which also include an undergraduate major in public health that is not included in the unit of accreditation and minors in health sciences and pre-health professions. The three MPH concentrations offered, health promotion and disease prevention; environmental and occupational health and safety; and gerontological health, were established to align with faculty expertise and research. As of fall 2020, there are 60 students enrolled in the MPH program: 53 students in health promotion and disease prevention, six in environmental and occupational health and safety, and one in gerontological health.

The program's initial accreditation took place in 2008, and the program's subsequent re-accreditation in 2013 resulted in a seven-year accreditation term. Due to COVID-19-related restrictions on travel and gatherings, this site visit was conducted via distance technology, with all attendees participating via the Zoom platform with video. The distance-based visit will be followed by an on-campus visit when it is safe to do so, within one year of the accreditation decision resulting from this visit.

Instructional Matrix - Degrees and Concentrations			
Master's Degrees	Academic	Professional	Campus-based
Health Promotion and Disease Prevention (HPDP)		MPH	X
Environmental and Occupational Health and Safety (EOHS)		MPH	X
Gerontological Health		MPH	X

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, implementation		The program has adequate organizational and administrative processes to fulfill its mission and goals. It is led by a faculty member referred to as the "program advisor," who reports to the chair of the Department of Public Health. The chair reports to the dean of the College of Health and Human Development. Each of the three MPH concentrations is led by a track advisor.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 		There are four standing committees involved in program decision making, and membership is determined by appointment or invitation. Each standing committee's composition, responsibilities and meeting frequency are clearly outlined.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		<p>The MPH Program Committee is chaired by the program advisor and comprises the department chair, instructional faculty, the MPH Admissions Committee chair, the MPH ILE coordinator, student representatives, and other department faculty. The committee is responsible for systematic review and revision of the program, including curricula, policies, admissions requirements, and program evaluation.</p> <p>The MPH Assessment Committee leads most of the program's data collection and long-range planning efforts related to student enrollment, faculty recruitment, and financial planning. It meets approximately once per month and solicits feedback from the program's Community</p>		

		<p>Advisory Board, faculty, and students to inform decision making processes. Input is presented to the MPH Program Committee for discussion during program meetings.</p> <p>The Admissions Committee meets twice per year to develop recruitment strategies and review program applications. This committee includes several faculty members and one MPH student. Admissions recommendations are brought to the program advisor and department chair, who make the final decision.</p> <p>MPH students can elect to take a comprehensive exam as the integrative learning experience. The MPH Comprehensive Exam Committee meets twice per year to plan the implementation of the exam, develop questions and format, and proctor and score the exam.</p> <p>Faculty recruitment and promotion follow the policies and processes of CSU Fullerton. New positions are introduced based on enrollment growth and require approval from the vice president for academic affairs. An ad hoc Faculty Search Committee is elected to conduct the faculty search and initial review. CSU Fullerton's Diversity, Inclusion & Equity Programs (DIEP) Office reviews all potential faculty job announcements and process to ensure representation, fairness, and adherence to federal guidelines. Faculty promotion follows the University's policies and procedures.</p> <p>Faculty research and service expectations are outlined in the personnel standards document for professional growth and teaching effectiveness. Evaluation methods for these activities are described in detail and provide</p>		
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		<p>direction to faculty at all levels, including expectations for tenure and promotion.</p> <p>There is MPH faculty representation on several university committees such as the Student Health Advisory Committee, Academic Senate, and Health Campus Initiative Wellness Council.</p> <p>Full-time and part-time faculty collaborate within the program and department at meetings, annual College and bi-annual department retreats, and formal and informal social events. Important information is also shared on websites or through occasional virtual meetings. Program leaders make efforts to increase interactions between the two part-time faculty and part-time faculty have been invited to participate in meetings and annual retreats in-person, virtually or watch the videos posted online.</p>		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Students participate in policy and decision-making process through representation on standing and ad hoc program committees and other activities. Two to three students (at least one from each cohort) are elected annually to serve on the MPH Program Committee and one student is appointed each year to the Admissions Committee. Student representatives interact with committee members and serve as information conduits between students and faculty.	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate		<p>Students also provide formal and informal feedback to identify areas of program improvement through methods such as the MPH current student survey, MPH exit survey, and feedback on prospective faculty candidates.</p> <p>The honorary student organization, Eta Sigma Gamma, is open to all students in the department and offers leadership, research experience, fundraising, community service, and networking opportunities with faculty and other public health related agencies. Eta Sigma Gamma is responsible for organizing the MPH Meet and Greet and the MPH Spring Symposium events.</p> <p>Faculty, students, and alumni confirmed the strong relationships between student representatives and fellow students, faculty, the program advisor, and the</p>		

		department chair. These relationships have continued to be strong throughout the current online period necessitated by COVID-19.		
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	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			
Defines a vision, mission statement, goals, statement of values		The program defines a complete set of guiding statements to guide program efforts to promote student success and advance the field of public health. Taken as a whole, the guiding statements address scholarship, instruction, and service.	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				

<p>Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success</p>		<p>The mission of the program is to <i>“develop knowledgeable, skillful health professionals who are proficient in disseminating and applying knowledge to prevent disease and promote health in the human population. Students with diverse backgrounds are brought together to receive advanced education in disease prevention and health promotion topics, with specialized emphasis on research and practice that improves the lives of diverse groups, organizations and communities in a global society.”</i></p>		
<p>Guiding statements reflect aspirations & respond to needs of intended service area(s)</p>		<p>The vision is to <i>“improve the health of Orange County and surrounding areas by producing leaders in public health practice and research.”</i></p>		
<p>Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes</p>		<p>In addition to the mission and vision statements, the program developed three goals and five core values to guide their activities:</p> <ol style="list-style-type: none"> 1. Provide a high-quality public health education that meets the evolving needs of our students and community. 2. Support an environment of collaborative inquiry and discovery to advance public health. 3. Maintain a diverse and inclusive learning environment. <p>The core values outlined are an engaged learning environment, high degree of professionalism and integrity, compassion and community responsibility, discovery, and respect for diversity.</p> <p>The guiding statements ensure that students are prepared to be problem solvers with inquisitive minds and contributing members of their immediate and global communities. Professionalism, respect for diversity are</p>		

		<p>integrity are central concepts in the program. As the first MPH program in Orange County, the program has partnered with the Orange County Health Care Agency to help address the community's needs.</p> <p>Although "service" is not explicitly mentioned in the program's three goals, program faculty and students shared countless service opportunities they have been involved with and how this service benefits the community, students, and program. Reviewers recognized that service is central to the program's relationship with its stakeholders and its aspirations.</p>		
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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 program exceeds the CEPH-defined graduation rate threshold of 70%. Graduate students have five years to complete the MPH degree.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		The program achieved graduation rates between 90% and 96% for its 2015, 2016, and 2017 cohorts. These rates represent starting cohorts between 21 to 29 students. The 2016 and 2017 cohorts both have one student who remains actively enrolled in the program, according to the self-study document. Based on additional data provided during the site visit, the 2018-19 cohort has achieved a 54% graduation rate and has nine students who remain actively enrolled in the program. The 2019-20 cohort started with 23 students and none had graduated or withdrawn at the time of the site visit. Attrition is		

		<p>sufficiently low, so these cohorts are also poised to meet this criterion's expectations.</p> <p>Most of the students enrolled in the MPH program are also employed, so the program has made a conscious effort to schedule most courses at 4pm or later and offer electives in an online format. The program considers this a strength that aids in its high graduation rates.</p>		
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B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		<p>The program achieves high rates of positive post-graduation outcomes among its MPH graduates. Among 2017 to 2019 graduates, 91%, 93%, and 89% reported being employed, enrolled in continuing education, or not seeking employment/education by choice. Only two graduates during this period were still actively seeking employment or enrollment in further education, and the program reports only five unknown outcomes among 79 students across the three years</p> <p>The commentary relates to how the program collects these data. The program relies on information collected by the program advisor through LinkedIn searches and updates provided by faculty. While current unknown outcomes are low, the program acknowledges that this may not always be the most efficient method of collecting the information. The program discussed the need to revise the previous MPH Alumni Employer Survey as a possible</p>	<p>Since the site visit, the Assessment Committee has drafted an Alumni Survey (Attachment B4_2) and is currently working on an Employer Survey. We will be pilot testing the surveys in May 2021. See Attachment B4_3 for a tree diagram of evaluation data collection and assessment.</p>	
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				

		means to obtain this information but were still considering this possibility at the time of the site visit.		
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B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The program collects alumni perceptions of curricular effectiveness through an exit survey administered at the end of students' integrative learning experience (ILE). Completing this survey is required to receive a grade for the course. The exit survey asks students to rate their mastery/competency in seven core curriculum areas such as epidemiology, statistics, health administration, and health promotion using a Likert scale of strong mastery of content to weak mastery. The exit surveys indicated high levels of confidence in most of the seven core curriculum areas. The program has seen noteworthy increases in student confidence in areas such as environmental health, epidemiology, and program planning and evaluation from 2016 to 2020. Ninety-one to 100% of respondents in the 2020 cohort indicated strong or very strong mastery in areas of epidemiology, program planning and evaluation, and health promotion, compared to 58-83% in 2019. While more than half of respondents indicated a strong to very strong mastery in these areas, there is a considerable level of variation among cohorts. For example, 71% of students in the 2019 cohort indicated mastery in health promotion compared to 100% of	Reviewers commented "there is a considerable level of variation [of self-reported mastery] among cohorts." Thus, we revised our Exit Survey (Attachment B4_1) by expanding on our original, more broad, set of questions to reflect on the competencies mastered within each of the core areas. Additionally, students are asked for feedback on competencies where they rated themselves as "weak". We believe this approach will allow us to identify areas in need of improvement and address issues in a timely manner. Reviewers also commented on the lack of "opportunity to accurately assess perceptions of competency usefulness in post-graduation placements." In response, we have drafted an Alumni Survey	
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				

