



Department of Public Health

## **Master of Public Health 2016 Criteria Self-Study**

Final Accreditation Self-Study

Submitted to the  
Council on Education for Public Health  
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## LIST OF ABBREVIATIONS

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<b>ALP:</b>	American Language Program
<b>APA:</b>	Association for Psychological Science
<b>APE:</b>	Applied Practice Experiences
<b>APHA:</b>	American Public Health Association
<b>ASC:</b>	Auxiliary Services Corporation
<b>AY:</b>	Academic Year
<b>CAB:</b>	Community Advisory Board
<b>CDC:</b>	Centers for Disease Control and Prevention
<b>CEU:</b>	Continuing Education Units
<b>CEPH:</b>	Council on Education for Public Health
<b>CFA:</b>	California Faculty Association
<b>CHES:</b>	Certified Health Education Specialist
<b>CHHD:</b>	College of Health and Human Development
<b>CICE:</b>	Center for Internships and Community Engagement
<b>CIH:</b>	Certified Industrial Hygienist
<b>CINAHL:</b>	Cumulative Index to Nursing and Allied Health Literature
<b>CIPE:</b>	Center and Institute Planning and Expansion Program
<b>CJHP:</b>	Californian Journal of Health Promotion
<b>CFA:</b>	California Faculty Association
<b>CFO:</b>	Chief Financial Officer
<b>CMS:</b>	Content Management System
<b>COMM:</b>	Department of Communications
<b>CPEC:</b>	California Post-Secondary Education Commission
<b>CPH:</b>	Certified in Public Health
<b>CSFPF:</b>	California State University, Fullerton Philanthropic Foundation
<b>CSPP:</b>	California School of Professional Psychology
<b>CSU:</b>	California State University
<b>CSUF:</b>	California State University, Fullerton
<b>CSULB:</b>	California State University, Long Beach
<b>CV:</b>	Curriculum Vitae
<b>DIEP:</b>	Diversity, Inclusion & Equity Programs
<b>DPS:</b>	Department Personnel Standards
<b>DrPA:</b>	Doctorate in Public Administration
<b>DrPH:</b>	Doctorate in Public Health
<b>EC:</b>	Education Classroom
<b>ECC:</b>	Electronic Core Collection
<b>EOHS:</b>	Environmental and Occupational Health and Safety
<b>ESG:</b>	Eta Sigma Gamma
<b>ESHA:</b>	Elizabeth Stewart Hands and Associates Food Processor Nutritional Analysis Software
<b>EPOCHS:</b>	Enhancing Postbaccalaureate Opportunities at Cal State Fullerton for Hispanic Students

## LIST OF ABBREVIATIONS (continued)

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<b>ERF:</b>	Electronic Resource File
<b>FAQ:</b>	Frequently Asked Questions
<b>FAR:</b>	Faculty Affairs and Records
<b>FDC:</b>	Faculty Development Center
<b>FEMA:</b>	Federal Emergency Management Agency
<b>FTEF:</b>	Full-time Equivalent Faculty
<b>FTE:</b>	Full-time Equivalent
<b>FTES:</b>	Full-time Equivalent Students
<b>FY:</b>	Fiscal Year
<b>GERO:</b>	Gerontological Health
<b>GI:</b>	Graduation Initiative
<b>GPA:</b>	Grade Point Average
<b>GRE:</b>	Graduate Record Examination
<b>GS:</b>	Graduate Studies
<b>HC:</b>	Head Count
<b>HESC:</b>	Department of Health Science
<b>HHD:</b>	(College of) Health and Human Development
<b>HPDP:</b>	Health Promotion and Disease Prevention
<b>HPRI:</b>	Health Promotion Research Institute
<b>HR:</b>	Human Resources
<b>HRSA:</b>	Health Resources and Services Administration
<b>IDC:</b>	Indirect Costs
<b>ILE:</b>	Integrative Learning Experience
<b>IRB:</b>	Institutional Review Board
<b>IT:</b>	Information Technology
<b>KHS:</b>	Kinesiology and Health Science
<b>KNES:</b>	Department of Kinesiology
<b>LCSW:</b>	Licensed Clinical Social Worker
<b>LGBT:</b>	Lesbian, Gay, Bisexual, Transgender
<b>LMS:</b>	Learning Management System
<b>MBA:</b>	Masters of Business Administration
<b>MCHES:</b>	Master Certified Health Education Specialist
<b>MGI:</b>	Mission and Goals Initiative
<b>MHRT:</b>	Minority Health and Health Disparities Research Training Program
<b>MiFi:</b>	Mobile WiFi
<b>MPH:</b>	Master of Public Health
<b>MPP:</b>	Master of Public Policy
<b>MS:</b>	Microsoft
<b>MSW:</b>	Masters of Social Work
<b>NCHEC:</b>	National Commission for Health Education Credentialing
<b>NCI:</b>	National Cancer Institute
<b>NGO:</b>	Non-governmental organization

## LIST OF ABBREVIATIONS (continued)

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<b>NIH:</b>	National Institutes of Health
<b>NPO:</b>	Non-profit organization
<b>OCHCA:</b>	Orange County Health Care Agency
<b>OGC:</b>	Office of Grants and Contracts
<b>OIT:</b>	Office of Information Technology
<b>ORD:</b>	Office of Research Development
<b>PI:</b>	Principal Investigator
<b>PIF:</b>	Primary Instructional Faculty
<b>PUBH:</b>	Public Health
<b>POSC:</b>	Department of Political Science
<b>PRBC:</b>	University Planning, Resource and Budget Committee
<b>RAM:</b>	Random Access Memory
<b>REHS:</b>	Registered Environmental Health Specialist
<b>RSCA:</b>	Research, Scholarly, and Creative Activities Grant Program
<b>RN:</b>	Registered Nurse
<b>RTP:</b>	Retention, Tenure and Promotion
<b>SAIC:</b>	Science Applications International Corporation
<b>SAS:</b>	Statistical Analysis System
<b>SDSU:</b>	San Diego State University
<b>SFR:</b>	Student/Faculty Ratios
<b>SOQ:</b>	Student Opinion Questionnaires
<b>SPSS:</b>	IBM Statistical Product and Service Solutions
<b>SWOT:</b>	Strengths, Weakness, Opportunities, Threats
<b>TOEFL:</b>	Test of English as a Foreign Language
<b>UA:</b>	University Advancement
<b>UCI:</b>	University of California, Irvine
<b>UCLA:</b>	University of California, Los Angeles
<b>UCSD:</b>	University of California, San Diego
<b>UIC:</b>	University of Illinois, Chicago
<b>ULC:</b>	University Learning Center
<b>UNC:</b>	University of North Carolina
<b>UPS:</b>	University Policy Statement
<b>USC:</b>	University of Southern California
<b>USDA:</b>	United States Department of Agriculture
<b>VP:</b>	Vice President
<b>VPAA:</b>	Provost/Vice-President for Academic Affairs
<b>WASC:</b>	Western Association of Schools and Colleges
<b>WSCUC:</b>	Western Association of Schools and Colleges Senior College and University Commission

## Introduction

### 1) Describe the institutional environment, which includes the following:

- a. year institution was established and its type (e.g., private, public, land-grant, etc.)

California State University, Fullerton (CSUF) was founded in 1957 as a comprehensive state university. As part of the 23-campus California State University (CSU) system, CSUF is subject to policies established by the California Legislature and the CSU Board of Trustees. Governance at the campus level is the responsibility of the President (Framroze Virjee, JD). CSUF is fully accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC); nationally accredited in art athletic training, business, chemistry, communications, communicative disorders, computer science, dance, engineering, music, nursing, public administration, public health, social work, teacher education and theater.

- b. number of schools and colleges at the institution and the number of degrees offered by the institution at each level (bachelor's, master's, doctoral and professional preparation degrees)

California State University, Fullerton offers 110 degree programs – 55 undergraduate and 55 graduate – including a doctorate in education and doctor in nursing practice. The academic programs are housed within 8 colleges: Arts; Business and Economics; Communications; Education; Engineering and Computer Science; Health and Human Development; Humanities and Social Sciences; Natural Sciences and Mathematics. Degree programs at CSUF include: Bachelor of Arts (36), Bachelor of Fine Arts (2), Bachelor of Music, Bachelor of Science (16), Master of Arts (18), Master of Business Administration, Master of Fine Arts (3), Master of Music, Master of Public Administration, Master of Public Health, Master of Science (27), Master of Social Work, Doctor of Education, and Doctor of Nursing Practice. CSUF offers certificate programs that are designed to help individuals advance or change career paths by providing an in-demand skill set. Certificate programs are offered for different fields of work: Business (8); Crime and Forensics (3); Fiduciary Management (2); Technology and Engineering (6); and Human Resources Management. Programs for educators are also offered at CSUF, and include: Teacher Induction Program, Clear Education Specialist Credential, Single Subject Credential Prerequisites, Prerequisites for Special Education Preliminary Credential Program, Autism Added Authorization, and Postsecondary Literacy and Learning Certificate.

- c. number of university faculty, staff and students

In Fall 2019, there were 39,868 students enrolled including 1,579 international students from 77 nations. Over half of the students were female (57.5%) and the student body is racially/ethnically diverse (Asian 20.5%, Black/African American 2.0%, Hispanic/Latinx 43.8%, International\* 7.1%, Multi-Race 3.9%, Native American .1%, Pacific Islander .2%, White 19.3%, and Unknown 3.2%). The university has over 4,000 full- and part-time faculty (2,305 instructional faculty and 73 non-instructional faculty) and staff members.

- d. brief statement of distinguishing university facts and characteristics

In the *US News & World Report* (2019), CSUF ranked as number 3 on the “Top Public School” list and ranked among the top regional universities of the West that offer a full range of undergraduate majors, plus master's and some doctoral programs. *Diverse Issues in Higher Education* (2019) ranks CSUF 2<sup>nd</sup> in the nation in the number of baccalaureate degrees awarded to minority students, based on data from the U.S. Department of Education. CSUF is 3<sup>d</sup> in California and 5<sup>th</sup> in the nation in awarding baccalaureate degrees to Hispanic students. Among Asian-American students, it ranks 11<sup>th</sup> nationally for the number of bachelor's degrees and 8<sup>th</sup> in the state for both bachelor's and master's degrees awarded. *Money* ranks CSUF in the Top 3% of “Best Colleges for Your Money” (2019) and *Forbes* ranks CSUF among top U.S. institutions for “Best Value.” (2019)

As of May 2020, more than 302,670 students have graduated from CSUF in 55 undergraduate degrees and 55 graduate degrees, including a Doctorate in Education and Doctor of Nursing Practice. CSUF is the only CSU located in Orange County, and most students live in Orange County and were educated at California schools and junior colleges.

Faculty members were awarded \$31.5 million in grants and contracts for research and scholarly activities in 2019-20. A 2017 economic impact analysis shows that CSUF is a major driver of economic activity statewide, powering \$2.26 billion in economic activity, supporting more than 15,000 jobs and generating \$126 million in local and state tax revenue. The bulk of that impact is felt in Orange and Los Angeles counties. In addition, CSUF returns \$13.40 to California's economy for every dollar invested by the state.

- e. names of all accrediting bodies (other than CEPH) to which the institution responds. The list must include the regional accreditor for the university as well as all specialized accreditors to which any school, college or other organizational unit at the university responds

California State University, Fullerton was initially accredited by Western Association of Schools and Colleges (WASC) –WSCUC in 1961. The most recent WSCUC review took place in 2019, which granted CSUF reaffirmation for a full and maximum 10-year period. Individual programs maintain separate accreditations from the following: National Association of Schools of Art and Design; National Association of Schools of Dance; National Association of Schools of Music; National Association of Schools of Theatre; Association to Advance Collegiate Schools of Business; Council on Academic Accreditation in Audiology and Speech-Language Pathology; Accrediting Council on Education in Journalism and Mass Communications; Public Relations Society of America; National Council for Accreditation of Teacher Education; Accreditation Board for Engineering and Technology; ArbNet Arboretum Accreditation Program; Council for Accreditation of Counseling and Related Educational Programs; Council for Standards in Human Services Education; Commission on the Accreditation of Athletic Training Education; Commission on Collegiate Nursing Education; Council on Education for Public Health; Council on Social Work Education; Network of Schools of Public Policy, Affairs, and Administration; American Chemical Society; American Association of Nurse Anesthetists; American College of Nurse Midwives; California Board of Registered Nursing; and California Commission on Teacher Credentialing.

- f. brief history and evolution of the public health program (PHP) and related organizational elements, if applicable (eg, date founded, educational focus, other degrees offered, rationale for offering public health education in unit, etc.)

The Department of Public Health (formerly called Health Science) was founded in 2005. Prior to this date, CSUF had a Health Science minor housed in the Department of Kinesiology. The rise in Health Science minors, combined with demand in the field of public health and allied health, lead to the creation of the department. Three concentrations were formed based on faculty expertise and research areas.

From 2013 - 2019, the MPH program and the Department underwent numerous changes. In addition to revising curriculum to meet the 2016 Accreditation Criteria, the Department experienced a tremendous amount of growth and transitions, including the renaming of the Department to "Public Health", with revised undergraduate programs (approved, 2019). The number of faculty approximately doubled and there were significant changes in administration and leadership. The MPH Administrative Support person, who had been with the program from its inception, retired. Subsequently, the position has had 3 different people, in succession, assume the role. Three (former) Department Chairs have left the University - two were promoted to leadership positions at other universities and one faculty retired. The summer that Dr. Wood transitioned to Department Chair was bookended by sabbaticals of the former (Dr. Gill) and the current (Dr. Yang) MPH Program Advisor. As a consequence, the department suffered a loss of institutional memory and delays in efforts to adopt and implement accreditation requirements.

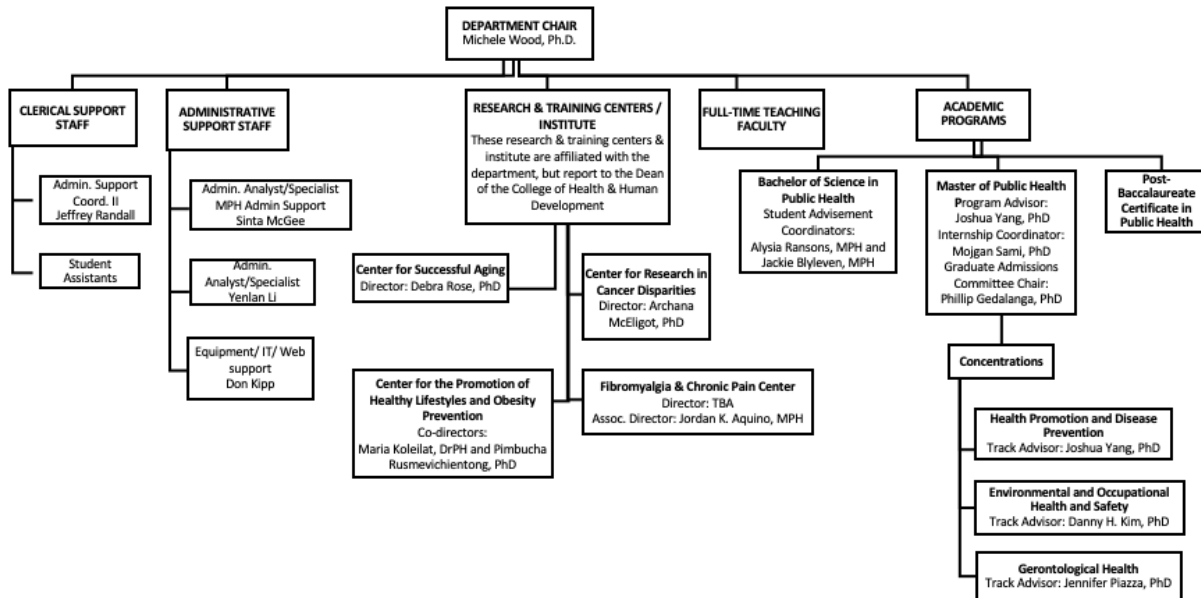
Though these unforeseen events have been challenging, the current department leadership has learned from the experiences and is working collaboratively to create systematic and institutionalized processes and procedures that are less reliant on individual faculty and are more embedded within the department.