		<p>students in 2020. The program may find attempts to better understand these variations as meaningful to foster future curricular improvements.</p> <p>The concern relates to the program's timing of collecting the data, which does not allow alumni to provide information on the usefulness of competencies in their post-graduation pursuits. The program's rationale for collecting information solely through the required survey is past difficulties in securing responses in a survey administered one year after graduation. While this is a valid concern, it does not offer the program the opportunity to accurately assess perceptions of competency usefulness in post-graduation placements. The program acknowledged these issues during the site visit and expressed the need to be more intentional about asking the right questions at the right time while still achieving a higher response rate. Program faculty stated that they are considering the merits of an MPH Alumni Survey and/or altering the timing of the current survey by six months.</p>	<p>(Attachment B4_2) to measure how useful each competency is in students' post-graduation placements. It will be sent out annually at the end of the Spring semester (usually late May, approximately 1 year post graduation).</p> <p>The MPH Assessment Committee will analyze the findings of all surveys and identify areas of concern. These findings will be shared with the Graduate Committee at the annual Fall Faculty retreat in August. See Attachment B4_3 for a diagram of evaluation data collection and assessment.</p>	
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B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
<p>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</p>		<p>The program has outlined an evaluation plan and data collection measures. For the goal that relates to instruction, the program advisor, Assessment Committee, and Program Committee review curricular learning objectives, MPH exit survey and Student Representative comments, and MPH current student surveys. For the scholarship goal, the Assessment Committee and program</p>	<p>In response to the committee's concerns, we have thoroughly revamped our assessment and evaluation plan. The department chair has provided a course buy-out for Department of Public Health faculty, Dr. Jennifer Piazza, to lead</p>	

<p>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</p>		<p>advisor review faculty CVs for evidence of peer-reviewed research, and student applied practice experience proposals for evidence of student-faculty collaboration and independent projects that align with students' professional goals.</p> <p>There is also a goal that focuses on diversity and inclusivity, which is monitored by the Admissions Committee, program advisor, and faculty and is discussed further in Criterion G.</p> <p>The program's selected indicators align with its mission and goals and the indicators have the potential to show progress towards the mission. The program provided department meeting minutes, Community Advisory Board minutes, and MPH Program Committee minutes as evidence of its process.</p> <p>The first concern relates to the degree of demonstrated alignment of the chosen indicators with the assessment tools. The indicators, while laudable, lack precise measures to assess progress. For example, the program indicated departmental minutes, CAB minutes, and MPH Program Committee minutes as assessment tools. The review of the self-study and electronic resource file did not identify where and how progress is tracked or results from the limited data discussed. The program has identified a desire to optimize its process for data collection. It has plans to improve evaluation tools and implement a more robust data collection strategy.</p> <p>The second concern relates to the lack of evidence that the program's aspirations related to service are systematically monitored or evaluated, as required by this criterion. It is</p>	<p>assessment. Dr. Piazza has received campus intramural funding for innovative assessment activities and her prior work for assessing our undergraduate program has been showcased across campus as a model assessment effort.</p> <p>Since the site visit, the MPH Program Advisor and members of the Assessment Committee met with CSUF's Office of Assessment and Institutional Effectiveness to develop a sound assessment and evaluation plan. Dr. Piazza also attended the CEPH Webinar on March 16th, 2021, "Evaluation, Strategies, Insights and Tips." We have drafted a systematic, well-documented plan with clearly defined cycles for review. See Attachment B4_3 for a diagram of evaluation data collection and assessment.</p>	
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		clear that the program is committed to service, but there is no evidence of this commitment in any of the listed evaluation plan measures that would provide the program with a way to capture the work they do in this area.		
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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 with Commentary			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		The program advisor and Program Committee review evaluation data. The program has made changes to its curriculum and internship timing based on findings from MPH Exit Survey data. While the Exit Survey is regularly administered, there is minimal evidence that the faculty participate in a review of evaluation data or use data for planning. The program reported making changes to the time courses were scheduled and the semester the internship course was offered to address feedback gathered from the Exit Survey.	Please see narratives in B3, B4 and B5. See Attachment B4_3 for a diagram of evaluation data collection and assessment.	
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)		The commentary relates to the alignment with programmatic changes with evaluation measures listed in Criterion B5. Results of the MPH exit survey are clearly useful to the program, but outside of the class scheduling changes presented there is little evidence of additional clear links between the programs evaluation processes and the meaningful improvements that faculty have made in recent years. The program confirmed the gaps in their data collection processes and plans to revisit existing tools		

		to ensure the alignment with the assessment indicators. Data collection will be done periodically.		
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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		The program has sufficient and stable fiscal resources to support its operations and degree offerings. The program's major sources of funding include general funds from the university, external grants and contracts, intramural grants, gifts, and open university fees from non-matriculated students.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		<p>The university's general fund allocation comprises student tuition and fees and state appropriations. The allocation to each college is based on past and projected student enrollment. Within the college, each department receives a portion of the general fund allocation based on enrollment and student-faculty ratios. After the department subtracts full-time faculty positions from the FTE allocation, the remainder of position allocations can be used to fund part-time faculty, graduate assistants, and assigned time for major department service.</p> <p>When additional faculty are needed, the department chair submits requests to the dean. Based on departmental growth projections, the dean forwards new position requests to the provost/vice president for academic affairs. The dean also submits requests for additional support staff and large items such as major equipment</p>		

		<p>purchases and space renovation to the university's Planning, Resource, and Budget Committee. This committee reviews all requests and makes recommendations to the president.</p> <p>The program uses general funds to pay for faculty and staff salaries and benefits; operational costs (which include office supplies and equipment, telephone and postage, and other incidental expenses); and student activity and student travel funds. Donations and gifts support student scholarships, which are managed and distributed by the Cal State Fullerton Philanthropic Foundation.</p> <p>The program identified that faculty workload is an ongoing challenge, and fiscal resources for reducing the teaching load are not readily available. Through careful course scheduling and fiscal management, the department is able to provide release time for the MPH program advisor and others in leadership roles. The MPH program advisor gets one course release per semester (25% of total effort) for this role. The department is establishing an assessment coordinator position dedicated to the graduate programs. The faculty member in that role will also receive one course release per semester. Faculty serving as advisors on students' ILE projects also earn credit toward course releases.</p> <p>Each tenure-track faculty member receives \$1,000 for travel annually. Faculty can also apply for additional travel grants for professional development opportunities from other units in the university. Faculty bringing in indirect cost from a grant or contract receive 10% directly and an additional 3% from the college.</p>		
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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		<p>The program has adequate faculty resources to sustain its core functions and support the fulfillment of its mission and goals. The ratios for general advising and career advising are appropriate for the MPH degree, as are the overall MPH ILE ratios. The program has 22 PIF ranging from 0.50 to 0.80 FTE each. The program calculates FTE based on the number of MPH core and concentration courses taught, in addition to independent studies and integrative learning experiences.</p> <p>All faculty in the department have undergraduate teaching responsibilities so no faculty member has a 1.0 FTE allocation to the program. Thirteen PIF are allocated to the health promotion/disease prevention concentration, three are allocated to the EOHS concentration, and two are allocated to the gerontological concentration, with a non-PIF also supporting this concentration.</p> <p>The MPH program advisor provides general advising and career counseling to all students in the program, which at the time of the self-study submission was 60 students. There are 19 tenure-track faculty eligible to advise students in the ILE projects, and faculty advise on average one, with a maximum of two, students per year. If a student has a particular area of interest that aligns with expertise of lecturer faculty, the lecturer is paired with a tenure-track faculty member to co-advise the student. The</p>	<p>Click here to enter text.</p>	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable	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			

<p>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)</p>		<p>program advisor noted that not all students can be matched with their first choice of advisor for the ILE. However, if students are willing to be flexible with the project topic and choice of advisor, all students who want to complete a project (as opposed to the thesis or comprehensive exam) can do so. Site visitors did not find this issue to be at a level to warrant concern, particularly because so many students are involved in independent study projects with faculty and students said that they felt satisfied with the opportunities available to them.</p>		
<p>Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)</p>		<p>The program uses an MPH Exit Survey to assess student's satisfaction with class size and faculty availability. Students are asked to use a Likert scale to rate their level of agreement that class sizes are conducive and beneficial to their learning. One hundred percent (n=11) of respondents in the 2019-20 cohort indicated that they strongly or somewhat agreed that class size was conducive and beneficial. Students were asked to rate their satisfaction with the availability of public health faculty in a similar way and 91% of students in the 2019-20 cohort indicated they were extremely or somewhat satisfied. Students are also offered the ability to provide narrative responses but only two students in the most recent iteration of the survey did so. Both were satisfied in both areas but one stated that more faculty were needed to teach the core curriculum classes.</p> <p>During the site visit, students discussed the breadth of interaction they have with faculty, including their satisfaction with faculty availability. There was a consensus from the students who met with site visitors that faculty accommodate students' work schedules and other commitments by making themselves available for</p>		

		meetings and office hours outside of regular business hours.		
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C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		<p>The program has a small but sufficient staff complement that supports the program's mission and goals. The Department of Public Health and the Department of Kinesiology share four staff members with the following allocations to the MPH program: administrative support coordinator II (0.10 FTE); two administrative analysts (0.15 FTE and 0.10 FTE); and an IT support staff member (0.10 FTE). These staff members provide course and classroom scheduling, process add/drop paperwork and change of grade forms, process travel authorizations and reimbursement requests, and provide administrative support for new faculty hires. One of the administrative analysts also supports the program's admission process and committee.</p> <p>Given that the Department of Public Health and the Department of Kinesiology share physical office space, the program states that sharing staff support is beneficial and efficient. Although the program has a vacant office receptionist position and the university has implemented a hiring "chill," the need for this position has been eliminated while the campus is under a mandatory work-from-home order through May 2021. The administrative</p>	<p>Click here to enter text.</p>	
Staff & other personnel resources appear sufficiently stable				

		<p>support coordinator II has absorbed the minimal duties of the receptionist position that still exist; this work replaces the responsibilities that have been reduced due to the cancellation of events and travel.</p> <p>During the site visit, program leaders and faculty reported that staff support is adequate and felt confident that resources would be sufficient when faculty and students return to campus.</p>		
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C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		<p>The program's physical spaces are maintained and periodically upgraded by the college. The Kinesiology and Health Science building includes individual office space for each tenure-track faculty member, shared office space for lecturers, and a shared front office space with three offices for four staff members, one student assistant, and two department chairs. While office space currently is adequate, the college has provided funding to renovate existing space that will be used for additional faculty offices.</p> <p>The program has access to smart classrooms (six maintained by the departments and eight maintained by the university) that contain LCD projectors, computers, and wireless internet connections. The Department of Public Health has first scheduling rights to three classrooms. During the site visit, MPH program leaders reported ready access to the best classrooms because the</p>	<p>Click here to enter text.</p>	
Physical resources appear sufficiently stable				

		<p>program's courses are in the evening when classroom demand is much lower.</p> <p>MPH students have an exclusive lounge and study area that provides space for group projects, research activities, and independent work. The space, renovated in 2012, includes three computer workstations, three desktop printers, one networked printer, one large table to facilitate group interaction and teamwork, a whiteboard with markers, and a microwave.</p> <p>The program maintains a research suite with six offices and a large storage area that houses the Fibromyalgia and Chronic Pain Center, the Center for Healthy Lifestyles and Obesity Prevention, and the Center for Cancer Disparities Research.</p> <p>A second research suite contains nine small offices and one common area that houses research project staff. The HRSA-funded Health Careers Opportunity Program partially occupies this suite; it was previously managed by the Department of Public Health and is now managed by the Department of Social Work. The university transferred project leadership when the principal investigator left the university. Although the self-study states that this use of the program's research space is not ideal, it does present opportunities for MPH student involvement, and the space is expected to be returned in August 2023.</p> <p>In 2019-20, the college provided funds to renovate and upgrade the program's conference room, which now provides space for large group events, such as retreats, and is equipped for hosting video conferences.</p>		
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C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		The program's information and technology resources are sufficient, as was demonstrated when the program had to rapidly transition to fully online operations and instruction in March 2020 due to COVID-19.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty		The CSU libraries' consortium purchasing model allows for a collection of digital resources that can be accessed by all 23 campuses. These resources and full-text titles support the curricula in arts and humanities, life and physical sciences, social sciences, engineering, computer sciences, nursing, education, business administration, and public administration.		
Library & IT resources appear sufficiently stable		<p>CSU Fullerton's Pollak Library is located on the university's main campus, and public health students and faculty can contact the designated public health librarian via email, phone, and instant messaging. This librarian typically teaches instructional sessions in the PUBH 500 course, which MPH students take during their first semester. The library has full-text access to more than 7,700 public health journals and more than 3,500 eBooks related to health.</p> <p>The Pollak Library has more than 500 computers with Microsoft Office suite available for student use; many of these computers also have more advanced software applications such as SPSS. The self-study states that the university will be purchasing a campus NVivo Enterprise license for qualitative data analysis in 2021. MPH students</p>		

		<p>can also access computer resources in the Kinesiology and Health Science Computer Lab and the MPH student lounge.</p> <p>All MPH faculty and staff have computer workstations and desktop printers that are connected to the university's network server and portals. Faculty and staff also have access to a fax machine, a laser printer, two copiers, and mobile equipment carts for instructional support. The Technology Support Center provides faculty with 24/7 access to high-capacity scantron scanning, document scanning, VHS/DVD recorders, a flat screen TV, and a color laser printer.</p> <p>Students and faculty have ready access to technical assistance from the university's IT staff; the college's Information Technology team, which offers web-hosting facilities and website design support; and the Faculty Development Center, which promotes incorporation of technology into instruction. During the site visit, faculty reported that they have received appropriate support as the campus' learning management system was switched from Moodle to Canvas.</p> <p>In response to COVID-19, the university allows all full- and part-time faculty to request laptops, web cameras, headphones, additional software, and MiFi (a wireless router that acts as mobile WiFi hotspot). The campus IT Department has provided additional information to facilitate virtual instruction and increased the number of appointments available in the virtual computing lab to assist students who may not have sufficient space on personal computers to download larger software packages such as SPSS.</p>		
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		Students who met with site visitors acknowledged the challenges with switching to virtual instruction in response to COVID-19 but felt that faculty and the university worked effectively through those challenges. One student reported having problems with her laptop: campus IT loaned her a replacement within hours so that she could participate in class on schedule.		
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D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>The program covers the 12 foundational public health learning objectives through eight required courses addressing epidemiological methods; research methods; environmental health; public health administration; biostatistics; program planning and evaluation; issues in public health; and health promotion and disease prevention.</p> <p>Reviewers validated coverage of all 12 defined learning objectives, as noted in the D1 worksheet.</p>	Click here to enter text.	

D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The program ensures coverage and assessment of foundational competencies through a set of seven core courses that all students take, which include Advanced Methods in Epidemiology; Program Planning and Evaluation; Statistical Methods in Health Science; Research Methods in Health Science; Public Health Administration; Advanced Study in Health Promotion and Disease Prevention; and Issues in Public Health. Reviewers were able to verify didactic coverage and assessment opportunities for all but two of the competencies.</p> <p>The concern relates to reviewers' inability to validate evidence of didactic coverage for foundational competencies 18 and 21 and an assessment opportunity for competency 21. Reviewers learned that the program is in the process of re-envisioning how it will provide interprofessional education to its students, but these strategies had not yet been implemented.</p>	<p>In response to the comments regarding assessment of competency 21, Department of Public Health faculty, Dr. Diana Tisnado currently serves as chair the CSUF College of Health and Human Development Interprofessional Education Committee. The committee has been developing materials for learning activities for students from across the college including Public Health, Nursing, Social Work, Counseling, and Child and Adolescent Studies to learn and practice IPEC competencies with and from one another. Two college-wide co-curricular IPE events were held prior to the pandemic and a third is in the planning stages. Currently, the MPH Program is exploring the feasibility of incorporating a requirement to work with a non-public health professional as part of their program planning project in PUBH 535. Between the work at the</p>	

			<p>college level and within the program, we expect to implement a systematic IPE experience during the 2021-22 academic year.</p> <p>In response to comments regarding didactic coverage of competency 18, the program is working on implementing the competency in PUBH 535 and/or 524; both courses will have new instructors next academic year.</p>	
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D2 Worksheet

MPH Foundational Competencies	Yes/CNV
1. Apply epidemiological methods to the breadth of settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	Yes
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	CNV
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	CNV
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
	Partially 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 takes an individualized approach to its concentration course structure. One course in two of the three MPH concentrations is prescribed, but the two other courses required for each concentration are chosen by students in consultation with their advisors.	In response to comment 2, re: EOHS competency 3 CNV, we would like to clarify information that may not have been effectively communicated during the site visit. Please see the syllabus for PUBH 466, course objectives 3 &5 in and student learning outcome 5 (Attachment D4_1). We believe assignments 1 & 2 (Attachment D4_2) in conjunction with exam questions (Attachment D4_3) link PUBH 466 course content with competency 3. Specifically, in Assignment 2, students must address the causal factors that led to a hazardous materials incident and the risk mitigation efforts that may have prevented the incident. Each	
Assesses all students at least once on their ability to demonstrate each concentration competency		Students in the gerontological health concentration must take Applied Health Promotion in Aging Populations, and students in the HPDP concentration must take Advanced Community Health.		
If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES)	N/A	Students in the EOHS concentration have one "semi-prescribed" course: they must take either Occupational Health and Safety or Hazardous Materials, Regulations, and Emergency Response. The program defines five competencies for each concentration. The self-study indicates that the one prescribed course addresses all five competencies for the		