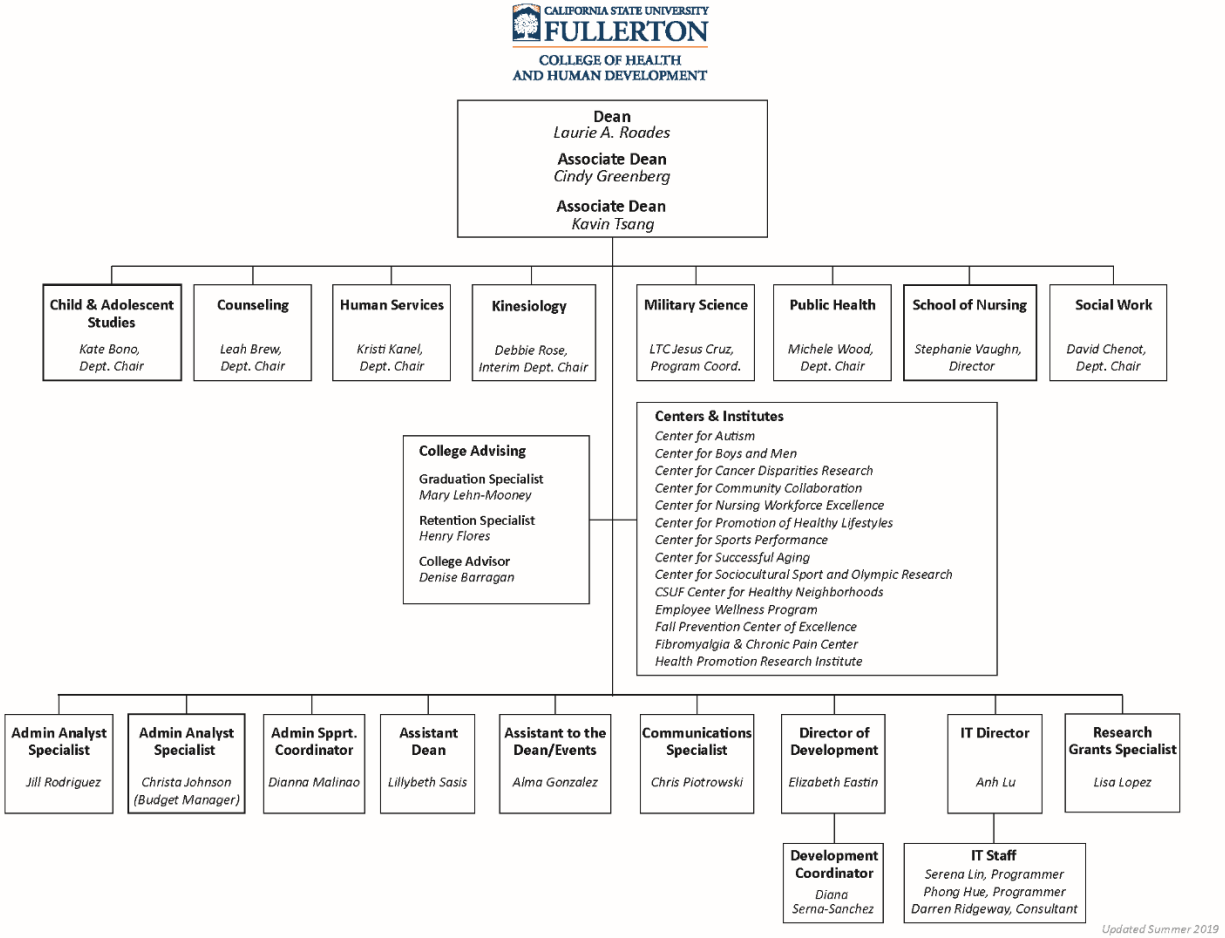
The Department of Public Health is part of the College of Health and Human Development (CHHD). CHHD is among the most popular and fastest growing colleges in the University, led by Dr. Laurie Roades who was appointed Dean in January 2016. The mission of the College of Health and Human Development is to provide exemplary education, research, and community outreach related to human health, development, and lifelong well-being. Emphasis is placed on both theory and evidence-based practice, with special attention to the development of critical thinking, leadership, and professional skills needed in a global society. The ethnic distribution of the CHHD student body is 46.4% Hispanic, 22.7% Asian/Pacific Islander, 17.7% White, 4% Multi-Race, 3.6% International, 3.3% Unknown, 2.2% Black, and 0.1% American Indian (2018). CHHD includes 8 academic divisions: Child and Adolescent Studies; Counseling; Human Services; Kinesiology; Public Health; Nursing; Social Work; and Military Science Program. The College also houses 14 Institutes and Centers in support of its mission: Center for Autism; Center for Boys and Men; Center for Cancer Disparities Research; Center for Community Collaboration; Center for Healthy Neighborhoods; Center for Nursing Workforce Excellence; The Center for Sociocultural Sport and Olympic Research; Center for Sport Performance; Center for Successful Aging; Center for the Promotion of Healthy Lifestyles and Obesity Prevention; Employee Wellness Center; Fall Prevention Center for Excellence; Fibromyalgia and Chronic Pain Center; and Health Promotion Research Institute.

**2) Organizational charts that clearly depict the following related to the program:**

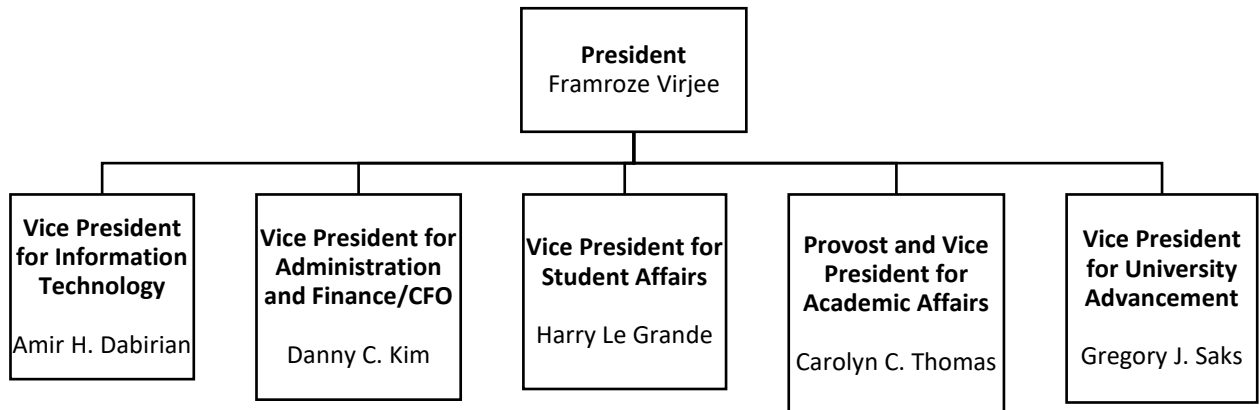
- a. the program's internal organization, including the reporting lines to the dean/director



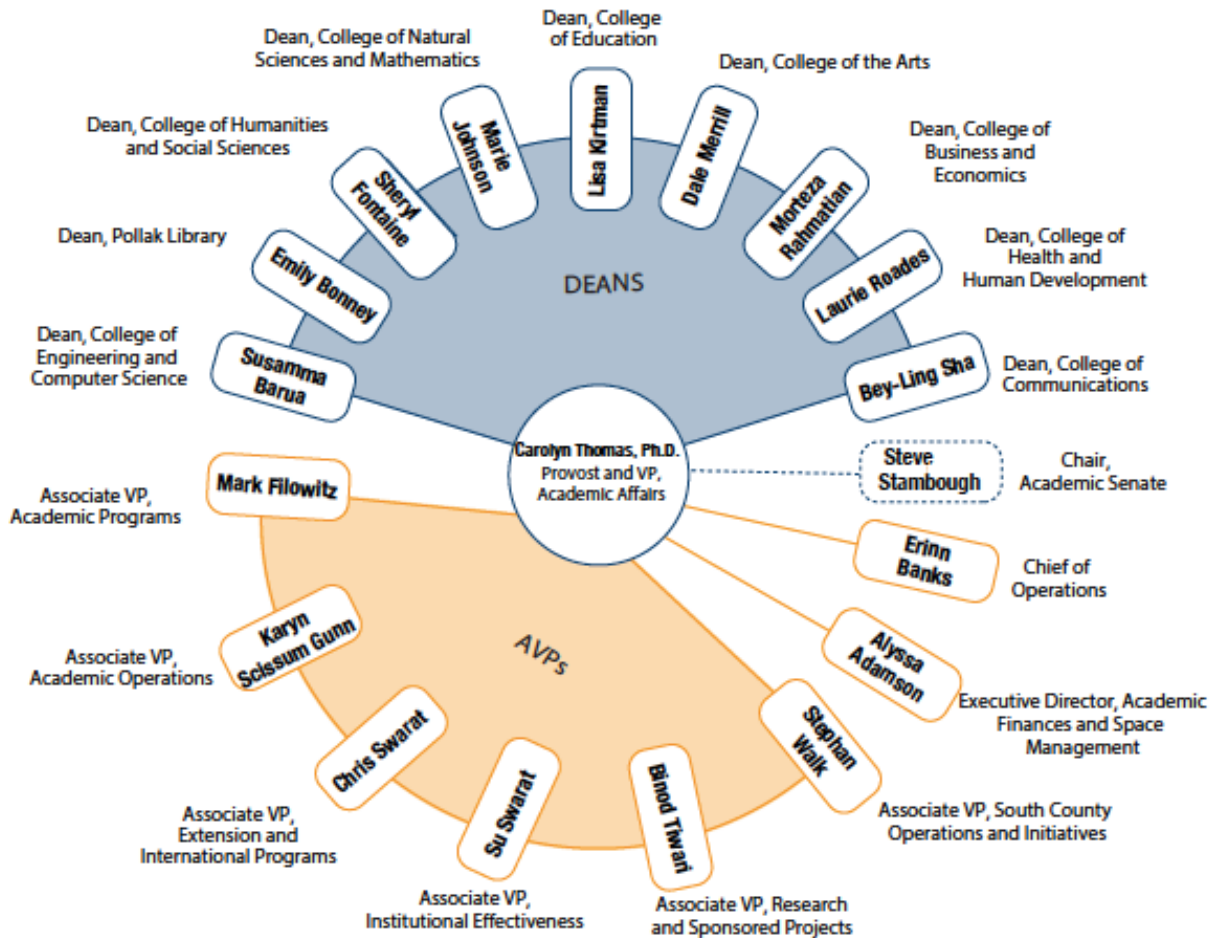
- b. the relationship between program and other academic units within the institution. Ensure that the chart depicts all other academic offerings housed in the same organizational unit as the program. Organizational charts may include committee structure organization and reporting lines



- c. the lines of authority from the program's leader to the institution's chief executive officer (president, chancellor, etc.), including intermediate levels (e.g., reporting to the president through the provost)



**CSUF's administrative organization.** The figure above displays CSUF's administrative organization, including key administrative positions. The University is administered by the President and by the heads of five divisions: Academic Affairs, Administration and Finance, Information Technology, Student Affairs, and University Advancement.



**Provost's Executive Staff**  
**Erinn Banks**, Chief of Operations  
**Charles Cauffman**, Receptionist  
**Valarie Sukovaty**, Writer and Communications Strategist  
**Triffany Zanias**, Special Projects & HR Specialist

**Academic Finances and Space Management**  
**Alyssa Adamson**, Executive Director, Academic Finances and Space Management  
**Sammy Al-Qaisi**, Accountant  
**Paul Avedissian**, Director, Academic Resources and Finance Operations  
**Cynthia Chandrasena**, Assistant to the Associate Director of Academic Resource Projects  
**Dena Coelho Macedonio**, Lead Budget Specialist  
**Jacki Drumm**, Associate Director of Academic Resource Projects  
**Nathan Van Diggele**, Academic Resource and Operations Specialist

**CSUF's administrative organization, continued.** The figure above displays the organization of Academic Affairs and the various colleges in the University. The Provost/Vice President for Academic Affairs is Carolyn Thomas. The academic programs are housed within eight colleges: Arts; Business and Economics;

Communications; Education; Engineering and Computer Science; Health and Human Development; Humanities and Social Sciences; Natural Sciences and Mathematics.

A copy of all organizational charts are included in the ERF (ERF → INTRO)

- d. for multi-partner programs (as defined in Criterion A2), organizational charts must depict all participating institutions

Not applicable.

**3) An instructional matrix presenting all of the program’s degree programs and concentrations including bachelor’s, master’s and doctoral degrees, as appropriate. Present data in the format of Template Intro-1.**

Instructional Matrix - Degrees and Concentrations					
	Academic	Professional	Campus based	Executive	Distance based
<b>Master's Degrees</b>					
<i>Concentration</i>	<i>Degree</i>	<i>Degree</i>			
Health Promotion and Disease Prevention		MPH	MPH		
Environmental and Occupational Health and Safety		MPH	MPH		
Gerontological Health		MPH	MPH		

**4) Enrollment data for all of the program’s degree programs, including bachelor’s, master’s and doctoral degrees, in the format of Template Intro-2.**

Degree		Current Enrollment (2020-2021)
Master's		
	MPH	
	Health Promotion and Disease Prevention	53
	Environmental and Occupational Health and Safety	6
	Gerontological Health	1
		60

## **A1. Organization and Administrative Processes**

**The program demonstrates effective administrative processes that are sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation.**

**The program establishes appropriate decision-making structures for all significant functions and designates appropriate committees or individuals for decision making and implementation.**

**The program ensures that faculty (including full-time and part-time faculty) regularly interact with their colleagues and are engaged in ways that benefit the instructional program (e.g., participating in instructional workshops, engaging in program specific curriculum development and oversight).**

- 1) List the program's standing and significant ad hoc committees. For each, indicate the formula for membership (e.g., two appointed faculty members from each concentration) and list the current members.