		<p>gerontological health and HPDP concentrations. Both of the options for the semi-prescribed course in the EOHS concentration address four of the five concentration competencies.</p> <p>For the other two classes associated with students' concentrations, the student and advisor work together to select classes from a prescribed list that will address and/or reinforce concentration competencies, ensuring that all students complete coursework that thoroughly addresses the concentration competencies. The program provided sample plans of study for the HPDP and EOHS concentrations that outlines the coursework and maps it to competencies. Site visitors verified appropriate coverage of concentration competencies.</p> <p>When choosing the two additional classes, students refer to two distinct "elective groups" defined by the program for each concentration. Students in the EOHS concentration must choose two courses in either the occupational health and safety cluster or the chemical hazards cluster. HPDP students must choose two courses in the policy cluster or two in the program development cluster. Students in the gerontological concentration must choose to take either 1) Applied Gerontology and 2) Public Policy and Aging, or to take 1) Biopsychosocial Perspectives in Aging and 2) Physical Dimensions of Aging.</p> <p>The program considers the individualized nature of the concentration coursework to be a strength, as it allows students to tailor plans of study to align with their professional interests.</p>	<p>of these components will assess the ability of students to communicate their understanding of a health and safety professional's role within a management structure of an organization. Furthermore, graduate students must complete a research assignment and oral presentation (Attachment D4_1). In this presentation, graduate students must include emergency response planning efforts and address the educational, guidance and leadership roles of health and safety professionals within an organization's management structure.</p> <p>In response to comment 1, re: GERO competency study plans, we are attaching the study plan for the one incoming GERO concentration student in this year's cohort (Attachment D4_4). Furthermore, the faculty continue to believe that the five gerontological health competencies are well-supported in PUBH 450. The program evaluation assignment in particular integrates discussion of theory, population needs, and program critique and recommendations, synthesizing lessons learned in the course. Starting this year, this assignment is also requiring periodic one-on-one</p>	
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		<p>Reviewers were able to validate assessment opportunities for each of the three concentrations. Reviewers were also able to verify didactic coverage for all five competencies for the HPDP and gerontological health concentrations.</p> <p>The first concern relates to the reviewers' inability to verify an appropriate depth of knowledge and skills for the gerontological health concentration. The one required class minimally addresses the concentration competencies, but due to the low enrollment and no available plans of study, reviewers could not verify additional coverage.</p> <p>The second concern relates to the lack of evidence of assessment of competency three in the EOHS concentration. Reviewers could only verify its coverage and assessment in one of the two semi-prescribed courses for this concentration. Reviewers could not verify that students who choose to complete PUBH 466: Hazardous Materials, Regulations, and Emergency Response receive instruction and are assessed on this competency.</p> <p>The D4 worksheet summarizes these findings.</p>	<p>meetings with the instructor to select an appropriate topic and program, to plan, and to check in periodically throughout the semester to ensure development of a robust product. See revised syllabus, last page, Attachment D4_5.</p>	
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D4 Worksheet

MPH Health Promotion and Disease Prevention Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Synthesize empirical evidence within a conceptual framework in assessing the determinants of population health.	Yes	Yes
2. Select the appropriate policy tools to effectively influence population health.	Yes	Yes
3. Describe how a health in all policies approach can improve the health of a community.	Yes	Yes
4. Tailor a public health intervention to characteristics of a specific population.	Yes	Yes
5. Integrate historical determinants of health into health interventions	Yes	Yes

MPH Environmental and Occupational Health and Safety Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Evaluate health and safety hazards in the workplace.	Yes	Yes
2. Characterize chemical and biological hazards in environmental and occupational settings.	Yes	Yes
3. Analyze the roles of health and safety professionals within a management structure.	Yes	CNV
4. Recommend personal protective equipment, engineering controls, and management controls for health and safety hazards.	Yes	Yes
5. Evaluate federal and state environmental and occupational health and safety regulations for the protection of public health.	Yes	Yes

MPH Gerontological Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Explain how life-course experiences influence later life health in multiple domains, including cognitive, emotional, physical, psychological and social.	Yes	Yes
2. Analyze theory and research as it relates to the public health needs of older adults, their families and their broader communities.	Yes	Yes
3. Evaluate community programs for older adults.	Yes	Yes
4. Assess the unique legal and ethical challenges facing current and future cohorts of older adults.	Yes	Yes
5. Identify end-of-life socioemotional, health, and service needs.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		MPH students complete an internship that requires 240 hours of contact time in the spring and summer semesters of the first year.	In response to the comments, the new Internship Coordinator, Dr. Mojgan Sami, will be revising the Internship Portfolio in May and June to provide for the demonstration of 5 concentration competencies.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		The applied practice experience is structured through PUBH 595: MPH Student Internship. The course instructor is the MPH internship coordinator. In PUBH 595 students identify their internship sites and develop a learning contract with the site supervisor that identifies five foundational competencies to be applied during the experience. Students may identify additional competencies, including concentration competencies, if appropriate. At the completion of the internship, a student submits a portfolio of deliverables (minimum of two work products), a reflection on how the products they developed represent the application of selected competencies, and the site supervisor's assessment of the student's performance, including demonstration of identified competencies. The course instructor assesses the portfolio to ensure completion of appropriate work products and that the competencies identified in the learning contract were applied during the internship.		
All students demonstrate at least 5 competencies, at least 3 of which are foundational		The program identifies previous organizations that provided internship experiences, but students may also identify new internship locations. The new internship coordinator, who assumed the role in spring 2020, has		

		<p>extensive contacts at community-based organizations in and around Orange County that have provided new internship opportunities. The program plans to build on these connections to identify core organizations with which to establish a reliable and mutually beneficial flow of students. In addition, the new internship coordinator has engaged with the campus' Career Planning and Placement Center to broaden students' exposure to potential internship sites. One student reported that she found her internship site through the career center.</p> <p>For students in the EOHS concentration, the concentration track advisor works with students to identify an appropriate internship placement with the student's current employer or another organization, but the MPH internship coordinator oversees the internship and assesses the student's performance. The university's Center for Internships and Community Engagement primarily ensures that contractual agreements are in place with all internship sites.</p> <p>In the last year, students have completed internships at sites such as the following: Orange County Mosquito and Vector Control District; TitanWell; St. Jude Medical Center; Latino Health Access; Community Action Partnership of Orange County; and the Orange County Asian and Pacific Islander Community Alliance.</p> <p>During the site visit, internship preceptors confirmed that program expectations were very clear and that projects completed by students were beneficial to their organizations. One preceptor acknowledged that his organization did not have the staff time and expertise for</p>		
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		<p>program evaluation and highly valued students' ability to provide that service through their internships.</p> <p>Site visitors reviewed 13 student portfolios and found that students developed at least two work products that demonstrated learning objectives or competencies and were useful to the practice site. Examples of work products included the following: quantitative and qualitative data analysis reports; health education materials related to diabetes self-management infographics; questionnaires; maps of epidemiological distributions; and an evaluation of quality control operations of a clinical laboratory.</p> <p>Reviewers had access to five samples each from the HPDP and EOHS concentrations and three from the gerontological health concentration.</p> <p>The concern relates to the lack of evidence of appropriate applied practice experiences that align with this criterion. The program provided reviewers with two competency-based examples. The program acknowledged that it was slow to incorporate competencies in the practice experience due to a misunderstanding of the expectations and instead required students to develop at least five learning objectives based on their career goals and the needs of the internship site. With a new internship coordinator in place, the program revised the student handbook and the PUBH 595 syllabus in spring 2020 to reflect the requirement that at least five foundational competencies must be addressed.</p>		
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D6. DRPH APPLIED PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	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		Students have the option to choose from three integrative learning experiences: a comprehensive examination, a project, or a thesis paper to demonstrate the synthesis of foundational and concentration competencies.	Click here to enter text.	
Project occurs at or near end of program of study		For the project or thesis, students work with faculty to select foundational and concentration-specific competencies suitable to their educational and career goals. At least one faculty member reviews each student's selected project or thesis to ensure that the selected competencies are addressed.		
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies		The comprehensive examination option has two parts, a take home literature review and a single-day, in-person examination. Students are provided with five peer-reviewed articles to develop a synthesis overnight. The in-person examination follows the next day and covers concepts in epidemiology, research methods, and statistics and a concentration specific section. Two faculty members per content area (epidemiology, research methods, and statistics) plus two from the concentration		

		<p>grade the comprehensive examination; the student's final grade is an average of the concentration area and core area scores. The electronic resource file included comprehensive exams from 2017-20, exam answer keys, and the study guides provided to students.</p> <p>Students who choose the project option enroll in PUBH 597 and work on an individual, tailored project with a faculty member. Students are encouraged to identify multiple areas of interest centered around selected competencies and contact faculty with expertise in those areas early in the semester before the project begins. Faculty work closely with students during the project period until completion. A standard rubric is used to grade all projects. The thesis option process is similar to the project; however, no student has selected that option in the past three years.</p> <p>The program has a clear strategy for the integrative learning experience projects and outlined the assessment methods in the self-study. Sample projects provided in the electronic resource file document the various projects. Selected ILE project topics include the following: The Role of Optimism in Physical and Mental Health Outcomes; Improving Breast Health and Breast Cancer Knowledge Among Chinese in the Orange County, California Community; and Reducing Risk Factors for Breast Cancer Among Cambodians: The Change Club Program.</p> <p>Students confirmed program and faculty support during the project period. Program leaders described a strong student-faculty relationship during the concept and project development period.</p>		
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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
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	Not Applicable	
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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		MPH students must successfully complete 42 semester credits to earn the degree. One credit equals three hours of work per week, which generally translates to one hour in class and two hours of study. MPH courses are typically three credits.	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			