**MPH Program Committee:** This standing committee meets once per month and is comprised of faculty that teach the core courses in the MPH Program, the MPH Admissions Committee chair, the MPH ILE coordinator and other Department of Public Health faculty who wish to join. The committee is charged with initiating, reviewing, and recommending all educational policies and curricula for the MPH Program; evaluating, recommending, and revising policies and procedures for admission to, progression and retention in, and graduation from the MPH Program; providing for a systematic review of the MPH Program, considering course and program evaluation outcomes, revision of the mission, philosophy and/or objectives of the MPH Program; fostering, evaluating and maintaining accreditation standards; reviewing creative opportunities to work with other schools and departments in the University to enrich public health research and teaching in the MPH Program; recommending workshops and seminars for CHES/MCHES CEUs; reviewing MPH websites annually and make necessary changes; reviewing the catalog copy annually; and making necessary changes to the MPH Student Handbook. Committee Chair: Joshua Yang (current MPH Program Advisor); Committee Members: Jordan Aquino, Shana Charles, Phillip Gedalanga (current MPH Admissions Committee chair), Jasmeet Gill (past MPH Program Advisor), Portia Jackson Preston, Maria Koleilat, Alice Lee (past MPH Admissions Committee chair), Archana McEligot, Sinta McGee (MPH Administrative Support), Bo Park, Jennifer Piazza, Mojgan Sami (ILE Coordinator), Michele Wood (Department Chair); and one Student Representative from each MPH cohort.

**MPH Admissions Committee:** This standing committee meets approximately twice per semester to understand admission and enrollment policies for graduate programs at CSUF; develop strategies for use in the recruitment of MPH students; work with Sinta McGee (MPH Administrative Support) and Department Chair to develop and update admission criteria, processes and procedures; make admission recommendations to the Department Chair; update MPH view sheet. Committee Chair: Phillip Gedalanga; Committee Members: Jordan Aquino, Alice Lee, Tabashir Nobari, Pimbuca Rusmevichientong, and Diana Tisnado; one MPH Student.

**MPH Assessment Committee:** This standing committee reviews long-range plans for student enrollment, faculty recruitment, and financial planning in accordance with: (1) CEPH accreditation criteria, (2) CSUF regulations, and (3) Program's mission, values, and goals. The committee meets approximately once per month and is charged to evaluate all general academic and program policies, including student public health competencies, class sizes, and field placement sites and culminating experience project; monitor, assess, evaluate, and submit an annual report on Program's goals and measurable objectives and targeted outcomes; at least once/year ask MPH primary faculty and other constituents to make recommendations for revisions to MPH policies and curriculum, core and track-specific competencies, as well as to the vision, mission, goals, and values of the Program; at least once/year meet with MPH Program Committee to discuss any recommended necessary changes in curriculum, core and track-specific competencies, as well as to the vision, mission, goals, and values of the Program; write and submit annual accreditation reports to CEPH; plan, organize, and submit Preliminary Self-Study; meet with MPH graduates, MPH Program Committee, and Community Advisory Board for input and review of Self-Study; submit Final Self-Study and other material outlined in the preliminary review report by the CEPH office. Committee Chair: Jasmeet Gill;

Committee Members: Jordan Aquino, Shana Charles, Sinta McGee (Administrative Support), Bo Park, Jennifer Piazza, Mojgan Sami (ILE Coordinator), and Joshua Yang (MPH Program Advisor).

**MPH Comprehensive Exam Committee:** This standing committee consists of two faculty from each track and a committee chair who facilitates the exam. This committee meets approximately twice per year to plan for the implementation of the comprehensive exam, which occurs during week 13 of each semester. This committee is charged with developing exam questions and format, proctoring portions of the exam, scoring the exams, and making recommendations for improving exam procedures. The committee is comprised of Pimbuha Rusmevichientong (Committee Chair, Facilitator of the Comprehensive Exam, and Writer of the Statistics and Research Methods questions), Jasmeet Gill and Alice Lee (Epidemiology questions), Portia Jackson Preston and Joshua Yang (Health Behavior Theory questions), Diana Tisnado and Jennifer Piazza (Gerontological Health questions), and Phillip Gedalanga and Bo Park (Environmental and Occupational Health and Safety questions). The take-home portion of the exam is constructed by the MPH Program Advisor with input from current MPH instructors.

- 2) Briefly describe which committee(s) or other responsible parties make decisions on each of the following areas and how the decisions are made:

- A. degree requirements

MPH Program Committee and MPH Assessment Committee monitor degree requirements. The Assessment Committee reports back on survey results (Current Student, Exit) and Community Advisory Board comments. The Assessment Committee, along with the MPH Program Advisor, retain communication with CEPH and any change to degree requirements. These data and communications, taken together, inform degree requirements. If changes are needed, the MPH Assessment Committee presents the proposed changes to the MPH Program Committee; this larger committee discusses the proposed changes then decides (by vote) on the direction to take. The results of the MPH Program Committee vote are then put forth to the whole department faculty for discussion and another vote.

- B. curriculum design

MPH Program Committee and MPH instructional faculty are charged with curriculum design. The Assessment Committee provides survey results (Current Student, Exit) and Community Advisory Board comments to augment discussion and goals regarding curriculum. The MPH Program Advisor leads the discussion and proposes the change(s) in curriculum design to the MPH Program Committee. The MPH Program Committee discusses the proposed changes then decides (by vote) on the direction to take. The results of the MPH Program Committee vote are then put forth to the whole department faculty for discussion and another vote.

- C. student assessment policies and processes

MPH Program Committee and MPH Assessment Committee are charged with creating student assessment policies and processes in an iterative manner. The Assessment Committee reports back on survey results (Current Student, Exit) and Community Advisory Board comments. The Assessment Committee proposes the change in policy or process to the MPH Program Committee. The MPH Program Committee discusses the proposed changes then decides (by vote) on the direction to take. The results of the MPH Program Committee vote are then put forth to the whole department faculty for discussion and another vote.

- D. admissions policies and/or decisions

The MPH Admissions Committee is charged with reviewing all MPH applications and making recommendations to the MPH Program Advisor and Department Chair for admission into the MPH Program. The Department Chair and the MPH Program Advisor approves all admission decisions. Applications to our MPH program are randomly distributed to committee members. Applications are scored according to the following criteria to provide a holistic assessment of applicants:

1. Undergraduate grade point average (30%)

2. Work experience (20%)
3. GRE test scores (20%)
4. Personal statement (15%)
5. Recommendation letters (10%)
6. Supplemental questions (5%)

Reviewers use a 5-point Likert scale to assess applicant work experience, personal statement, recommendation letters, and supplemental questions. Each application is independently reviewed by 2 committee members and the average score is used to rank each applicant. Invitations are submitted to our highly qualified applicants until we meet our target cohort size of 25-30 admitted students. For applicants where the Admissions Committee needs more input, informal Zoom interviews are scheduled with 2 committee members and a current MPH student.

#### E. faculty recruitment and promotion

##### Faculty recruitment

New faculty positions come to colleges and to departments based on enrollment growth. Each spring semester, the Dean, in consultation with Department Chairs, develops a list of faculty position requests to be submitted to the Vice President for Academic Affairs (VPAA). Once a new position is approved, departments begin the search process which first involves the election of a Faculty Search Committee and a Search Committee Chair. Subsequent processes involve developing a position description, designing a recruitment plan, posting the position announcement, reviewing applicant files, conducting phone and on-campus interviews, contacting references, and ultimately, if the search is successful, making a recommendation to the Department Chair and to the Dean.

Faculty recruitment occurs within the Department, but is subject to University regulations and guidelines. Faculty may be hired at CSUF as part-time lecturers, full-time lecturers, or tenure-track faculty, and the Department follows the University's policies and procedures for recruitment and selection of faculty as outlined in the following documents:

- Recruitment of Faculty: University Policy Statement (UPS) 210.001 (<https://hr.fullerton.edu/documents/recruitment/UPS210-001.pdf>)
- Faculty personnel policy and procedures: UPS 210.000 ([http://www.fullerton.edu/senate/publications\\_policies\\_resolutions/ups/UPS%20200/UPS%20210.000.pdf](http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20200/UPS%20210.000.pdf))
- Diversity and Equity's procedures for faculty recruitment: (<https://hr.fullerton.edu/diep/equitable-searches/faculty-recruitment/>)

The University's Diversity, Inclusion & Equity Programs (DIEP) office reviews all recruitment processes undertaken by the Department. Faculty recruitment follows existing federal, state and university policies regarding non-discrimination and equal opportunity, such as Title IX policies regarding non-discrimination based upon sex, gender, or sexual orientation and the Americans with Disabilities Act of 1990 that ensures access to employment for disabled people.

##### Faculty promotion

The Department of Public Health Personnel Standards (DPS), together with UPS 210.000 ([http://www.fullerton.edu/senate/publications\\_policies\\_resolutions/ups/UPS%20200/UPS%20210.000.pdf](http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20200/UPS%20210.000.pdf)), clearly describe all policies and procedures related to the faculty promotion.

These procedures include the annual election of the Department Personnel Committee and its role, as well as the roles of the Department Chair, the Dean, the Faculty Personnel Committee, the VPAA, and the President. Department and university personnel standards also describe the required contents of the Portfolio and the general timelines for submission.

The UPS 210.000, UPS 210.001, DIEP faculty recruitment procedures, and DPS are located in ERF, (ERF → A1.2)



## F. research and service activities

The Department Personnel Committee reviews the Department Personnel Standards document for research and service activity requirements. Any changes to these activities are discussed with the whole faculty and voted upon.

- 3) A copy of the bylaws or other policy documents that determine the rights and obligations of administrators, faculty and students in governance of the program.

The MPH Program follows all policies and procedures of CSUF regarding the rights, obligations and compliance of faculty, administrators and students in the governance of the Program described in 4 major: (1) the Collective Bargaining Agreement, which can be viewed at: [http://www.calstate.edu/LaborRel/Contracts\\_HTML/contracts.shtml](http://www.calstate.edu/LaborRel/Contracts_HTML/contracts.shtml); (2) the University Policy Statements (including bylaws) at: [http://www.fullerton.edu/senate/publications\\_policies\\_resolutions/ups.php](http://www.fullerton.edu/senate/publications_policies_resolutions/ups.php) ; (3) the 2011-2013 University Catalog: <https://catalog.fullerton.edu/> ; and (4) the Student Government Policies and Bylaws at: <https://asi.fullerton.edu/student-government#Policies> .

Only the Student Government Policies and Bylaws could be downloaded (located in ERF, (ERF → A1.3) the other bylaws and documents can be accessed by the hyperlinks above.

- 4) Briefly describe how faculty contribute to decision-making activities in the broader institutional setting, including a sample of faculty memberships and/or leadership positions on committees external to the unit of accreditation.

The department faculty seek out opportunities for cross-campus service and leadership as can be evidenced by the following list:

### 1. College Committees/Representatives

- a. Member, HHD Curriculum Committee: Diana Tisnado
- b. Member, HHD Personnel Standards Review Committee: Anthony Distefano
- c. Member, HHD Graduate Student Success: Archana McEligot
- d. Member, HHD Jr./Sr. Grant Review Committee (Spring): Bo Park
- e. Member, HHD Faculty Marshal Selection Committee (Spring): Tabashir Nobari
- f. Member, HHD Inter-professional Education Committee: Bo Park, Diana Tisnado (Chair)
- g. Member, HHD Faculty Research Policy Committee: Maria Koleilat, Archana McEligot, Pimbuca Rusmevichientong
- h. Member, HHD Student Writing Task Force: Shana Charles
- i. Faculty Representative, HHD Student Success Team: Portia Jackson Preston, Alysia Ransons
- j. Co-Editor-in-Chief, California Journal of Health Promotion: Maria Koleilat (& Elaine Rutkowski)
- k. Member, HHD Assessment Committee: Jennifer Piazza, Bo Park (MPH Rep.)
- l. Representative, National Commission for Health Education Credentialing (NCHEC): Dara Vazin
- m. Associate Director, HHD Center for Healthy Neighborhoods: Lilia Espinoza

### 2. University Committees/Representatives

- a. Member, Alcohol, & Other Drugs Committee: Danny Kim
- b. Member, Faculty Hearing/Grievance Committee: Mojgan Sami
- c. Member, Healthy Campus Initiative Wellness Council: Laura Chandler (Co-Chair), Pimbuca Rusmevichientong
- d. Member, Tuffy Basic Needs Committee: Laura Chandler (Co-Chair), Tabashir Nobari
- e. Member, Campus Beautification Committee: Mojgan Sami
- f. Health Professions Committee: Laura Chandler, Diana Tisnado

- g. Member, Latino/a Graduate Students SOAR: Lilia Espinoza
  - h. Member, McNair Scholars Advisory Board: Lilia Espinoza
  - i. Member, Student Health Advisory Committee: Laura Chandler, Bo Park
  - j. Member, Executive Order 1108 Steering Committee: Joshua Yang
  - k. Co-Chair, GI2025 Wellness and Belonging Work Group: Laura Chandler
  - l. Member, Instructionally-Related Activity: Tabashir Nobari
  - m. Member, Internships and Service Learning: Shana Charles
  - n. Member, CSUF (OIT): Faculty and Student Success Dashboard Committee: Mojgan Sami
  - o. Senator (HHD), Academic Senate: Michele Wood
  - p. Member At-Large, Executive Committee, Academic Senate: Michele Wood
  - q. Senate Executive Liaison, Graduate Committee: Michele Wood
  - r. Senate Executive Liaison, IT Committee: Michele Wood
- 5) Describe how full-time and part-time faculty regularly interact with their colleagues (self-study document) and provide documentation of recent interactions, which may include minutes, attendee lists, etc.

Full-time faculty interact via faculty meetings, department committee meetings, annual half-day college retreats, twice-annual half-day department retreats, general campus events, and formal and informal social events. They also communicate and share important documents via a community intranet webpage (on the TITANIUM Communities LMS), which includes news, policies, and other matters of shared interest. In light of the COVID-19 pandemic and the associated shelter-in-place order, faculty who have missed interacting in the halls have attended occasional optional Zoom meetings to connect with one another. The Department Chair has been sending frequent update emails regarding the pandemic.

The department has made an effort in the past year to increase opportunities for part-time faculty (referred to as lecturers) to interact with one another. To this end, two annual half-day retreats have taken place. Lecturers can attend virtually or view posted video recordings of the meetings. Meeting topics have included reviewing program changes, sharing teaching tips, and discussing the evaluation process for lecturers. Evaluation data from each event has been overwhelmingly positive.

Full-time faculty and lecturers have the opportunity to interact with one another at college retreats, course lead meetings, the MPH Awards Ceremony, Eta Sigma Gamma events and various campus events. Meeting minutes, retreat agendas, and examples of update emails are included in the ERF (ERF → A1.5)

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

**Strengths:** The department expanded and further developed our existing department community (LMS) webpages during the past year-and-a-half as a means of facilitating information sharing. This has been incredibly useful in terms of making it easier for department leaders to share, and for faculty to access, the most current information and announcements. It also proved useful during the shelter in place order, as faculty have already become used to interacting remotely in this manner. Our department and college retreats are another strength, and provide opportunities for our faculty to interact, solve problems, and build relationships.

**Weaknesses:** Although we are pleased with our success in facilitating more frequent and intentional interaction among our part-time lecturers, we are hoping to increase interactions among full- and part-time faculty. Scheduling conflicts are the biggest hurdle in bringing part-time faculty on campus for events. Many of the part-time faculty hold multiple jobs, which limits their availability. Lessons learned during the COVID-19 pandemic have encouraged us to consider the use of technology such as Zoom to facilitate interactions virtually.

**A2. Multi-Partner Programs (applicable ONLY if functioning as a “collaborative unit” as defined in CEPH procedures)**

Not applicable

### A3. Student Engagement

**Students have formal methods to participate in policy making and decision making within the program, and the program engages students as members on decision-making bodies whenever appropriate.**

- 1) Describe student participation in policy making and decision making at the program level, including identification of all student members of program committees over the last three years, and student organizations involved in program governance.

Students can participate in policy- and decision-making at the program level in a variety of ways, including by:

- Participating in an annual **MPH student “Meet and Greet,”** an event in which the incoming MPH cohort is introduced and interacts with the 2<sup>nd</sup> year MPH cohort. This event facilitates cross-cohort networking and mentoring. At the most recent “Meet and Greet,” we had 2<sup>nd</sup> year cohort and alumni serve on a panel to discuss “Tips to be Successful in the MPH Program.” All MPH faculty were introduced at the event and were available to answer student questions.
- Becoming a member of **Eta Sigma Gamma (ESG)**, the student honorary society for the Department of Public Health. This student organization is open to Public Health and MPH students. ESG provides students with opportunities for leadership, research experience, community service, networking with faculty, classmates, and other public health-related organizations. ESG plans and fundraises for the annual MPH Meet and Greet event and the MPH Spring Symposium.
- Becoming an **MPH Program Committee Representative**. Every year, 2-3 MPH students (at least 1 student from each of the current cohorts) are elected by their classmates to serve as representatives for the MPH Program Committee. Representatives attend all MPH Program Committee Meetings. They serve as a line of communication between the faculty and MPH students, so that students can provide feedback regarding their experience in the MPH Program.
- Serving as a member of the **Accreditation Committee during the Self-Study submission year**. One MPH student is hired part-time to serve on this labor-intensive committee. All students are encouraged to provide feedback on the Self-Study, which is posted on the Department website.
- Joining the **MPH Admissions Committee**. Every year, this committee appoints 1 MPH student to provide feedback regarding applicants and help with evaluation of applicant interviews (if any).
- Serving as a student representative and attending the **MPH Community Advisory Board** meetings and providing input.
- Completing the online **MPH Current Student Survey and MPH Exit Survey**. The surveys allow students an opportunity to give feedback during their education and at the end. Questions cover a variety of topics from self-assessed mastery of course content, course offerings, quality of advisement, internship and culminating experiences, and experiences with faculty and administration.
- **Meeting Faculty Search Candidates**. MPH students are invited to talk to faculty search candidates at assigned times during the interview process. They are also invited to attend candidates’ teaching and research demonstrations and provide written feedback regarding candidates’ performance. The Faculty Search Committee takes this feedback into consideration when making hiring recommendations.
- Joining the **MPH Social Network Communities** through TITANium (Moodle, campus LMS), Facebook, and LinkedIn. Current and former MPH students are invited to join these online social networks. They may also use these networks to communicate with faculty and other students.

Documentation of student engagement are located in ERF → A3.1

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

**Strengths:** The Program administration, faculty, and students have clearly defined rights and responsibilities concerning program governance and academic policies. Department faculty are highly involved in campus-wide committees. With the increase in the number of faculty since our last review, we have been able to further develop additional committee structure for the MPH Program, thereby increasing faculty and student involvement in program governance. The University and the College have strongly supported the growth of our program by providing funds for new faculty hires and by supporting research through intramural grants. University Policy Statement documents and MPH materials (e.g., MPH Handbook, online resources) clearly outline expectations of faculty, students, and staff.

**Weaknesses:** Because most of the MPH students work, there are some challenges in providing feedback opportunities for all types of students. Thus, current student representatives play a crucial role in relaying comments and concerns from their fellow students to faculty, and, to report faculty comments back to their fellow students. To help overcome this challenge, an anonymous comment box became available to students in 2017. The box is in a building hallway and therefore accessible anytime the building is open (typically Monday – Friday 8 am to 10:30pm). Additionally, every year the MPH Program Advisor and Internship Coordinator visit the 1<sup>st</sup> and 2<sup>nd</sup> year cohorts during core classes to share important information and guidance and facilitate discussion regarding student concerns and questions.

#### **A4. Autonomy for Schools of Public Health**

Not applicable.

**A5. Degree Offerings in Schools of Public Health**

Not applicable.

## B1. Guiding Statements

The program defines a *vision* that describes how the community/world will be different if the program achieves its aims.

The program defines a *mission statement* that identifies what the program will accomplish operationally in its instructional, community engagement and scholarly activities. The mission may also define the program's setting or community and priority population(s).

The program defines *goals* that describe strategies to accomplish the defined mission.

The program defines a statement of *values* that informs stakeholders about its core principles, beliefs and priorities.

- 1) A one- to three-page document that, at a minimum, presents the program's vision, mission, goals and values.

### *Vision:*

The vision of the MPH Program is to improve the health of Orange County and surrounding areas by producing leaders in public health practice and research.

### *Mission:*

The mission of the MPH Program at CSUF is to develop knowledgeable, skillful health professionals who are proficient in disseminating and applying knowledge to prevent disease and promote health in the human population. Students of various academic and career 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.

### *Goals:*

The MPH Program has three primary goals. These are to: 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, and 3) maintain a diverse and inclusive learning environment.

### *Values:*

The MPH Program has five core values: An Engaged Learning Environment, High Degree of Professionalism and Integrity, Compassion and Community Responsibility, Discovery, and Respect for Diversity.

**Value 1: An Engaged Learning Environment.** Provide present and future practitioners and researchers with the highest quality graduate education in public health theory and practice. Teach diverse skills that are needed by public health practitioners today. Provide a collegial and stimulating environment for didactic and practical learning experiences that foster individual student learning and professional development. Foster creative interdisciplinary research collaborations and partnerships to address emerging and continuing public health problems. Promote excellence in education and training by integrating academics with internship opportunities. Promote community-based participatory approaches for the prevention of acute and chronic illness across the life course. Train and empower public health leaders throughout the county to more effectively direct the work of public health practice.

**Value 2: High Degree of Professionalism and Integrity.** Constitute a community to help practitioners, faculty, and students act ethically by commitments to standards such as: personal integrity, collegiality, and excellence in teaching, scholarship, community service, and practice. Promote relationships based on mutual respect and personal trustworthiness strengthened by open communication. Value teamwork and collaboration to achieve personal and shared goals.



**Value 3: Compassion and Community Responsibility.** Focus on community-centered collaborations to promote the health and well-being of all people, especially underserved populations. Reduce and/or eliminate health inequities and disparities, striving towards health equity and improving health and preventing morbidity and premature mortality in at-risk and vulnerable communities. Work in partnership with communities through the development and expansion of innovative education, research, and center-based programs. Collaborate with and engage community stakeholders to generate and disseminate knowledge, empower citizens, and mobilize communities, while taking into consideration social and ecological context.

**Value 4: Discovery.** Train students to master research skills and methods to enable them to conduct sound and ethical research for new insights and innovative solutions to health problems. Critically evaluate research/evidence-based literature to determine future directions for research, theory, and practice that would make substantial contributions to the body of public health knowledge. Foster student and faculty research collaborations for conducting timely and relevant research in public health.

**Value 5: Respect for Diversity.** Promote and respect diversity for all faculty, staff, and students. Respect for and inclusion of diverse values, beliefs, orientations, and cultures. Focus research on underserved and diverse populations. Appreciate the influence of bias, assumptions, and expectations in public health research and programs.

- 2) If applicable, a program-specific strategic plan or other comparable document.

Not applicable

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

**Strengths:** The MPH Program has a clearly formulated vision, mission, goals and values. The Program's vision reflects its status as the first MPH Program in Orange County and its partnership with the Orange County Health Care Agency. The goals are measureable and reflect the priorities of the Program and the values of the Program. As the faculty in the department have grown, the mission statement was reformulated to reflect the new with supporting goals and measurable objectives.

**Weaknesses:**

With the adaptation of the 2016 Criteria, the Program re-evaluated its goals. We are confident that we will be able evaluate these new goals going forward to confirm that they meet the Program's mission.

## B2. Graduation Rates

The program collects and analyzes graduation rate data for each degree offered (eg, BS, MPH, MS, PhD, DrPH).

The program achieves graduation rates of 70% or greater for bachelor's and master's degrees and 60% or greater for doctoral degrees.

- 1) Graduation rate data for each degree in unit of accreditation. See Template B2-1.

Students in MPH Degree, by Cohorts Entering Between 2015-16 and 2019-20						
	Cohort of Students	2015-16	2016-17	2017-18	2018-19	2019-20
2015-16	# Students continuing at beginning of this school year (or # entering for newest cohort)	29				
	# Students withdrew, dropped, etc.	3				
	# Students graduated	0				
	Cumulative graduation rate	0%				
2016-17	# Students continuing at beginning of this school year (or # entering for newest cohort)	26	23			
	# Students withdrew, dropped, etc.	0	0			
	# Students graduated	17	0			
	Cumulative graduation rate	58.6%	0%			
2017-18	# Students continuing at beginning of this school year (or # entering for newest cohort)	9	23	21		
	# Students withdrew, dropped, etc.	0	0	0		
	# Students graduated	7	19	0		
	Cumulative graduation rate	82.8%	82.6%	0%		
2018-19	# Students continuing at beginning of this school year (or # entering for newest cohort)	2	4	21	24	
	# Students withdrew, dropped, etc.	0	0	0	1	
	# Students graduated	1	3	17	0	
	Cumulative graduation rate	86.2%	95.7%	81.0%	0.0%	
2019-20	# Students continuing at beginning of this school year (or # entering for newest cohort)	1	1	4	23	23
	# Students withdrew, dropped, etc.	0	0	0	1	0
	# Students graduated	1	0	3	11	0
	Cumulative graduation rate	89.7%	95.7%	95.2%	45.8%	0%

- 2) Data on doctoral student progression in the format of Template B2-2.

Not applicable

- 3) Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

All cohorts over the past five years have met and clearly exceeded the 70% graduation rate criteria. The time to degree at the University is 5 years and the Program retains a consistently high rate within that time frame. The MPH Program Advisor maintains contact with continuing students and is the frontline resource for students who are struggling to finish. This consistent communication between the Program Advisor and MPH students has played a key role in the high rates seen in the Program.

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

**Strengths:** Our Program allows students the flexibility to work while getting their MPH. The Program is structured so that all the required courses are offered at 4pm or later. Many of the elective classes can also be completed in the evening or online. Students are appreciative of this format and this allows us to enroll non-traditional students.

**Weaknesses:** Most of our graduate students work (~83%) while they attend school. For students who work full-time, the ILE and APE take longer to complete. Therefore, our 2-year graduation rates are probably lower than MPH programs with more traditional students. To manage this challenge, we have moved the ILE forward in the curriculum. This gives students a longer time period to collect the required hours.

### B3. Post-Graduation Outcomes

The program collects and analyzes data on graduates' employment or enrollment in further education post-graduation, for each degree offered (eg, BS, MPH, MS, PhD, DrPH).

The program achieves rates of 80% or greater employment or enrollment in further education within the defined time period for each degree.

- 1) Data on post-graduation outcomes (employment or enrollment in further education) for each degree. See Template B3-1.

Post-Graduation Outcomes	2017 Number and percentage	2018 Number and percentage	2019 Number and percentage
Employed	17 (74%)	25 (83%)	22 (85%)
Continuing education/training (not employed)	3 (13%)	2 (7%)	0
Not seeking employment or not seeking additional education by choice	1 (4%)	1 (3%)	1 (4%)
Actively seeking employment or enrollment in further education	1 (4%)	0	1 (4%)
Unknown	1 (4%)	2 (7%)	2 (8%)
<b>Total</b>	<b>23 (100%)</b>	<b>30 (100%)</b>	<b>26 (100%)</b>

- 2) Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

The graduates of the Program having high employments rates and exceed the criterion. The MPH Program Advisor leads the data collection by keeping in touch with students after graduation via LinkedIn and by asking faculty to report on updates from students they have advised or mentored. The small cohort structure allows faculty to retain contact with students, leading to a very low number with missing (unknown) data.

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

**Strengths:** We are pleased to see the MPH Program graduates having high employments rates and a few students choose to continue their education. Our small Program allows for robust faculty mentoring of students' career or educational goals. For example, our Program has a good record of sending top students to doctoral programs and a few of them have come back to the Department as lecturers in the undergraduate program.

**Weaknesses:** We have been collecting this data by asking faculty for information on students they have mentored or advised. We know this informal data gathering should be replaced with a more formalized database and, to that end, the Program intends to create and implement an MPH Alumni Survey beginning in 2022.

#### B4. Alumni Perceptions of Curricular Effectiveness

For each degree offered, the program collects information on alumni perceptions of their own success in achieving defined competencies and of their ability to apply these competencies in their post-graduation placements.

The program defines qualitative and/or quantitative methods designed to maximize response rates and provide useful information. Data from recent graduates within the last five years are typically most useful, as distal graduates may not have completed the curriculum that is currently offered.

- 1) Summarize the findings of alumni self-assessment of success in achieving competencies and ability to apply competencies after graduation.

Students were asked to rate their mastery/competency in the following core curriculum areas. The table displays the percent of respondents that reported strong or very strong mastery of the content.

	PUBH 501 Epidemi- ology	PUBH 508 Statistics	PUBH 510 Research Methods	PUBH 515 Environ -mental Health	PUBH 524 Health Admin.	PUBH 535 Prog. Planning Eval.	PUBH 540 Health Pro- motion	total
2016	73%	65.3%	80.7%	53.8%	57.6%	69.1%	80.7%	26
2017	62.5%	50.0%	75.0%	43.7%	81.2%	87.5%	93.7%	16
2018	75%	79.2%	91.7%	62.5%	75%	62.5%	91.7%	24
2019	58%	62.5%	62.5%	70.8%	50%	83.3%	70.8%	24
2020	91.7%	83.3%	83.3%	83.3%	66.7%	100%	100%	12

The MPH Program is pleased to see that more than half of all students, across five cohorts of graduates, reported strong or very strong mastery of the content. Slight variations across cohorts are to be expected; factors that might explain the variability include new faculty teaching a course and cohort-faculty dynamics.

- 2) Provide full documentation of the methodology and findings from alumni data collection.

The Exit Survey is a required part of the ILE completion, which is one of the last degree requirements completed by students. Students are told that they will receive a grade for their ILE (PUBH 595) only after they have participated in the survey. The ILE coordinator, who is not on the MPH Assessment Committee is charged with tracking completions of the survey and ensuring student anonymity. Full findings are in the ERF.

Documents located in ERF, (ERF → B4.2)

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

**Strengths:** Prior to 2013, the MPH Exit Survey participation rates were roughly 50%. However, since the last accreditation, we have successfully implemented a plan for increasing student participation in the MPH Exit Survey. Students click on a link to complete the anonymous survey and completion rates are near 100%. The MPH Assessment Committee shares the results of the MPH Exit Survey with the MPH Program Committee in the Fall semester and the findings allow us to enhance the Program structure/ curriculum.

**Weaknesses:** For most students, the Exit Survey is taken within a few weeks of graduation. We realize that this means the students are not alumni in the true sense at the time of the survey. The prior survey was conducted approximately 1 year after graduation but we struggled with getting alumni to participate. Additionally, we were worried that students' self-assessment of competency mastery was not accurate 1

year after graduation. Upon reflection while preparing the Self-Study, we realize we need to re-evaluate the timing of this survey as well as the content necessary to reflect the new competencies. This academic year the MPH Accreditation Committee will be re-designing the survey content and discussing the merits and content of an MPH Exit Survey versus an MPH Alumni Survey, along with the pros and cons of various methods for post-graduation implementation.