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The program has 22 primary instructional (PIF) and two non-primary instructional faculty. All 22 PIF have terminal degrees in their fields of expertise. Nineteen PIF hold the Doctor of Philosophy (PhD) degree; the remaining have earned Doctor of Public Health (DrPH) degrees.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (eg, bachelor's, master's) & nature of program (eg, research, practice)		<p>One of the two non-PIF holds a PhD, and the other has an MPH and MBA and is a registered nurse (RN).</p> <p>Among the faculty are 13 tenured and nine tenure-track PIF. There are five full professors, eight associate professors, and nine at the assistant professor rank.</p> <p>Program faculty members' qualifications and expertise are appropriate for the program requirements and the nature of employment. Faculty members in the HPDP have training in community health sciences; preventive medicine; public health planning, policy, and design; applied economics; health behavior research; epidemiology; health education; and health services. Those in the EOHS concentration have degrees in environmental health science and policy; environmental health science; and epidemiology. Faculty in the gerontological health concentration have training in psychology and social behavior and health services.</p>		

		Students reported that faculty expertise and experience are appropriate for the core and concentration courses that they teach.		
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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		<p>The program has tenured and tenure-track faculty with professional experience outside of academia, such as director of health education for a student health center, leadership roles with an AIDS education and training center, health programs consultant, positions with the World Bank and World Health Organization, reporter, and psychotherapist. Another faculty member has conducted multiple reviews of legislation under the California Health Benefits Review Program. During the site visit, faculty expressed having strong support from the university and their department to maintain a broad range of public health practice ties as part of the department's commitment to faculty service.</p> <p>The program also integrates perspectives from the current field of practice primarily by using adjunct faculty and guest lecturers and primary faculty members' ongoing links with public health agencies. For example, the regional director of community health investment for a health care system teaches PUBH 524: Public Health Administration. In addition, two part-time lecturers who work in the field of occupational and environmental health teach PUBH 461: Occupational Health and Safety.</p>	<p>Click here to enter text.</p>	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

		<p>The self-study provides numerous examples of courses that include guest lectures by public health practitioners. In PUBH 501, an employee of the Orange County Health Care Agency shares epidemiology data to examine how Orange County residents fare compared with California and the United States. A geriatrician provides a guest lecture in the Health Promotion and Aging course about risky alcohol use in older adults. In PUBH 424, the director of behavioral health care for LA Care has lectured about the public mental health system in Los Angeles County, and students take a field trip to Fullerton City Hall to meet with the director of Fullerton Parks and Recreation and learn about local city health programs.</p> <p>Students also work with practice-based organizations through their courses. For example, students work with the American Heart Association of Orange County to collect data on social determinants of heart health in PUBH 411: Promoting Health in Diverse Populations and in PUBH 481: Health in a Global Society.</p>		
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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		The program has established systems, policies, and procedures to promote faculty currency and professional development. The program follows the university's policy on tenure and promotion, and the department's personnel committee reviews the standards annually.	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods				

<p>Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction</p>		<p>Instructional effectiveness for all faculty is assessed through anonymous course evaluations. Students complete course evaluations at the end of each semester. The department chair reviews the evaluations and meets with faculty to discuss. Faculty identified as needing improvement are mentored and sometimes referred to the Faculty Development Center for additional assistance.</p>		
<p>Supports professional development & advancement in instructional effectiveness for all faculty</p>		<p>Instructional effectiveness is also monitored through individual faculty teaching performance summaries, peer evaluations, student grade evaluations, instructional material assessments, evidence of professional development, and informal comments from students.</p> <p>The Faculty Development Center supports teaching, research, and service efforts of faculty by providing regular trainings and workshops. The university's information technology services provide equipment and technical assistance to support instruction and research on-campus and remotely. The college supports faculty development through the annual retreat with a session on teaching/instructional effectiveness.</p> <p>Selected indicators for tracking faculty instructional quality include faculty currency in relation to scholarship, participation in professional development activities, and use of grading rubrics. The department chair and the MPH Assessment committee review faculty annual scholarship and conference attendance data. Faculty instructional technique include the participation in professional development activities including retreats. These activities are offered in-person and online. MPH faculty received training to improve on their grading rubrics. The selected indicators are reviewed every two years.</p>		

E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>The program has policies to support faculty involvement in diverse scholarly activities. Faculty engage with students by incorporating their scholarly activities into coursework and through facilitating independent study projects. For example, faculty have integrated their research projects into courses such as Transdisciplinary Perspectives on HIV/AIDS, Advanced Methods in Epidemiology, Statistical Methods in Health Sciences, and Research Methods in Health Sciences. Research knowledge transferred into instruction include the completion of IRB applications; designing, drafting, and using interview guides and questionnaires; and data entry and analysis. Faculty use their own data, proposals, and published articles in their teaching.</p> <p>Support for research and scholarly activities come from the university, college, department, and other entities. Faculty take advantage of university travel support, sabbatical leave, and awards to fund their scholarly endeavors. The Office of Research and Development and the Office of Grants and Contracts provide training, consultation services, and guidance in proposal preparation, including the administration of grants. The Auxiliary Services Corporation and the University Advancement offices also provide grant support services.</p>	<p>Click here to enter text.</p>	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>The College of Health and Human Development provides course release time of three units per semester for the first four semesters to new faculty to allow for additional course preparation time and promote achievement of research and scholarship obligations. The college oversees ten research centers and two institutes. These units support faculty and student engagement activities.</p> <p>Students have access to the CSU Fullerton Titan Research Gateway, which compiles a list of student research funding opportunities. Students are eligible to apply for grants ranging between \$100 and \$400 for research travel or other related expenses. Research workshops are also provided. Students and faculty participate in Research Week and display their projects to the campus community and partners.</p> <p>During the site visit, faculty and students spoke to the strong research opportunities. Students made oral or poster presentations at the 2020 Virtual APHA Conference. Some projects have resulted in accepted manuscripts. Students' involvement in faculty research and scholarship activities include literature review, survey design, data collection and management, data analysis, report writing, and presentation. Students' involvement in the California State Health Insurance Report was highly praised by faculty.</p> <p>The program selected three outcome measures to track success in this area. The program aims to have ten articles written by faculty published in peer-reviewed journals, 15 faculty presentations at professional meetings, and 75% of faculty instructing a graduate student in independent study or ILE each year. The program has met its target</p>		
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		within the past three years for the first two outcome measures and is still working to consistently meet the mentorship goal. The MPH Assessment Committee will continue to monitor this area.		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		<p>The department's personnel standards require faculty to participate in appropriate professional, university, and community service activities. Faculty members are expected to participate in a broad range of campus activities and in external community activities. During the site visit, the department chair stressed the emphasis placed on faculty service for decisions on faculty promotion and tenure. Faculty specifically cited the specificity of the service requirement in the personnel standards. Faculty who met with site visitors remarked that the program's service requirement reflects its values and that they felt that their service was rewarded and valued, and their success was encouraged by fellow faculty.</p> <p>The program's faculty complement is actively engaged in extramural service and incorporates this work into courses to benefit students. A faculty member works with the Southern California Earthquake Center to evaluate its Great ShakeOut Earthquake drills and has students analyze the resulting data in PUBH 508: Statistics. Another faculty member has been involved in the evaluation of</p>	<p>Click here to enter text.</p>	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means				

		<p>cigarette butt cleanups on the CSU Fullerton campus and has discussed this effort in PUBH 500: Issues in Public Health. Faculty in environmental health have worked with students to support the Inland Empire Waterkeeper, which focuses on the health of the Santa Ana river and surrounding communities. Another faculty member is chair of the City of Fullerton’s Community Development Citizen’s Committee and on the advisory board of the Insure the Uninsured Project and incorporates those perspectives during instruction and project advising.</p> <p>The department has identified three measures for faculty service: percent of faculty participating in extramural service activities; number of faculty-student service collaborations; and number of community-based service projects. For AY 2019-2020, 89% of faculty participated in extramural service; there were 16 faculty-student service collaborations; and there were 13 community-based service projects.</p>		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program uses a Community Advisory Board (CAB) for formal constituent feedback. Members represent important sectors such as local non-profits and healthcare agencies. The current board includes eight members, and the program faculty stated that they intend to double the size in the near future. The ERF included a copy of the	Please see narratives in B3, B4 and B5. See Attachment B4_3 for a diagram of evaluation data collection and assessment.	