### B5. Defining Evaluation Practices

The program defines appropriate evaluation methods and measures that allow the program to determine its effectiveness in advancing its mission and goals. The evaluation plan is ongoing, systematic and well-documented. The chosen evaluation methods and measures must track the program’s progress in 1) advancing the field of public health (addressing instruction, scholarship and service) and 2) promoting student success.

- 1) Present an evaluation plan that, at a minimum, lists the program’s evaluation measures, methods and parties responsible for review.

Evaluation measures	Data collection method for measure	Responsibility for review
<b>Goal A: To provide a high-quality public health education that meets the evolving needs of our students and community.</b>		
1) Faculty and Community Advisory Board conduct a biennial review of core curriculum learning objectives and make adjustments where needed.	Department meeting minutes, Annual Community Advisory Board meeting minutes	MPH Program Advisor, MPH Assessment Committee, MPH Program Committee
2) Student self-assessment of mastery of core curriculum content and qualitative comments about MPH program structure as related to their needs and success in the program.	MPH Exit Survey and MPH Student Representative comments in MPH Program Committee meetings.	MPH Program Advisor, MPH Assessment Committee, MPH Program Committee
3) Students engage in an ongoing and iterative reflection of career goals in consultation with a faculty mentor.	Faculty self-report on meetings with MPH students. Student online Portfolium available through CSUF Career Center and Bi-annual meetings with faculty mentor. MPH Current Student Survey.	MPH Program Advisor, MPH Assessment Committee, full faculty
<b>Goal B: To support an environment of collaborative inquiry and discovery to advance public health.</b>		
1) Faculty publish peer-reviewed research and/or present at research conferences (author or co-author).	Faculty CVs, College of Health and Human Development Faculty Research & Scholarship website	MPH Assessment Committee
2) Students collaborate with faculty to publish peer-reviewed research and/or present at research conferences.	Faculty CVs, College of Health and Human Development Annual Accomplishments database	MPH Assessment Committee
3) Students complete independent projects or activities that align with professional goals.	PUBH 599/597 enrollment proposals.	MPH Program Advisor and MPH Assessment Committee

Evaluation measures	Data collection method for measure	Responsibility for review
<b>Goal C: To support a diverse and inclusive learning environment.</b>		
1) Enroll under-represented students in the MPH program.	MPH Admissions Applications	MPH Admissions Committee
2) Hire faculty from under-represented groups.	Department faculty list	MPH Program Advisor, Department Chair, Faculty
3) Provide co-curricular opportunities for faculty and student interaction.	Annual Meet and Greet event, Spring Alumni Reception, MPH Holiday party, MPH Awards Ceremony	MPH Program Advisor, Public Health Department Staff

- 2) Briefly describe how the chosen evaluation methods and measures track the program’s progress in advancing the field of public health (including instruction, scholarship and service) and promoting student success.

The first two goals were selected with student success in mind, combined with faculty retention and promotion requirements. The last goal is a reflection of our program’s values and mission.

To track progress on Goal A, we discuss CAB suggestions with MPH leadership and in MPH meetings, and we consider input provided by MPH student representatives in our meetings. Our MPH Current Student and Student Exit Surveys are presented and discussed in MPH meetings each year. These reviews allow us to reflect on and consider the feedback from multiple sources among our MPH faculty.

To track progress on Goal B, we curate publications by faculty members in a shared Dropbox folder. Faculty are encouraged to publish and present their scholarship with students and to indicate such collaborations in their CVS. We also maintain a catalog of student MPH Projects.

To track progress on Goal C, we compare the demographics of incoming MPH students across cohorts. Our faculty hiring undergoes intense review and oversight by the College and the University Human Resources, Diversity and Inclusion (HRDI) office to ensure we follow best practices for equitable searches. All of our procedures and documents are reviewed at multiple levels for each hire, and HRDI monitors our progress in this area. The HHD College Leadership Council reviews faculty demographic data provided by the Office of Assessment and Institutional Effectiveness in consultation with Department Chairs. The many opportunities for students to interact with faculty are typically discussed in Department and MPH Committee meetings, with input from Student Representatives.

- 3) Provide evidence of implementation of the plan described in Template B5-1. Evidence may include reports or data summaries prepared for review, minutes of meetings at which results were discussed, etc. Evidence must document examination of progress and impact on both public health as a field and student success.

Implementation of Goals A-C is evidenced by committee meeting minutes, faculty CVs, and by retention, tenure, and promotion of faculty in the department.

Implementation of Goals A-C is evidenced by faculty CVs and by retention, tenure, and promotion of faculty in the department; many of the University retention and tenure requirements are reflected in the goals. The department is pleased to report that Goal C.2 was met by the hiring of an African-American faculty member who joined the department in 2019. The department had been looking to hire an African-American faculty member for many years and past searches had been unsuccessful despite dissemination of job

announcements to Universities and Professional Organizations that serve African-American public health professionals.

Faculty CVs and Department meeting minutes are located in ERF (ERF → B5.3)

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

**Strengths:** We have clear goals with robust data collection and review. Our faculty are committed to research and community partnerships that is reflected in Goal B. Based on data from Goal A.2, we have moved the internship experience earlier in the program; reordered the curriculum in response to student feedback; moved our admissions deadline to a similar period as other programs in our area; and provided more co-curricular activities such as our MPH hooding ceremony and alumni reception. The department is pleased to report that Goal C.2 was met by the hiring of an African-American faculty member who joined the department in 2019. The department had been looking to hire an African-American faculty member for many years and past searches had been unsuccessful despite dissemination of job announcements to Universities and Professional Organizations that serve African-American public health professionals.

**Weaknesses:** For Goal A, it would be useful to more formally track our progress over time. This could be facilitated by maintaining a small spreadsheet of key indicators by year. While we collect and house data for Goal B, it would be helpful to more systematically track our progress incorporating students in scholarly and creative activities. This might be accomplished with a brief faculty survey completed by faculty each year. For Goal C, the current COVID-19 pandemic has disrupted our cocurricular activities for student and faculty interaction. We have considered attempting virtual events, but our students and faculty report being overwhelmed by virtual interactions already, so these activities remain on hold for the time being. For evaluating the success of such activities, it would be helpful to maintain a shared document that provides general debriefing information about each event over time. We consider this an area with opportunities for further development and improvement.



## **B6. Use of Evaluation Data**

**The program engages in regular, substantive review of all evaluation findings, as well as strategic discussions about the implications of evaluation findings.**

**The program implements an explicit process for translating evaluation findings into programmatic plans and changes and provides evidence of changes implemented based on evaluation findings.**

- 1) Provide two to four specific examples of programmatic changes undertaken in the last three years based on evaluation results. For each example, describe the specific evaluation finding and the groups or individuals responsible for determining the planned change, as well as identifying the change itself.

One evaluation finding from successive MPH cohorts was student frustration that we offered MPH courses scheduling. This finding was taken from MPH Exit Survey data as well as MPH Program Committee Student Representative comments. Originally, core MPH course were offered on two different evenings—on Tuesdays for the first year of the program, and on Mondays for the second year of the program to allow cohorts to have use of the MPH Student Lounge without competing for space. However, this structure caused some students to have to renegotiate leaving work early to attend their 4:00 pm class. It also created barriers to holding program activities for both cohorts on an evening on which they were already on campus. Our MPH Program Advisor and members of the MPH Program Committee discussed this feedback and worked with instructional faculty to revise our course schedule so that all MPH courses occur on the same evening (i.e., Tuesdays). This schedule change will go into effect Fall 2020 and will allow first- and second-year MPH students greater opportunity to interact with each other. When we are able to resume in-person instruction, it will be easier for both cohorts of students to attend the same social and MPH program events.

Another evaluation finding was that students strongly desired to begin their internships earlier, during summer (when many internship opportunities are available) rather than waiting until the Spring semester of their final year. This finding was taken from MPH Exit Survey data as well as MPH Program Committee Student Representative comments. Students reported that waiting until the Spring semester of their final year created too much pressure given the other program commitments. Consequently, we reevaluated the course sequence, and moved the internship course (PUBH 595) from Spring of Year 2 to the summer before Year 2. As a result of this change, we chose to make other schedule changes to better prepare students for their internships. Specifically, we moved Advanced Environmental Health (PUBH 515) from summer to Fall Semester Year 2; we moved Program Planning and Evaluation (PUBH 535) from Fall Semester Year 2 to Spring Semester Year 1; and we moved Health Promotion and Disease Prevention (PUBH 540) from Spring Semester Year 1 to Spring Semester Year 2. These course sequence changes went into effect Fall 2019 and allowed our students to begin their internships earlier, and with more internship relevant coursework (i.e., Program Planning and Evaluation) completed. To make these changes, the MPH Program Advisor, working with the MPH Committee, led ongoing discussion with faculty over the course of a year about the merits of, and best way to implement, such a change. The changes were approved by department faculty Spring Semester 2019.

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

**Strengths:** The Program has several robust mechanisms in place to allow student feedback and program evaluation. Although the MPH Exit survey is a more standardized methodology, the MPH Student Representative comments give us “real-time” qualitative feedback that allows faculty to ask questions for clarification or specifics on the reasons behind the comments. Taken together, these two feedback mechanisms have proven to be fertile sources of information for program evaluation. Co-curricular events (see table B5, Goal C.3) have also been a good source of qualitative feedback. Faculty and students feel relaxed and informal at these events, and this allows for great conversation and feedback on the program.

**Weaknesses:** Moving forward, the Program hopes to get annual feedback from the Community Advisory Board.

## C1. Fiscal Resources

**The program has financial resources adequate to fulfill its stated mission and goals. Financial support is adequate to sustain all core functions, including offering coursework and other elements necessary to support the full array of degrees and ongoing operations.**

- 1) Describe the program's budget processes, including all sources of funding. This description addresses the following, as applicable:
  - a) Briefly describe how the program pays for faculty salaries. If this varies by individual or appointment type, indicate this and provide examples. If faculty salaries are paid by an entity other than the program (such as a department or college), explain.

The MPH Program is administered and supported by the Department, which provides financial support for faculty teaching and mentoring, research, program administration, office and classroom space, computers, telephone and postage, office supplies and incidental expenses related to the MPH Program. As shown in Table c.1.1 (next page) the major sources of funding for the Department come from the following sources:

1. **General Fund Allocation.** General fund allocation comes from the University and is comprised of funds collected from student tuition and fees (\$6853.58 in 2017, \$6,870.00 in 2018, and \$6,926.72 in 2019) along with state appropriations. The general fund allocation provides funds to the College (and in turn to the Department, which covers the MPH Program) based upon past and projected enrollment statistics (e.g., full-time equivalent students, FTES). Within the College, baseline resource allocations to departments are also distributed based on enrollment (FTES) and on the Department's assigned student-faculty ratio (SFR). In the most recent year, the Department of Public Health had 1058.47 FTES, and an SFR of 33.06, which was equivalent to 32.02 full-time faculty. After full-time faculty positions in each department are subtracted from the full-time equivalent faculty (FTEF) allocation, the remainder of position allocations can be used to fund part-time faculty, graduate assistants, and assigned time for major department service.
2. **External Grants/Contracts.** Direct funding from external contracts, grants, and gifts. Indirect cost (IDC) recovery funds from contracts and grants (calculated as 15% of the total IDC to the University) are given back to the colleges, which distributes a portion back to departments.
3. **Intramural Grants.** CSUF provides funding opportunities to faculty to support pilot research and special initiatives, including the President's Mission and Goals Initiatives (MGI) and the Center and Institute Planning and Expansion Program (CIPE). For instance, the Department has received the following funding to support faculty and student research activities:
  - RSCA: \$14,997.00 AREA R15 Grant (Maria Koleilat)
4. **Gifts.** Through University Advancement the Department receives gifts made from individual charitable contributions. The largest gift between 2015 and 2019 was for \$7,000.00 from an anonymous donor that funded scholarships to outstanding MPH students.
5. **Open University Fees** from non-matriculated students are obtained from fees collected by Extended Education.

Requests for new funding are made each Spring by the Department to the Dean regarding budgetary needs for the upcoming year. Based on department growth projections, new position requests are forwarded to the Provost/Vice President for Academic Affairs (VPAA), with notice of approval generally received prior to the end of the Spring term. Simultaneously, requests for additional support staff and other large items (such as major equipment purchases, space renovation, etc.) are submitted by the Dean via the VPAA to the University Planning, Resource, and Budget Committee (PRBC). The PRBC then reviews requests from throughout the campus and makes recommendations to the President. The President, in consultation with the President's Advisory Board, announces her baseline and one-time budget decisions by June 15 of each year, contingent on expected funding from the Governor.

- b) Briefly describe how the program requests and/or obtains additional faculty or staff (additional = not replacements for individuals who left). If multiple models are possible, indicate this and provide examples.

Requests for additional staff would be directed to the Dean by the Department Chair. These funds are limited and subject to the state budgetary climate.

- c) Describe how the program funds the following:
  - a. operational costs (programs define “operational” in their own contexts; definition must be included in response)

The division has established a formula for funding by number of courses and type of class (lecture, activity, and lab).

- b. student support, including scholarships, support for student conference travel, support for student activities, etc.

The Department Chair is responsible for balancing the travel and student activity funds, while the scholarship funds are supported fully by donation and dispersed from one of our auxiliary organizations (Cal State Fullerton Philanthropic Foundation).

- c. faculty development expenses, including travel support. If this varies by individual or appointment type, indicate this and provide examples

The division has allocated \$1000 per Tenure Track faculty member for travel. There are also other units in the University that offer travel grants that the faculty can apply for to secure addition travel/professional development funding.

- d) In general terms, describe how the program requests and/or obtains additional funds for operational costs, student support and faculty development expenses.

All requests for additional funding are generally funneled at some level through the College Dean.

- e) Explain how tuition and fees paid by students are returned to the program. If the program receives a share rather than the full amount, explain, in general terms, how the share returned is determined. If the program’s funding is allocated in a way that does not bear a relationship to tuition and fees generated, indicate this and explain.

The student fees are brought in at the University level and distributed to all functioning units to keep the University as a whole functioning. The College is funded for both Academic and Support Staff positions and Operating Expenses are distributed by the formulas described above.

- f) Explain how indirect costs associated with grants and contracts are returned to the program and/or individual faculty members. If the program and its faculty do not receive funding through this mechanism, explain.

If the faculty member brings in the minimum Indirect Cost from a grant or contract, they receive 10% directly and an additional 3% from the College.

If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the responses must make clear the financial contributions of each sponsoring university to the overall program budget. The description must explain how tuition and other income is shared, including indirect cost returns for research generated by the public health program faculty appointed at any institution.

Not applicable.

- 2) A clearly formulated program budget statement in the format of Template C1-1, showing sources of all available funds and expenditures by major categories, for the last five years.

<b>Sources of Funds and Expenditures by Major Category, 2015 to 2019</b>					
	2015	2016	2017	2018	2019
<b>Source of Funds</b>					
University Funds	\$589,042.97	\$533,444.00	\$764,774.74	\$849,456.21	\$818,906.37
Grants/Contracts	\$1,840,540.00	\$1,479,493.00	\$1,292,666.78	\$1,134,892.59	\$1,161,853.00
Indirect Cost Recovery	\$9,802.66	\$0.00	\$3,343.78	\$0.00	\$2,588.99
Endowment	\$0.00	\$0.00	\$0.00	\$248,089.38	\$219,392.94
Gifts	\$18,023.00	\$0.00	\$0.00	\$8,755.17	\$19,178.42
Other (25% of open university funds to department)	\$10,644.00	\$9,779.97	\$26,953.23	\$40,984.94	\$27,321.00
<b>Total</b>	<b>\$2,468,052.63</b>	<b>\$2,022,716.97</b>	<b>\$2,087,738.53</b>	<b>\$2,282,178.29</b>	<b>\$2,249,240.72</b>
<b>Expenditures</b>					
Faculty Salaries & Benefits	\$750,016.22	\$605,803.92	\$919,514.11	\$1,158,344.99	\$1,137,346.77
Staff Salaries & Benefits	\$59,981.00	\$31,647.77	\$58,728.84	\$52,143.66	\$31,410.88
Operations	\$22,967.51	\$19,006.04	\$9,585.50	\$9,964.25	\$28,737.63
Travel	\$3,754.25	\$3,163.13	\$2,171.34	\$1,603.73	\$2,824.91
Student Support	\$12,152.80	\$7,796.75			
University Tax	\$0.00	\$0.00			
Other (MPH accreditation fee to CEPH)	\$0.00	\$3,275.00	\$3,275.00	\$3,750.00	\$3,900.00
Other (Accreditation fees for NCHEC & Assoc. of Accredited Public Health programs)	--	\$1,400.00	\$750.00	\$750.00	\$0.00
<b>Total</b>	<b>\$848,871.78</b>	<b>\$672,092.61</b>	<b>\$994,024.79</b>	<b>\$1,226,556.63</b>	<b>\$1,204,220.19</b>

If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the budget statement must make clear the financial contributions of each sponsoring university to the overall program budget.

Not applicable

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

**Strengths:** The MPH Program continues to have the financial, student, and faculty resources needed to

fulfill its mission and goals, particularly in the areas of faculty hires, extramural and intramural research, and infrastructure for teaching. In addition to a steady general fund allocation to the Department, faculty's success in intramural grants and extramural grants and contracts enables the Program to devote resources to research that support considerable community-based efforts and student activities.

**Weaknesses:** Faculty workload is an ongoing challenge, and fiscal resources for reducing the teaching load are not available. However, careful course scheduling and fiscal management has allowed the department to provide release time for the MPH Coordinator and others in leadership roles. The use of technology such as Zoom, Qualtrics, and virtual communities in our Learning Management System have enabled the Department to increase efficiency and streamline some of the ongoing business.

## C2. Faculty Resources

The program has adequate faculty, including primary instructional faculty and non-primary instructional faculty, to fulfill its stated mission and goals. This support is adequate to sustain all core functions, including offering coursework and advising students. The stability of resources is a factor in evaluating resource adequacy.

Students' access to a range of intellectual perspectives and to breadth of thought in their chosen fields of study is an important component of quality, as is faculty access to colleagues with shared interests and expertise.

All identified faculty must have regular instructional responsibility in the area. Individuals who perform research in a given area but do not have some regular expectations for instruction cannot serve as one of the three to five listed members.

- 1) A table demonstrating the adequacy of the program's instructional faculty resources in the format of Template C2-1.

	FIRST DEGREE LEVEL			ADDITIONAL FACULTY <sup>+</sup>
CONCENTRATION	PIF 1*	PIF 2*	FACULTY 3 <sup>^</sup>	
Health Promotion/ Disease Prevention	Joshua Yang	Jie Weiss	Pimbucha Rusmevichientong	PIF: 13 , Non-PIF: 2
MPH	0.80	0.50	0.50	
Environmental and Occupational Health and Safety	Phillip Gedalanga	Danny H. Kim	Bo Park	PIF: 1 , Non-PIF:0
MPH	0.50	0.50	0.50	
Gerontological Health	Jennifer Piazza	Diana Tisnado	Laura Zettel- Watson	PIF: 0 , Non-PIF:0
MPH	0.50	0.50	.20	

<b>TOTALS:</b>	Named PIF	9
	Total PIF	12
	Non-PIF	2

- 2) Explain the method for calculating FTE for faculty in the templates and evidence of the calculation method's implementation. Programs must present calculation methods for primary instructional and non-primary instructional faculty.

All Department of Public Health faculty teach undergraduate courses as part of their teaching requirements, so no faculty member has an FTE= 1.0. The FTE was calculated based on the number of MPH core curriculum classes taught in addition to independent studies (PUBH 599), concentration core courses and ILE (PUBH 597).

Calculations are located in ERF (ERF → C2.2).

- 3) If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.

Dr. Yang teaches two MPH core curriculum courses (PUBH 500 and PUBH 540) in addition to independent studies courses (PUBH 599) and ILE (PUBH 597), so his FTE was the highest (=0.80). The rest of the faculty were FTE 0.50 with the exception of Dr. Zettel-Watson. She is tenured faculty in the CSUF Department of Psychology where she mainly teaches, so her FTE was calculated as 0.20.

- 4) Data on the following for the most recent year in the format of Template C2-2.

General advising & career counseling 2019-20			
Degree level	Average	Min	Max
Master's	60	60	60

Advising in MPH integrative experience 2019-2020		
Average	Min	Max
1	0	2

Currently there are 60 students in the MPH Program and only the MPH Program Advisor provides general career advising and counseling.

Advising in the MPH ILE was calculated by dividing the number of second year MPH students (23) by the number of faculty eligible to advise an ILE (19). Dr. Michele Wood and Dr. Michele Mouttapa were not included in the faculty count because Dr. Wood is Department Chair and Dr. Mouttapa is the Director of the CSUF Health Professions Advising Office (full-time appointment).

Calculations are located in ERF (ERF → C2.4).

- 5) Quantitative data on student perceptions of the following for the most recent year:
  - a. Class size and its relation to quality of learning (eg, The class size was conducive to my learning)

Students were asked, "Please rate your level of agreement with the following statement: The MPH program class size is conducive to my learning; I feel it benefited my learning."

Table C2.5a- Student perception of class size for 2019-2020

N=11	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
Class size	91%	9%	0%	0%	0%	100% (n=11)

- b. Availability of faculty (ie, Likert scale of 1-5, with 5 as very satisfied)

Students were asked, "How satisfied or dissatisfied are you with the availability of faculty in the Public Health Department?"



Table C2.5b- Student satisfaction with faculty availability for 2019-2020

N=11	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied	Total
<b>Availability of faculty</b>	36.36%	54.55%	9.09%	0.00%	0.00%	100% (n=11)

6) Qualitative data on student perceptions of class size and availability of faculty.

Only two students commented; they were pleased with class size and faculty availability, though one student commented that more faculty needed to teach the core curriculum classes.

Full results are located in ERF (ERF → C2.5).

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

**Strengths:** Students have given positive feedback on class size and faculty availability. Our MPH Program is small and students were satisfied with class size. This past year's Spring Semester was partially online and might have affected students' satisfaction with faculty availability. We will continue to collect this data and look for any trends towards dissatisfaction. Any issues will be addressed.

**Weaknesses:** Only a few students offered qualitative feedback on the survey.

### C3. Staff and Other Personnel Resources

**The program has staff and other personnel adequate to fulfill its stated mission and goals. The stability of resources is a factor in evaluating resource adequacy.**

- 1) A table defining the number of the program's staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that are shared with other units outside the unit of accreditation.

Role/function	FTE
Admin. Support Coord. II	0.10
Admin. Analyst/Specialist, MPH Admin. Support	0.15
Admin. Analyst/Specialist	0.10
Equipment/ IT/ Web support	0.10

The FTE listed above represent four different staff members shared across the Departments of Public Health and Kinesiology. The FTE allocated reflects time dedicated solely to the MPH program.

- 2) Provide a narrative description, which may be supported by data if applicable, of the contributions of other personnel.

The Department of Public Health has a total of 4 staff who support various needs of MPH primary faculty regarding instruction (e.g., course and classroom scheduling, processing add/drop paperwork, processing change of grade forms, etc.), service (e.g., support for new faculty hires, retention/tenure/promotion documents, etc.), and research (e.g., hiring graduate research assistants, processing travel authorizations and reimbursement requests, etc.).

- 3) Provide narrative and/or data that support the assertion that the program's staff and other personnel support is sufficient or not sufficient.

Our staff position descriptions and workload assignments comply with campus guidelines. The Department of Public Health shares a building, office space, and staff with the Department of Kinesiology. This arrangement provides many benefits and allows the two departments to combine resources and work cooperatively and with greater efficiency. We typically have two Department Chairs, four staff, and a student assistant to respond to issues that arise in the office, which is a considerable benefit, particularly when there are absences or turnover in staff. In the past two years, we had a staff turnover and another admin. member on medical leave; these personnel gaps would have been much more difficult to navigate with a different staff structure.

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

The COVID-19 pandemic has led to a hiring "chill" at our campus, which has prevented us from filling the vacant department office receptionist position and from searching for two new tenure track faculty we had planned to hire in AY2019-2020. Although we have not been able to fill the receptionist position, the work assigned to that position has been dramatically reduced as a consequence of the pandemic. Given the mandatory virtual/work-from-home order our campus has implemented through May of 2021, there is no reception desk to manage, all the student petitions and forms have been moved online, and the student opinion questionnaires have been implemented online as well. The other minor duties of this position have been absorbed by our Admin. Support Coordinator II, whose workload has been reduced by the cancelling of events and travel. In terms of tenure track hires, we have been approved for a 2020-21 tenure-track faculty search that is currently underway.

#### C4. Physical Resources

**The program has physical resources adequate to fulfill its stated mission and goals and to support instructional programs. Physical resources include faculty and staff office space, classroom space, student shared space and laboratories, as applicable.**

- 1) Briefly describe, with data as applicable, the following. (Note: square footage is not required unless specifically relevant to the program's narrative.)
  - Faculty office space

Each tenure-track faculty member has an office inside the Kinesiology and Health Science (KHS) building. The office spaces are approximately 120 ft.<sup>2</sup>

- Staff office space

Front office shared space + 3 personal offices: 4 staff, 1 student assistant, 2 chairs

- Classrooms

The Departments of Kinesiology and Public Health and the University maintain “**smart classrooms**” containing LCD projectors, computers, wireless internet connections to facilitate the use of technologies in instruction. The department maintains KHS 017, 102, 110, 119, 289 and 272, while the University is responsible for maintaining KHS 104, 108, 160, 164, 172, 174, 199 and 270.

- Shared student space
- **MPH Student Lounge/Study Area (KHS 002)** was renovated in Spring 2012 to provide a quiet and private space exclusively for students enrolled in the MPH Program to study, meet for group projects, and conduct research. Equipment includes 3 computer workstations, 3 desktop printers, 1 large networked printer, and 1 large table to facilitate group interaction and teamwork. Software includes MS Office, SPSS and Atlas.ti. The space also has a whiteboard with markers and a microwave.
- Laboratories, if applicable to public health degree program offerings

The MPH Program maintains the following laboratory space for the conduct of faculty and student research activities:

- **Public Health Research Suite (KHS 106A-F)** contains 6 smaller offices and 1 large storage area, and houses the Fibromyalgia and Chronic Pain Center, Center for Healthy Lifestyles and Obesity Prevention, Center for Cancer Disparities Research, and other research projects.
- **Public Health Suite (KHS 115A-I)** contains 9 smaller offices and 1 large common area (that seats 20 in conference or classroom style) that houses research project staff.

In addition, the MPH Program shares the following laboratory space with the Department of Kinesiology:

- **Exercise Physiology Lab (KHS 014)** is used primarily for neuromuscular testing, submaximal and maximal aerobic fitness testing, and anaerobic fitness testing (e.g., Wingate Testing). It also has the capability for blood analyses (blood lactate, cholesterol, glucose, and other blood chemistry). Equipment includes isokinetic and isometric strength equipment (Cybex II+ and HUMAC NORM), cycle ergometers, a treadmill, metabolic measurement system (ParvoMedics), and blood chemistry instruments.
- **Fitness Assessment Laboratory (KHS 004)** is used to assess fitness (aerobic fitness, body composition, blood pressure, strength, flexibility and lung function) in CSUF students, athletes and employees, and members of the community. Equipment includes hydrostatic weighing tank, treadmill, cycle ergometers, Keiser bench press and leg press, lung function equipment, skinfold calipers, grip

strength dynamometers, and blood pressure equipment.

- **Blood Laboratory (KHS 014)** is designed to collect blood samples from human subjects to monitor physiological adaptations to intervention studies. Equipment and supplies include centrifuge refrigerator with rotor and adaptor baskets, deep freezer, distilled water, plate reader and plate washer, nutator, shaker, stethoscopes, Bayer DCA 2000 HbA1C analyzer, multiple volume and multichannel pipettes, blood drawing syringes, gauze, Band-Aids, tape, needles, tubes, racks, microcentrifuge tubes, distilled water, plastic buckets for ice to keep samples, blood pressure cuffs, safety guards, lab coats, sharps containers.
  - **The Center for Successful Aging (KHS 011, 121, 123)** promotes health and vitality, and the reduction of frailty and disability, in later years. The Center offers various classes: Fit 4 Life, Yoga, Balanced Fitness, and FallProof™ Balance and Mobility. Programming is based on a whole-person wellness model that integrates six essential dimensions of wellness. Equipment includes treadmills, free weights, machine equipment, balance and mobility equipment, and small therapeutic pool.
  - **A new Health and Human Development “Wet Lab”** is being planned for the future to accommodate research conducted in the Department of Public Health, Kinesiology, and others in the College. This space will facilitate EOHS research and training for students.
- 2) Provide narrative and/or data that support the assertion that the physical space is sufficient or not sufficient.

The physical space we have is sufficient and we are in compliance with our campus guidelines. The Public Health and Kinesiology departments share a building, and both have grown considerably. All of our tenured and tenure track faculty have private offices; our full- and part-time lecturers share office space. We have a large conference room and two small meeting rooms in our building. We also have two office suites that serve as dedicated research space.

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

**Strengths:**

**Weaknesses:**

The space we have is maintained and periodically upgraded. The College of Health and Human Development provided funds last year to renovate and upgrade our conference room, which now provides good space for large group events, such as retreats, and is suitable and equipped for hosting video conferences. One weakness we face is that we have only three “first rights” classrooms, which is a challenge for a department as large as ours and makes course scheduling complicated. This problem does not affect our MPH program, however, because the program offers courses in the evenings, and classroom demand is much lower during these time slots. Another weakness is that one of our research suites is partially occupied by the HRSA-funded Health Careers Opportunity Program, originally initiated by our department, but now managed by the Social Work department. Project leadership was transferred in connection with the PI’s relocation to another university. The program involves and benefits our MPH students, and our two departments are working together to facilitate the program’s success. This space will be returned in August 2023. To help mitigate the effects of limited office space, the College is providing funding to renovate existing space that can be used for faculty offices. These plans are underway and were interrupted by the COVID-19 pandemic.