<p>Ensures that constituents provide regular feedback on all of these:</p> <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 		<p>spring 2020 CAB meeting agenda and presentation slides used during that meeting. The minutes indicated discussion of the program’s upcoming accreditation and new MPH concentrations and courses.</p>		
<p>Defines methods designed to provide useful information & regularly examines methods</p>		<p>The MPH Program Committee reviews and revises the mission, vision, and goals each year during CAB meetings. The CAB has also provided input on the evaluation plan, the development of the self-study document, and the assessment of changing practice and research needs.</p>		
<p>Regularly reviews findings from constituent feedback</p>		<p>Internship supervisors have historically been the program’s most successful source of input on student performance. Site supervisors submit an evaluation of the intern’s leadership abilities, interpersonal skills, and professional character. The program administered an MPH Alumni Employer Survey over three years ago but was unsatisfied with the low response rate. During the site visit, the program reflected on the need to revise this survey and address the low response rate, but they are still in the early stages of this process. It will be important that the program focus on collecting data that is actionable and useful to the evaluation efforts and future success of the MPH program.</p> <p>While the program has not finalized its plans to revise the employer survey, it was clear during the site visit that the program is receiving stakeholder feedback on graduates’ abilities through other means. For example, a CAB member and employer of graduates shared that she felt the program was receptive to her recommendation that a greater emphasis be placed on program planning; she was invited to teach an elective course on the topic. Another CAB member suggested the need for more rigor in areas</p>		

		<p>such as budgeting and management and said he felt his feedback was well taken.</p> <p>Recent MPH alumni confirmed strong and continuing connections with program faculty. For example, an alumna said that the program values the perspectives and input offered by alumni and that she still feels connected to the program despite graduating several years ago.</p>		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The program publicizes service opportunities through a variety of means. Faculty post service opportunities on the program's Moodle portal and communicate activities via the MPH student representative. Faculty also encourage students to join Eta Sigma Gamma, the national health education honorary,	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		The program lists several opportunities that public health students have participated in, including presenting at APHA, attending a policy conference, and participating in community service activities. Students have presented at APHA roundtables in 2018 and 2020, assisted in the writing of a manuscript published in the International Journal of Environmental Research and Public Health on the correlates of health literacy among farmers in Thailand, and attended the CSU Health Science Policy Conference in 2018 and 2019. Students have also been involved in service activities such as The Great ShakeOut earthquake drills; the ERF presented two posters created		

		<p>by students assessing how the drills have impacted participants.</p> <p>Site visitors asked students how well they felt the program accommodated their work schedules, since most students work full-time during the day, and students felt that they were still able to participate in service activities when they wanted to. The program has self-identified the challenge in identifying service opportunities that match students' schedules as an area for future improvement.</p>		
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F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines a professional community or communities of interest & the rationale for this choice		The program seeks to provide professional development opportunities to the public health workforce of Orange County. This group was chosen because the program is in Orange County and most students live and ultimately accept full-time positions in the county.	In response to the committee's concerns regarding workforce professional development needs, please see narratives in B3, B4 and B5 regarding the revamped MPH Assessment Committee. The committee will be gathering input from the MPH Alumni (Attachment B4_2) and MPH Employer survey (will be drafted and implemented in May) in addition to the Community Advisory Board to address workforce development needs. Please see Attachment B4_3 for a diagram of evaluation data collection and assessment.	
Periodically assesses the professional development needs of individuals in priority community or communities		The program relies on its Community Advisory Board to assess the needs of the public health workforce. The advisory board meets two times per year, and members are expected to serve for at least two years to promote institutional memory and consistency. The program recently reconstituted the advisory board, and one meeting has taken place since then, in spring 2020. Although the meeting was conducted virtually due to the COVID-19 pandemic, the program said it was a productive conversation. The program intended to deploy a new online survey to collect input from the advisory board but		

		<p>was unable due to competing priorities to shift to online learning because of the pandemic.</p> <p>The first concern relates to the program’s lack of assessment data that truly reflect the needs of the defined community of interest, as required by this criterion. The program’s queries and surveys of stakeholders focused on what the program could better do to prepare its students. The program has identified eight skills that will benefit students in their careers, but these are skills that program leaders intend to incorporate into the MPH curriculum, rather than areas in which the program can provide programming to current community stakeholders.</p> <p>The second concern relates to the lack of a process of tracking and re-assessing the needs of the identified communities. Program faculty maintain strong relationships with partner organizations and academic institutions; however, there is no method to collect insights and record them for use in evaluating needs and developing programming in response. While informal data collection is acceptable, there must also be methods in place to ensure that data are collected and reviewed.</p>		
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F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		The program delivers professional development to the community through one mechanism. The program has provided a public health certificate program in conjunction with the Orange County Health Care Agency to the	In response to the committee’s concerns regarding workforce development activities, the program now has a better understanding of	

		<p>agency's current employees. Individuals enrolled in this program complete four public health courses to earn the certificate and have the option to count those courses toward earning an MPH degree. In its last administration in 2018, the certificate program enrolled approximately 14 students.</p> <p>The commentary relates to the minimal evidence of workforce development activities based on findings from Criterion F3. The public health certificate program was the only clear example provided and it has not been offered in two years. Additional examples mentioned during the site visit better demonstrate the program's commitment to service, rather than workforce development. For example, faculty and students led a focus group to assist with the assessment of an existing breast cancer navigation program at a local non-profit organization. The purpose was to identify the strengths of the current navigation program and opportunities for improvement.</p>	<p>what the site visit team was looking for. The program is enthusiastic about the prospect of providing seminars/ workshops on topics such as grant writing, program evaluation, understanding the intersection of race and public health, public health leadership skills, etc. As stated in section F3, the MPH Assessment Committee will be gathering input from the MPH Alumni (Attachment B4_2) and MPH Employer survey (will be drafted and implemented in May) in addition to the Community Advisory Board to address workforce development needs. Please see Attachment B4_3 for a diagram of evaluation data collection and assessment.</p>	
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		The program has identified underrepresented populations of interest and outlines goals and strategies related to these groups.	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		<p>The priority populations include historically underrepresented racial and ethnic minorities, specifically African Americans, Pacific Islanders, Southeast Asians, and Hispanics or Chicanos/Latinos. The program has adopted two goals to increase representation, persistence, and success of its identified populations. The goals were adopted from the College of Health and Human Development Strategic Plan and are to foster an inclusive environment; and recruit, support, and retain high quality and culturally diverse faculty and staff.</p> <p>The self-study lists strategies the program uses to promote inclusivity and foster a welcoming environment to enrich student learning and promote retention. It hosts social events like the MPH Meet and Greet, Holiday Party, Alumni Event, and Hooding Event, and encourages participation in the College-level peer mentoring program and the use of the Student Success Center.</p> <p>The program incorporates diversity, equity, and cultural competence into its core curriculum and has invited guest lecturers from diverse backgrounds to speak in program classes. Courses including Advanced Study in Program Planning and Evaluation; HPDP; and Advanced Methods in Epidemiology contain units on these topics. During the site visit, a faculty member discussed a project that centered on developing a culturally appropriate survey and intervention with a Latinx focus.</p> <p>To promote inclusivity in support of its goals concerning faculty and staff, the program promotes university-wide trainings and workshops on cultural competence offered regularly by the Faculty Development Center and the Diversity Initiatives and Resources Center. The department</p>		
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				

		<p>chair mentors newly hired tenure-track faculty during their first year, and the program publicly recognizes and awards faculty and staff accomplishments. The program complies with the campus Division of Human Resources, Diversity, and Inclusion's guidance on recruiting and retaining high-qualified and diverse faculty and staff. Department faculty serve on the College Diversity and Culture of Inclusion Task Force and participate in Community Advisory Board meetings.</p> <p>Cultural competence and diversity results included in the self-study indicate that 100% of students surveyed believe that the program values diverse individuals and communities. All respondents (n=11) indicated that the program teaches students to recognize that cultural differences affect all aspects of health and the health system. Seventy three percent of respondents reported that the MPH program encourages students to reflect on their own cultural biases, and 90% indicated that the program helps students develop cultural competence. During the site visit, students said that they felt that the program valued diversity. One student said, "I never found myself alone in terms of diversity on a faculty and student level." Another student said that CSU Fullerton's status as a Hispanic Serving Institution was influential in her decision to enroll.</p> <p>One hundred percent of faculty respondents (n=13) agreed that the program values diverse individuals and communities, and 77% agreed that the program teaches students to recognize that cultural differences affect all aspects of health and the health system. About 60% of faculty agreed that the program encourages students to</p>		
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		<p>reflect on their own cultural biases and 69% agreed that the program helps students develop cultural competence.</p> <p>The program has concentrated its recruitment efforts on enrolling more students from the priority populations and participates in several targeted recruitment fairs. The program was successful in recruiting 19 Hispanic/Latino students and six African American students over a three-year period. It recognizes the need to focus its recruitment efforts on the other identified racial/ethnic populations and cites gaps in data collection as an obstacle that the program, college, and university are working to address.</p> <p>The program recognizes its impact and capitalizes on the community's diversity in its recruitment efforts. Website information depicts the program's and university's diversity and has been a great draw for new students. The program has a very diverse faculty that is representative of the local population. Students who met with site visitors indicated that they feel very welcome knowing that they have classmates and faculty from similar backgrounds.</p>		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		The MPH program advisor provides academic advising to all students. Academic advising begins with a welcome letter to admitted students that provides information about registration and preparation for the first semester.	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula		New students attend an in-person orientation prior to the		

& about specific courses & programs of study		<p>first week of classes. During the orientation, students learn about the program's guiding statements; university policies governing graduate programs and students; and the MPH curriculum and internship. Students also take a campus tour.</p>		
<p>Qualified individuals monitor student progress & identify and support those who may experience difficulty</p>				
<p>Orientation, including written guidance, is provided to all entering students</p>		<p>A key role of the program advisor is to work with the student to establish and approve the student's course of study, which serves as the contract between the student and university for meeting degree requirements. The MPH program advisor is responsible for monitoring student progress, with the support of the Graduate Studies Office, and identifying those who may experience difficulty progressing.</p> <p>The MPH program advisor also is the instructor of the introductory course PUBH 500: Issues in Public Health, which all students take during their first semester. The course provides additional opportunities to ensure that expectations are clear, and questions are answered. The program advisor visits a core class every semester to review relevant policies and procedures and to answer questions from students. The program advisor also ensures that all faculty know what is expected of students. Students can meet with the MPH program advisor during posted office hours (three hours per week) to discuss advising issues in a one-on-one setting. During the site visit, students reported easy access by email to the program advisor.</p> <p>Beginning with fall 2020, the program has assigned a faculty mentor to each to incoming student. The mentor's role is to be a more personal contact for the student with a focus on guiding the whole person through the</p>		

		<p>academic environment. During the site visit, students confirmed ready access to the program advisor and many other faculty in the department. They noted that faculty reach out to them. One student commented that she feels comfortable contacting faculty about any needs or questions. Another student mentioned that there is connection and communication with faculty and “they are listening and encouraging.” Another student valued the diverse faculty and appreciated that some of them had been like her as the first-generation in her family to go to college.</p> <p>The self-study indicates that students are mostly satisfied with the academic advising they receive. When asked whether the MPH program advisor was responsive to questions and needs, 88%, 75%, and 83% agreed or strongly agreed in the last three years. When asked whether the MPH program advisor was an accessible and knowledgeable resource, 92%, 79%, and 83% agreed or strongly agreed. The current MPH program advisor has been in the role for two years, and the program explains that student satisfaction dropped during his first year as he grew familiar with expectations; satisfaction is now increasing.</p> <p>The self-study acknowledges that the workload for a single individual serving as program advisor can be heavy and can create bottlenecks when disseminating information and processing administrative paperwork. COVID-19 has facilitated the electronic submission of administrative paperwork, which the program hopes will better streamline the process throughout the university. The MPH Program Committee plans to evaluate the switch to electronic processing in spring 2021.</p>		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		The program provides career advising through courses, the internship, and other extracurricular activities. Students take PUBH 500: Issues in Public Health in the first semester of the program and are introduced to the career services available from the CSU Fullerton Career Planning and Placement Center. The center offers workshops on resume writing, interviewing, social media, and career networking, and has a searchable job database. During the site visit, all students who met with site visitors reported taking advantage of workshops and services provided by the career center.	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni		<p>COVID-19 has curtailed in-person career activities, but the program had hosted an MPH Meet and Greet each fall to facilitate networking between students and alumni. Each spring, there has been an additional networking event where MPH alumni could share their perspectives and strategies for getting the most out of the graduate program and finding employment as a public health professional.</p> <p>The program considers career advising to be an important element of students’ internship placements. The MPH internship coordinator meets with students individually to select an appropriate site that will allow them to develop individualized learning objectives that support the desired career path. The program also encourages students to use</p>		

		<p>their internship site supervisors as a resource for career guidance.</p> <p>All MPH faculty maintain office hours during which students may contact them for advice about coursework, research, community service activities, and career advising. Students reported receiving frequent emails from the program advisor and other faculty about job opportunities.</p> <p>The self-study gives examples of career advising provided to students and alumni in the last three years. The MPH program advisor has provided career advising to four students during regular office hours. A faculty member offered a student advice about applying to doctoral programs during ILE advising. Another faculty member met with a program graduate at the APHA annual meeting and spoke at length about careers in public health and doctoral programs. Students reported that the program and faculty are very responsive in providing letters of reference when needed.</p> <p>Based on data presented in the self-study, students have expressed lower satisfaction with career advising compared with academic advising. Only 67%, 58%, and 75% agreed or strongly agreed that the program provided useful information about jobs in public health. The program collects this information when students submit their APE portfolios, which ensures a high response rate. Data for the most recent year are still incomplete because some students were still finishing the APE.</p> <p>During the site visit, faculty and alumni noted that historically the last semester of the student's experience</p>		
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		had been focused on the APE and ILE. The result was less time on campus and less structured contact with students in the last semester. The program has moved the APE to the end of the first year. One expected outcome of the change is that students will have more structured time on campus during the last semester for easier access to career services and faculty to discuss career options. The program plans to expand its career advising efforts during students' last semester on campus.		
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H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		The university has clear policies in place related to student complaints, and students have multiple avenues to seek resolution. Students are encouraged to discuss concerns and grievances with the instructor involved as a first step. If the complaint cannot be resolved, then the student meets with the MPH program advisor and the department chair, if needed. The chair instructs students on how to file a formal complaint beyond the department in accordance with the process described in the university catalog. The university and department websites include links to the university policy statement and the university student handbook, which address the policies and procedures for types of grievances and problems that students may encounter.	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				
All complaints are processed & documented				

		<p>as referring the student to the Title IX coordinator if the complaint relates to discrimination or harassment, or to the dean of students if the complaint relates to an academic issue like unfair grading.</p> <p>The self-study states that the program has not had any formal complaints in the last three years. During the site visit, one student reported using the informal process to address and have resolution on an issue related to coursework.</p> <p>Students were knowledgeable about the complaint process. Students also discussed the Title IX office and the student body organizations as avenues for seeking help and addressing complaints.</p>		
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H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The program focuses its recruitment efforts on underrepresented individuals, local health care agency personnel, community health educators, and recent bachelor's degree graduates exhibiting strong experience and interest in public health. The program benefits from informal marketing channels such as word-of-mouth and outreach from its alumni network. Additional methods for increasing program visibility include campus community forums and trainings provided by the program and department; banners and booths at job fairs, graduate degree fairs, and conferences; program information sessions held twice each fall; and MPH announcement	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				

		<p>boards in a building that houses many undergraduate courses and community and sporting events with heavy foot traffic. The program also attracts students through a certificate program offered to employees of the Orange County Health Care Agency. Upon completion, graduates have the option to matriculate into the MPH program.</p> <p>To apply to the MPH program, prospective students are expected to hold a bachelor's degree from an accredited institution with at least a 2.5 GPA in the last 60 credits attempted and a cumulative GPA of 2.7 or higher. It is expected that applicants have completed six credits of statistics and research methods with a grade of B or better. Applicants must also submit their GRE scores, two letters of recommendation, a statement of purpose and answers to supplemental questions, and evidence of educational and career, volunteer, or internship experience in the applicant's preferred track. Applicants whose native language is not English must submit TOEFL scores, and the MPH Admissions Committee and a representative from the university's American Language Program meets with the applicant to determine whether the applicant's career interests, oral communication, and writing skills are appropriate for admission to the MPH program.</p> <p>The MPH Admissions Committee reviews all MPH applications and makes recommendations to the MPH program advisor and department chair. Applications are randomly distributed to committee members and scored holistically using a rubric. Undergraduate GPA, work experience, and GRE test scores account for 70% of the potential score. Each application is independently reviewed by two committee members, and the average score is used to rank each applicant. The program offers</p>		
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		<p>admission to the most highly qualified applicants until the target cohort size of 25-30 students is reached.</p> <p>To assess its success in enrolling a qualified student body, the program tracks GRE writing scores of accepted students and the percentage of admitted students with previous public health-related experience. The program seeks to admit at least 90% of students with GRE writing scores of 3.0 or better. In the last three years, the program reached 89%, 88%, and 98%. The program also seeks to admit at least 70% of students with previous relevant work experience. In the last three years, the program achieved 54%, 61%, and 75%. These measures and target thresholds appear appropriate and meaningful to the program.</p>		
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The program has clear and publicly available information on MPH educational offerings. Students can access information about admissions guidelines, grading policies, academic integrity standards, 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				

AGENDA

**Council on Education for Public Health Site Visit Agenda
CSU Fullerton Master of Public Health Program**

Wednesday, November 11, 2020

2:00 pm PDT, 3:00 pm MDT, 4:00 pm CDT, 5:00 pm EDT

Site Visit Team Executive Session 1

Thursday, November 12, 2020

8:45 am PDT, 9:45 am MDT, 10:45 am CDT, 11:45 am EDT

Site Visit Team Executive Session 2

9:15 am PDT, 10:15 am MDT, 11:15 am CDT, 12:15 pm EDT

Program Evaluation

Participants	Topics on which participants are prepared to answer team questions
<i>Joshua Yang, PhD – Professor & MPH Program Advisor, Jasmeet Gill, PhD – Associate Professor & MPH Accreditation Chair Michele Wood, PhD – Professor & Department Chair</i>	<i>Guiding statements – process of development and review?</i>
<i>Joshua Yang, PhD – Professor & MPH Program Advisor, Jasmeet Gill, PhD – Associate Professor & MPH Accreditation Chair Michele Wood, PhD – Professor & Department Chair</i>	<i>Evaluation processes – how does program collect and use input/data?</i>
<i>Michele Wood, PhD – Professor & Department Chair</i>	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i>
<i>Michele Wood, PhD – Professor & Department Chair</i>	<i>Budget – who develops and makes decisions?</i>
Total participants: 3	