## C5. Information and Technology Resources

**The program has information and technology resources adequate to fulfill its stated mission and goals and to support instructional programs. Information and technology resources include library resources, student access to hardware and software (including access to specific software or other technology required for instructional programs), faculty access to hardware and software (including access to specific software required for the instructional programs offered) and technical assistance for students and faculty.**

1) Briefly describe, with data if applicable, the following:

- library resources and support available for students and faculty

**CSU libraries** acquire materials in a variety of print and electronic formats that meet the instructional and research needs of faculty and students. In order to keep pace with the consistent demand for materials in electronic formats, the CSU libraries utilize a consortium purchasing model resulting in the Electronic Core Collection (ECC), a collection of digital information resources, accessed by all 23 campuses. The ECC contains over 45 resources and over 25,000 full text titles supporting core curricula in the Colleges of Arts and Humanities, Life and Physical Sciences, Social Sciences, and Professional Programs (including Engineering, Computer Sciences, Nursing, Education, Business Administration and Public Administration).

**CSUF's Pollak Library** is located in the center of the CSUF main campus. The library's holdings include more than 1.2 million volumes of print items, 60,000 eBooks, and over 50,000 journals accessible through subscriptions and database aggregators. The library has a strong reference services program. The reference team answers approximately 12,000 questions per semester at the reference desk. In-person reference service is open from 10:00 to 7:00 Monday through Thursday and 9:00 to 5:00 on Friday, and virtual reference services are available 24/7. Public Health students are able to contact the designated Public Health Librarian directly via email, telephone, or instant messaging. Research consultants are also available to assist students and faculty. The consultants can also develop course-specific research guides for instructional purposes. Librarians at the Pollak Library also teach between 250 and 350 instructional sessions per semester. These sessions serve to orientate students to the library's physical and virtual branches as well as to provide the information literacy skills that they will need to become efficient and knowledgeable researchers. The Department of Public Health Librarian typically teaches instructional sessions for the PUBH 500 course, which is offered to MPH students in the first semester of the Program.

Through the Interlibrary Loan/Reciprocal Borrowing, students and faculty have access to virtually any material that is needed if it is not available locally. For those ambitious students who cannot wait a couple of days for material to arrive via interlibrary loan or who want to browse collections at other local institutions, we have reciprocal borrowing with a number of universities. The most generous reciprocal privileges are granted from other CSUs; however, students have access to a number of other local universities as well. There are no fees for students to use either interlibrary loan or reciprocal borrowing services. Students and faculty have online access to a variety of resources including a state-of-the-art library catalog and a large group of electronic index databases. The Pollak Library has over 500 computers available for student use. All of them have the Microsoft Office suite. Approximately 235 of them have access to more advanced software applications such as SPSS. In addition, there are 3 "high tech" rooms where students can create multimedia presentations using the latest software applications and equipment. Two additional podcasting studios are also available. Technical support staff are available at the library during all open hours. Technical assistance (24/7) is available over the telephone. CSUF students have remote and on-campus access to approximately 200 databases through the Pollak Library. Public Health and related databases include but are not limited to: CINAHL Plus with Full Text, PubMed, Cochrane Library, Academic Search Premier, PsycINFO, PsycArticles, SportDiscus, Social Services Abstracts, and Sociological Abstracts. These databases provide access to the bibliographic information from countless academic journals. Items that are not immediately available can be acquired via interlibrary loan. The library has full-text access (the large majority of which is electronic) to over 7,700 public health journals.

Lastly, the library holds thousands of books and over 3,500 ebooks related to health. Among the 1.2 million plus books the library offers, the exact number of those books related to Public Health is difficult to determine, but it probably ranges between 30,000 and 40,000. Examples of title words include Public Health, Nursing, Pediatrics, Obstetrics, Mental Health, General Medicine, and Health Science. Growth of the public health collection is through a carefully designed approval plan where works from the top public health publishers in relevant call number ranges are collected. This process is augmented by faculty and librarian requests for items relevant to public health. Currently, most faculty requests for print items are honored. Major purchase requests go through the collection development team and approval depends on a variety of factors. Requests are made through a form on the website, but may also be made through the public health librarian. Newly acquired items may be discovered through our online catalog. Expenditures on print titles vary according to the fluctuating library budget.

- student access to hardware and software (including access to specific software or other technology required for instructional programs)

MPH students have access to the following computer resources:

- **Kinesiology and Health Science Computer Lab (KHS 272)** provides students hands-on experience in utilizing computer software for data analyses. Equipment includes 37 Dell Optiplex 7050 workstations and 2 Hewlett Packard 4350 B/W printers. Software available on these computers include MS Office 2016, SPSS and ESHA. At their computer workstation, instructors have total control of every student computer in the classroom via video, audio, keyboard and mouse with Lan School.
  - **MPH Student Lounge/Study Area (KHS 002)** was renovated in Spring 2012 to provide a quiet and private space exclusively for students enrolled in the MPH Program to study, meet for group projects, and conduct research. Equipment includes 3 computer workstations, 3 desktop printers, 1 large networked printer, and 1 large table to facilitate group interaction and teamwork. Software includes MS Office, SPSS and Atlas.ti.
  - **Titan Computer Lab (Pollak Library North 30)** is a university run computer lab that is available to all students enrolled in the University. This open access lab enables students to use computers for research and/or homework throughout the day, including times when other computer labs on campus are either closed or being utilized by classes. Equipment includes 213 PCs (with software such as Adobe, MS Office 2010, SAS 9.3, SPSS 20, Endnote Web, and MS Visual Studio) and 5 Macs (with Adobe, MS Office 2011, SPSS 20, iLife 2011 and iWork 2009), 6 scanner stations, 12 workstations, and printers. We have learned that next year the campus is purchasing a campus NVivo Enterprise license for qualitative data analysis.
- faculty access to hardware and software (including access to specific software or other technology required for instructional programs)

All MPH Program faculty and staff offices are equipped with desktop printers and computer workstations that are all connected to the University's network server and portals. Computers for faculty and staff members, with clearance to see students' records, have access to the University's Admissions and Records department database. Faculty and staff also have access to the following resources:

- **Shared resources (KHS 121 and 124)** including 1 fax machine, 1 networked laser printer, and 2 networked copier machines for instructional and research needs.
  - **Instruction Support (KHS 185)** provides teaching resources additional to current classroom technology. Equipment includes 3 mobile carts with each having a Dell Latitude D600 and Epson 821 projector, videos, and software.
  - **Technology Support Center (EC 50)** provides faculty with 24/7 access to high-capacity scantron scanning, document scanning, VHS/DVD recorder, flat screen TV, and color LaserJet printer.
- technical assistance available for students and faculty

Technical assistance available to MPH faculty, staff, and students include the following:

- A dedicated **Information Technology (IT) staff member** maintains and upgrades all computers and other lab equipment on an annual basis. The campus IT member also maintains all technology in “smart classrooms” on campus, including those in the KHS building. The University’s IT administration also upgrades faculty and staff computers on a regular basis; current computer standards include 8GB RAM, Windows 10 and Office 2016. In addition, faculty, staff and students can obtain IT help by phone (657-278-7777) or email ([helpdesk@fullerton.edu](mailto:helpdesk@fullerton.edu)) to address any IT concerns.
- The **CHHD Information Technology** team offers web hosting facilities and website design to support its departments and special programs.
- The **Faculty Development Center (FDC)** offers a wide variety of support for faculty teaching, research and service. The FDC promotes incorporation of technology into instruction, offers classes and individual consultation to assist faculty with their endeavors, and provides intramural grants to fund new efforts. The FDC also promotes research stimulation in the form of trainings on quantitative and qualitative methods, writing and publication, and intramural faculty-student travel grants. Programs and opportunities are available to full-time and part-time faculty.
- The **Center for Internships and Community Engagement (CICE)** maintains formal agreements between the University and hundreds of community sites that provide meaningful opportunities for internships and other collaborations for MPH students. All MPH internship field placements are conducted through the CICE, which ensures that students have learning objectives, appropriate preceptors (who possess at least an MPH or equivalent), and liability coverage for all internship activities. Currently through the CICE the MPH Program maintains affiliations with nearly 75 public health-related community agencies throughout southern California.

- 2) Provide narrative and/or data that support the assertion that information and technology resources are sufficient or not sufficient.

Our campus IT department provides for student and faculty computing needs. For full-time faculty, resources include rollout desktop computers, laptop computers, and iPads. These are refreshed every 3-5 years (<http://www.fullerton.edu/it/services/rollout/#gsc.tab=0>). The department has assumed responsibility for providing personal and shared printers, along with ink cartridges/toner. In response to the COVID-19 pandemic, campus procedures were implemented that allowed full- and part-time faculty to request laptops, video cameras, additional software, and MiFi, to meet new challenges imposed by mandatory virtual instruction associated with the COVID-19 pandemic. The collection of computer software for campus and home use made available to students (<http://www.fullerton.edu/it/students/software/#gsc.tab=0>) and faculty (<http://www.fullerton.edu/it/services/software/#gsc.tab=0>) is robust and updated regularly. In response to the pandemic, the campus IT Department has provided additional information to facilitate virtual instruction (<http://www.fullerton.edu/it/continuity/index.php#gsc.tab=0>), and the number of appointments available in the virtual computing lab have been increased to assist students who may not have sufficient memory in their home computers to download larger software packages, such as SPSS.

PDFs of the Campus Rollout Equipment, Student Software, and IT COVID-19 webpages are located in the ERF (ERF → C5.2).

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

We consider our campus commitment to information and technology resources to be a strength that benefits faculty and students, alike. When the COVID-19 pandemic began, our IT department rapidly moved to make laptops, headphones, webcams, and MiFi available to faculty and students. Please see our IT 2019-2020 annual report for a summary of the equipment and services provided to campus in response to COVID-19 and mandatory virtual instruction (pp. 31-33: [https://www.fullerton.edu/it/about/IT\\_Annual\\_Report\\_2019-2020.pdf](https://www.fullerton.edu/it/about/IT_Annual_Report_2019-2020.pdf)). The Department Chair serves on the Academic Senate and on the Academic Senate Executive Committee and interacts with the Vice President for Information Technology on a regular basis.

## D1. MPH & DrPH Foundational Public Health Knowledge

The program ensures that all MPH and DrPH graduates are grounded in foundational public health knowledge.

The program validates MPH and DrPH students' foundational public health knowledge through appropriate methods.

- 1) Provide a matrix, in the format of Template D1-1, that indicates how all MPH and DrPH students are grounded in each of the defined foundational public health learning objectives (1-12). The matrix must identify all options for MPH and DrPH students used by the program.

Content Coverage for MPH	
Content	Course number(s) & name(s) or other educational requirements
1. Explain public health history, philosophy and values	PUBH 500 - Issues in Public Health; PUBH 501 - Advanced Methods in Epidemiology
2. Identify the core functions of public health and the 10 Essential Services*	PUBH 500 - Issues in Public Health; PUBH 524 - Public Health Administration
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PUBH 508 - Statistical Methods in Health Science; PUBH 510 - Research Methods in Health Science; PUBH 535 - Program Planning and Evaluation
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	PUBH 501 - Advanced Methods in Epidemiology; PUBH 524 - Public Health Administration; PUBH 535 - Program Planning and Evaluation
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	PUBH 501 - Advanced Methods in Epidemiology PUBH 535 - Program Planning and Evaluation
6. Explain the critical importance of evidence in advancing public health knowledge	PUBH 501 - Advanced Methods in Epidemiology; PUBH 510 - Research Methods in Health Science; PUBH 540 - Advanced Study in Health Promotion and Disease Prevention
7. Explain effects of environmental factors on a population's health	PUBH 515 - Advanced Environmental Health; PUBH 501 - Advanced Methods in Epidemiology
8. Explain biological and genetic factors that affect a population's health	PUBH 501 - Advanced Methods in Epidemiology
9. Explain behavioral and psychological factors that affect a population's health	PUBH 535 - Program Planning and Evaluation; PUBH 500 - Issues in Public Health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	PUBH 524 - Public Health Administration; PUBH 535 - Program Planning and Evaluation; PUBH 540 - Advanced Study in Health Promotion and Disease Prevention
11. Explain how globalization affects global burdens of disease	PUBH 515 - Advanced Environmental Health; PUBH 540 - Advanced Study in Health Promotion and Disease Prevention
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)	PUBH 515 - Advanced Environmental Health;



- 2) Document the methods described above. This documentation must include all referenced syllabi, samples of tests or other assessments and web links or handbook excerpts that describe admissions prerequisites, as applicable.

Syllabi and MPH Handbook is located in the ERF (ERF → D1)

- 3) If applicable, assessment of strengths and weaknesses related to this criterion and plans for improvement in this area.

Not applicable.

## D2. MPH Foundational Competencies

The program documents at least one specific, required assessment activity (eg, component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals (eg, preceptors) validate the student's ability to perform the competency.

Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the program must assess *all* MPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc. This requirement also applies to students completing an MPH in combination with another degree (eg, joint, dual, concurrent degrees). For combined degree students, assessment may take place in either degree program.

- 1) List the coursework and other learning experiences required for the program's MPH degrees, including the required curriculum for each concentration and combined degree option. Information may be provided in the format of Template D2-1 or in hyperlinks to student handbooks or webpages, but the documentation must present a clear depiction of the requirements for each MPH degree.

<http://hhd.fullerton.edu/pubh/resources/pdfs/mph/MPHHandbook2020-2021.pdf>

- 2) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of the foundational competencies. If the program addresses all of the listed foundational competencies in a single, common core curriculum, the program need only present a single matrix. If combined degree students do not complete the same core curriculum as students in the standalone MPH program, the program must present a separate matrix for each combined degree. If the program relies on concentration-specific courses to assess some of the foundational competencies listed above, the program must present a separate matrix for each concentration.