10:15 am PDT, 11:15 am MDT, 12:15 pm CDT, 1:15 pm EDT

Break

10:30 am PDT 11:30 am MDT, 12:30 pm CDT, 1:30 pm EDT	
Curriculum 1	
Participants	Topics on which participants are prepared to answer team questions
<i>Joshua Yang, PhD – Professor & MPH Program Advisor, instructor PUBH 500 and 540</i> <i>Michele Wood, PhD – Professor & Department Chair</i> <i>Jasmeet Gill, PhD – Associate Professor & MPH Accreditation Chair, instructor PUBH 501</i> <i>Philip Gedalanga, PhD – Assistant Professor, instructor PUBH 515 & EOHS Concentration Lead</i> <i>Portia Jackson Preston, PhD –Assistant Professor, future instructor PUBH 535</i> <i>Alice Lee, PhD – Assistant Professor, instructor PUBH 510</i> <i>Jennifer Piazza, PhD – Associate Professor & GERO Concentration Lead</i> <i>Pimbucha Rusmevichientong, PhD – Assistant Professor, instructor PUBH 508</i>	<i>Foundational knowledge</i>
<i>Joshua Yang, PhD – Professor & MPH Program Advisor, instructor PUBH 500 and 540</i> <i>Michele Wood, PhD – Professor & Department Chair</i> <i>Philip Gedalanga, PhD – Assistant Professor, instructor PUBH 515 & EOHS Concentration Lead</i> <i>Jasmeet Gill, PhD – Associate Professor & MPH Accreditation Chair, instructor PUBH 501</i> <i>Portia Jackson Preston, PhD –Assistant Professor, future instructor PUBH 535</i> <i>Alice Lee, PhD – Assistant Professor, instructor PUBH 510</i> <i>Jennifer Piazza, PhD – Associate Professor & GERO Concentration Lead</i> <i>Pimbucha Rusmevichientong, PhD – Assistant Professor, instructor PUBH 508</i>	<i>Foundational competencies – didactic coverage and assessment</i>
<i>Joshua Yang, PhD – Professor & MPH Program Advisor, instructor PUBH 500 and 540, HP/DP Concentration Lead</i> <i>Philip Gedalanga, PhD – Assistant Professor, instructor PUBH 515 & EOHS Concentration Lead</i> <i>Jennifer Piazza, PhD – Associate Professor & GERO Concentration Lead</i>	<i>Concentration competencies – development, didactic coverage, and assessment</i>
Total participants: 8	

11:45 am PDT, 12:45 pm MDT, 1:45 pm CDT, 2:45 pm EDT

Break

12:30 pm PDT, 1:30 pm MDT, 2:30 pm CDT, 3:30 pm EDT

Students

Participants	Topics on which participants are prepared to answer team questions
<p><i>Current MPH Students</i> <i>(First year)</i> <i>Monica Avila</i> <i>Catherine Lapointe</i> <i>Regina Merrill</i> <i>Rienne Medina</i></p> <p><i>(Second year)</i> <i>Afsana Faruqui</i> <i>Claudia Pacheco</i> <i>Hannah Peterson</i> <i>Amy Trinh</i> <i>Amy Santos</i></p>	<p><i>Student engagement in program operations</i> <i>Curriculum</i> <i>Resources (physical, faculty/staff, IT)</i> <i>Involvement in scholarship and service</i> <i>Academic and career advising</i> <i>Diversity and cultural competence</i> <i>Complaint procedures</i></p>
Total participants: 9	

1:30 pm PDT, 2:30 pm MDT, 3:30 pm CDT, 4:30 pm EDT

Break

1:45 pm PDT, 2:45 pm MDT, 3:45 pm CDT, 4:45 pm EDT

Curriculum 2

Participants	Topics on which participants are prepared to answer team questions
<p><i>Joshua Yang, PhD – Professor & MPH Program Advisor</i> <i>Jasmeet Gill, PhD – Associate Professor & MPH Accreditation Chair</i> <i>Mojgan Sami, PhD – Assistant Professor & APE Coordinator</i></p>	<p><i>Applied practice experiences</i></p>

<i>Michele Wood, PhD – Professor & Department Chair</i>	
<i>Joshua Yang, PhD – Professor & MPH Program Advisor</i> <i>Jasmeet Gill, PhD – Associate Professor & MPH Accreditation Chair</i> <i>Michele Wood, PhD – Professor & Department Chair</i>	<i>Integrative learning experiences</i>
<i>N/A</i>	<i>Public health bachelor's degrees</i>
<i>Joshua Yang, PhD – Professor & MPH Program Advisor</i> <i>Jasmeet Gill, PhD – Associate Professor & MPH Accreditation Chair</i> <i>Michele Wood, PhD – Professor & Department Chair</i>	<i>Academic public health degrees</i>
<i>N/A</i>	<i>Distance education</i>
Total participants: 4	

2:45 pm PDT, 3:45pm MDT, 4:45pm CDT, 5:45pm EDT
Break

3:00 pm PDT, 4:00pm MDT, 5:00pm CDT, 6:00pm EDT Instructional Effectiveness	
Participants	Topics on which participants are prepared to answer team questions
<i>Maria Koleilat, PhD – Associate Professor, Chair of Department Personnel Committee, AY 20-21</i>	<i>Currency in areas of instruction & pedagogical methods</i>
<i>Shana Charles, PhD – Associate Professor</i>	<i>Scholarship and integration in instruction</i>
<i>Lilia Espinoza, PhD – Associate Professor</i>	<i>Extramural service and integration in instruction</i>
<i>Danny Kim, PhD – Associate Professor</i>	<i>Integration of practice perspectives</i>
<i>Alice Lee, PhD – Assistant Professor, instructor PUBH 510</i>	<i>Professional development of community</i>
<i>Archana McEligot, PhD – Professor</i>	
<i>Jennifer Piazza, PhD – Associate Professor & GERO Concentration Lead</i>	
<i>Pimbucha Rusmevichientong, PhD – Assistant Professor, instructor PUBH 508</i>	
<i>Diana Tisnado, PhD – Professor</i>	
Total participants: 9	

4:00 pm PDT, 5:00 pm MDT, 6:00 pm CDT, 7:00 pm EDT
Break

4:15 pm PDT, 5:15 pm MDT, 6:15 pm CDT, 7:15 pm EDT

Participants	Topics on which participants are prepared to answer team questions
<u>Community Advisory Board Members</u>	<i>Involvement in program evaluation & assessment</i>
Amy Buch, MPH	<i>Perceptions of current students & program graduates</i>
Contact Tracing Manager, COVID-19 Response Team, University of California, Irvine	<i>Perceptions of curricular effectiveness</i>
Vattana Peong, MPH	<i>Applied practice experiences</i>
Director, The Cambodian Family	<i>Integration of practice perspectives</i>
Barry Ross, RN, MPH, MBA	<i>Program delivery of professional development opportunities</i>
Regional Director, Community Health Investment, Providence St. Joseph Health, Southern California	
<u>MPH alumni</u>	
Hannah Montgomery, MPH, CHES	
Blended Health & Blended PE Teacher, Elsinore High School, Lake Elsinore, CA & part-time lecturer, Department of Public Health	
Claudia Pinedo, MPH	
Community Engagement Coordinator, St. Mary Medical Center	
Kristopher Pratt, MPH, CHES	
Community Engagement Coordinator, Kaiser Permanente Bernard J Tyson School of Medicine	
Krupa Shah, MPH	
Assistant Director of Recreation and Wellness, St. Edward's University in Austin TX	
Minhxuan Tran, MPH	
Research Associate, UCLA Center for Health Services and Society	
<u>Internship Preceptors</u>	
Vattana Peong, MPH	
Director, The Cambodian Family	
Barry Ross, RN, MPH, MBA	
Regional Director, Community Health Investment, Providence St. Joseph Health, Southern California	
<u>Employers of recent graduates</u>	
Genesis Sandoval, MPH	

<i>Public Health Projects Manager, Orange County Health Care Agency Eric Shearer, MPH Senior Epidemiologist, Orange County Health Care Agency Yolanda Salomon-Lopez, Clinical Liaison Supervisor, St. Mary Medical Center</i>	
Total participants: 11	

5:15 pm PDT 6:15pm MDT, 7:15pm CDT, 8:15pm EDT
Site Visit Team Executive Session 3

5:45 pm PDT 6:45pm MDT, 7:45pm CDT, 8:45pm EDT
Adjourn

Friday, November 13, 2020

8:30 am PDT, 9:30am MDT, 10:30am CDT, 11:30am EDT	
University Leaders	
Participants	Topics on which participants are prepared to answer team questions
<i>Framroze Virjee, JD - University President Laurie Rodes, PhD - Dean, College of Health and Human Services</i>	<i>Program's position within larger institution</i>
<i>Framroze Virjee, JD - University President Laurie Rodes, PhD - Dean, College of Health and Human Services</i>	<i>Provision of program-level resources</i>
<i>Framroze Virjee, JD - University President Laurie Rodes, PhD - Dean, College of Health and Human Services</i>	<i>Institutional priorities</i>
Total participants: 2	

9:15 am PDT, 10:15am MDT, 11:15am CDT, 12:15pm EDT
Site Visit Team Executive Session 4

1:00 pm PDT, 2:00pm MDT, 3:00pm CDT, 4:00pm EDT

Exit Briefing