<b>Assessment of Competencies for MPH in Health Promotion/ Disease Prevention, Gerontological Health, Environmental and Occupational Health and Safety (may present single template for all concentrations if all concentrations have identical assessment opportunities)</b>		
<b>Competency</b>	<b>* Course number(s) and name(s)</b>	<b>Specific assessment opportunity</b>
<b>Evidence-based Approaches to Public Health</b>		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	PUBH 501 - Advanced Methods in Epidemiology; PUBH - 535 Program Planning and Evaluation	Homeworks 3 and 4, class discussions, in-class journal article review (PUBH 501); Community needs assessment (PUBH 535)
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	PUBH 508 - Statistical Methods in Health Science (only Quantitative methods); PUBH 510 - Research Methods in Health Science;	Students are provided a secondary public health survey data to learn how to select appropriate quantitative methods, analyzing data using SPSS program and interpreting results for a given public health context (PUBH 508);

		Focus group activity (PUBH 510)
<b>Competency</b>	<b>* Course number(s) and name(s)</b>	<b>Specific assessment opportunity</b>
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	PUBH 508 - Statistical Methods in Health Science (only Quantitative methods); PUBH 510 - Research Methods in Health Science	Students are provided a secondary public health survey data to learn how to select appropriate quantitative methods, analyzing data using SPSS program and interpreting results for a given public health context (PUBH 508); Focus group activity (PUBH 510)
4. Interpret results of data analysis for public health research, policy or practice	PUBH 508 - Statistical Methods in Health Science; PUBH 501 - Advanced Methods in Epidemiology; PUBH 510 - Research Methods in Health Science.	Students are provided a secondary public health survey data to learn how to select appropriate quantitative methods, analyzing data using SPSS program and interpreting results for a given public health context (PUBH 508); Focus group activity (PUBH 510); in-class journal article review (PUBH 501)
<b>Public Health &amp; Health Care Systems</b>		
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	PUBH 524 - Public Health Administration	Comparative health systems assignment (PUBH 524)
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.	PUBH 540 - Advanced Study in Health Promotion and Disease Prevention	Assignment 1: Understanding social determinants of health through systems thinking; Assignment 4: Structural determinants of health (PUBH 540)
<b>Planning &amp; Management to Promote Health</b>		
7. Assess population needs, assets and capacities that affect communities' health	PUBH 524 - Public Health Administration; PUBH 535 - Program Planning and Evaluation	Community Health Needs Assessment (PUBH 535) Community health assessment presentation (PUBH 524)
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	PUBH 535 - Program Planning and Evaluation	Community Health Needs Assessment (PUBH 535)

<b>Competency</b>	<b>* Course number(s) and name(s)</b>	<b>Specific assessment opportunity</b>
9. Design a population-based policy, program, project or intervention	PUBH 524 - Public Health Administration; PUBH 535 - Program Planning and Evaluation	Community Health Needs Assessment (PUBH 535) Public health policy design summary assignment (PUBH 524)
10. Explain basic principles and tools of budget and resource management	PUBH 524 - Public Health Administration	Budget assignment (PUBH 524)
11. Select methods to evaluate public health programs	PUBH 524 - Public Health Administration; PUBH 535 - Program Planning and Evaluation	Community Health Needs Assessment (PUBH 535) Preventive screening evaluation assignment; Community guide assignment (PUBH 524)
<b>Policy in Public Health</b>		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	PUBH 500 – Issues in Public Health; PUBH 524 - Public Health Administration	Assignment 2: Public health policymaking (PUBH 500); Public health policy design summary assignment (PUBH 524);
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	PUBH 524 - Public Health Administration	Public health policy design summary assignment (PUBH 524)
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	PUBH 524 - Public Health Administration; PUBH 540 –Advanced Study in Health Promotion and Disease Prevention	Coronavirus strategy evaluation paper (PUBH 524); Assignment 5: Advocacy letter (PUBH 540)
15. Evaluate policies for their impact on public health and health equity	PUBH 524 - Public Health Administration	Preventive screening evaluation assignment (PUBH 524)
<b>Leadership</b>		
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	PUBH 500 - Issues in Public Health; PUBH 524 - Public Health Administration;	Assignment 4: Vision speech (PUBH 500); Assessing emotional intelligence assignment; Leadership assignment (PUBH 524);
17. Apply negotiation and mediation skills to address organizational or community challenges	PUBH 524 - Public Health Administration;	Negotiation assignment (PUBH 524);
<b>Communication</b>		
18. Select communication strategies for different audiences and sectors	PUBH 500 - Issues in Public Health; PUBH 540 - Advanced Study in Health Promotion and Disease Prevention	Assignment 3: Developing a health education tool (PUBH 500); Assignment 5:

Competency	* Course number(s) and name(s)	Specific assessment opportunity
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	PUBH 500 - Issues in Public Health; PUBH 540 - Advanced Study in Health Promotion and Disease Prevention	Advocacy letter (PUBH 540) Background and significance paper; Assignment 3: Developing a health education tool (PUBH 500); Assignment 5: Advocacy letter (PUBH 540)
20. Describe the importance of cultural competence in communicating public health content	PUBH 535 - Program Planning and Evaluation	Community Health Needs Assessment (PUBH 535)
<b>Interprofessional Practice</b>		
21. Perform effectively on interprofessional <sup>^</sup> teams	PUBH 524 - Public Health Administration;	In class team building activity (PUBH 524);
<b>Systems Thinking</b>		
22. Apply systems thinking tools to a public health issue	PUBH 500 - Issues in Public Health; PUBH 540 - Advanced Study in Health Promotion and Disease Prevention	Assignment 1: System thinking and public health (PUBH 500); Assignment 1: Understanding social determinants of health through systems thinking; Assignment 4: Structural determinants of health; Assignment 6: Globalization and health (PUBH 540).

- 3) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus.

Syllabi, assessments, and MPH Handbook are located in the ERF (ERF → D1)

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

**Strengths:** A strength of the curricular structure is the opportunity for development and assessment of competencies at multiple points across the curriculum for numerous competencies. This allows for progressive development over the course of the program and from different faculty with different expertise areas.

**Weaknesses:** One weakness of the curricular structure has been a relative lack of harmonization of competency development. While competencies are developed and assessed at multiple points, those experiences are not necessarily created with each other in mind. Thus, the program will undergo a curriculum mapping exercise that not only plots in which classes the competencies are being developed, but also how competency development should progress over competency experiences. This effort also will

include mapping of diversity, equity, and inclusion curricular content, in alignment with the College strategic plan. Our recent experience conducting a curricular refresh for our undergraduate program will be helpful as we move forward with these efforts.

### **D3. DrPH Foundational Competencies**

Not applicable.

#### **D4. MPH & DrPH Concentration Competencies**

**The program defines at least five distinct competencies for each concentration or generalist degree at each degree level in addition to those listed in Criterion D2 or D3.**

**The program documents at least one specific, required assessment activity (eg, component of existing course, paper, presentation, test) for each defined competency, during which faculty or other qualified individuals (eg, preceptors) validate the student's ability to perform the competency.**

**If the program intends to prepare students for a specific credential (eg, CHES/MCHES) that has defined competencies, the program documents coverage and assessment of those competencies throughout the curriculum.**

- 1) Provide a matrix, in the format of Template D4-1, that lists at least five competencies in addition to those defined in Criterion D2 or D3 for each MPH or DrPH concentration or generalist degree, including combined degree options, and indicates at least one assessment activity for each of the listed competencies. Typically, the program will present a separate matrix for each concentration.

The concentration structure developed by the Program is built for each concentration on a "concentration core course" with two electives selected by the student to reinforce or supplement the concentration core course.

- For the Environmental and Occupational Health and Safety concentration, concentration core course is either PUBH 461 or PUBH 466 depending on whether the student prefers a broader course on occupational health and safety (PUBH 461) or an emphasis on chemical hazards (PUBH 466). The concentration core courses cover 4 competencies.
- For Gerontological Health, the concentration core course is PUBH 450. The concentration core course covers 5 competencies.
- For Health Promotion and Disease Prevention, the concentration core course is PUBH 520. The concentration core course covers 5 competencies.

The remaining two electives selected as part of the concentration reinforce (and in some cases supplement) the competencies taught in the concentration core course (See D.4.2).

The table below links the concentration competencies to assessment opportunities for PUBH 461 or PUBH 466 (Environmental and Occupational Health and Safety), PUBH 450 (Gerontological Health) and PUBH 520 (Health Promotion and Disease Prevention).

The link between competencies and assessment in elective classes can be found in D.4.2.

Please note that in the program documents, the term "advisory track" is used in lieu of "concentration" because the term "concentration" has a specific meaning within the University, which the current "advisory tracks" do not meet.



<b>Assessment of Competencies for MPH in Health Promotion/Disease Prevention</b>		
<b>Competency</b>	<b>Course number(s) and name(s)*</b>	<b>Specific assignment(s) that allow assessment</b>
1. Synthesize empirical evidence within a conceptual framework in assessing the determinants of population health.	PUBH 520 Advanced Community Health	Assignment 1; Final project deliverable
2. Select the appropriate policy tools to effectively influence population health.	PUBH 520 Advanced Community Health	Assignment 3; Final project deliverable
3. Describe how a health in all policies approach can improve the health of a community.	PUBH 520 Advanced Community Health	Assignment 3; Final project deliverable
4. Tailor a public health intervention to characteristics of a specific population.	PUBH 520 Advanced Community Health	Assignment 4; Final project deliverable
5. Integrate historical determinants of health into health interventions	PUBH 520 Advanced Community Health	Assignment 2; Final project deliverable
<b>Assessment of Competencies for MPH in Environmental and Occupational Health and Safety</b>		
<b>Competency</b>	<b>Course number(s) and name(s)*</b>	<b>Specific assignment(s) that allow assessment</b>
1. Evaluate health and safety hazards in the workplace	PUBH 461 Occupational Health & Safety or PUBH 466 Hazardous Materials, Regulations, and Emergency Response	Exam(s), assignment(s), research paper
2. Characterize chemical and biological hazards in environmental and occupational settings.	PUBH 461 Occupational Health & Safety or PUBH 466 Hazardous Materials, Regulations, and Emergency Response	Exam(s), assignment(s)
3. Analyze the roles of health and safety professionals within a management structure	PUBH 461 Occupational Health & Safety or PUBH 466 Hazardous Materials, Regulations, and Emergency Response	Exam(s), assignment(s)
4. Recommend personal protective equipment, engineering controls, and management controls for health and safety hazards.	PUBH 461 Occupational Health & Safety or PUBH 466 Hazardous Materials, Regulations, and Emergency Response	Exam(s), assignment(s)

5. Evaluate federal and state environmental and occupational health and safety regulations for the protection of public health.	PUBH 461 Occupational Health & Safety or PUBH 466 Hazardous Materials, Regulations, and Emergency Response	Exam(s), assignment(s)
<b>Assessment of Competencies for MPH in Gerontological Health</b>		
<b>Competency</b>	<b>Course number(s) and name(s)*</b>	<b>Specific assignment(s) that allow assessment</b>
1. Explain how life-course experiences influence later life health in multiple domains, including cognitive, emotional, physical, psychological and social.	PUBH 450 Applied Health Promotion in Aging Populations	Exam Questions
2. Analyze theory and research as it relates to the public health needs of older adults, their families and their broader communities.	PUBH 450 Applied Health Promotion in Aging Populations	Wiki Assignment
3. Evaluate community programs for older adults.	PUBH 450 Applied Health Promotion in Aging Populations	Program Evaluation Assignment
4. Assess the unique legal and ethical challenges facing current and future cohorts of older adults.	PUBH 450 Applied Health Promotion in Aging Populations	Exam Questions
5. Identify end-of-life socioemotional, health, and service needs.	PUBH 450 Applied Health Promotion in Aging Populations	End-of-life video and reflection paper

\*See D4.2 for student selected electives and competency assessment

- 2) For degrees that allow students to tailor competencies at an individual level in consultation with an advisor, the program must present evidence, including policies and sample documents, that demonstrate that each student and advisor create a matrix in the format of Template D4-1 for the plan of study. Include a description of policies in the self-study document and at least five sample matrices in the electronic resource file.

The table below presents advising matrices for each concentration to ensure students complete electives in a way which ensures concentration competencies are met and reinforced to the highest degree possible. For Environmental and Occupational Health and Safety and Gerontological Health concentrations, competencies are mapped to assessment opportunity for the concentration core course as well as electives.

Examples of advising matrices which map electives to concentration competencies are available in the ERF (ERF → D4.2)

Environmental and Occupational Health and Safety Concentration

	<b>Concentration core course</b>	<b>Concentration elective group 1</b>	<b>Concentration elective group 2*</b>
Option 1 – Occupational Health and Safety	PUBH 461	PUBH 421, 462, 463	Student choice among remaining approved concentration electives
Option 2 – Chemical Hazards	PUBH 466	PUBH 405, 461, or 462	Student choice among remaining approved concentration electives

\*Approved electives listed in MPH Handbook

	Concentration core course	Concentration elective group 1	Concentration elective group 2
Competencies addressed	<ol style="list-style-type: none"> <li>1. Evaluate health and safety hazards in the workplace.</li> <li>2. Characterize chemical and biological hazards in different environmental settings.</li> <li>3. Analyze the roles of health and safety professionals within a management structure.</li> <li>4. Recommend personal protective equipment, engineering controls, and management controls for health and safety hazards.</li> <li>5. Evaluate federal and state environmental and occupational health and safety regulations for the protection of public health</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate health and safety hazards in the workplace. (PUBH405, 462)</li> <li>2. Characterize chemical and biological hazards in different environmental settings. (PUBH 420, 421, 463)</li> <li>4. Recommend personal protective equipment, engineering controls, and management controls for health and safety hazards. (PUBH 405)</li> <li>5. Evaluate federal and state environmental and occupational health and safety regulations for the protection of public health. (PUBH 463)</li> </ol>	Competencies addressed vary based on courses chosen. Students can choose outside competencies with advisor approval and competency mapping in Study Plan.
Course(s)	PUBH 461 or PUBH 466	405, 461, 462, 420, 421, 463	Various*

\*Approved electives listed in MPH Handbook

EOHS Concentration course specific competency assessment

EOHS concentration competencies	Assessment
1. Evaluate health and safety hazards in the workplace (PUBH 405, 461, 462)	<b>PUBH 405</b> – Exams and Group Assignments (Week 1, 6, 7, 12), and Group Project (Human factors/ergonomics analysis of a job or task, which can cause work-related musculoskeletal disorders).

	<p><b>PUBH 461</b> – Exams and (Week 2-9, 11-15, 17), Assignment 1 &amp; 2 (Week 5: Hazard/Violation Search, Week 13: Job Safety Analysis), Graduate Assignment (Employee Training Presentation targeting an occupational health and safety training exercise).</p> <p><b>PUBH 462</b> – Exams and online Quizzes (Topics 1, 4, 5, 6, 7), and Research Paper (Each student chooses a chemical agent and then discuss exposure, toxicodynamics, and risk assessment).</p>
<p>2. Characterize chemical and biological hazards in different environmental settings (PUBH 420, 421, 462, 463, 466)</p>	<p><b>PUBH 420</b> – Exam (Week 14 – Exposure/risk factor assessment, tobacco), Group project (Becoming a chronic disease expert: Fact sheet on chronic disease, research paper to discuss the chronic disease components (biology, epidemiology, exposures/risk factors, public health significance).</p> <p><b>PUBH 421</b> – Exams and Quizzes (Week 5, 6, 7, 8, 9, 10, 11), Group Project, and Presentation (Research the epidemiology of an infectious disease and disease control).</p> <p><b>PUBH 462</b> – Exams and Quizzes (Topics 1, 2, 3, 4, 5, 6, 7), and Research Paper (see above for description).</p> <p><b>PUBH 463</b> – Exams (Week 8, 17), Assignment 1 (Identifying air pollution issues), Assignment 2 (Detailed review of health effects from exposure and sensitive populations for a specific air pollutant. Presentation will outline control strategies for the pollutant of concern.)</p> <p><b>PUBH 466</b> – Midterm exam and Quizzes (Week 3, 4), Assignment 1 (Using online Safety Data Sheets and fill out Hazardous Material Information Sheet), and Assignment 2 (Write of summary of notable hazardous material incidents and complete the Hazardous Material Disclosure Form).</p>
<p>3. Analyze the roles of health and safety professionals within a management structure (PUBH 461, 466)</p>	<p><b>PUBH 461</b> – Exams and Quizzes (Week 9, 11, 12), Assignment 1 &amp; 2 (Week 5: Fatal Injury Statistics/ Estimating Injury Burden on Employer, Week 13: Job Safety Analysis), Graduate Assignment (see above for description).</p> <p><b>PUBH 466</b> – Exams and Quizzes (Week 5, 8, 9, 11, 15), and Assignment 2 (see above for description)</p>
<p>4. Recommend personal protective equipment, engineering controls, and management controls for health and safety hazards (PUBH 405, 461,466)</p>	<p><b>PUBH 405</b> – Exams and Group Work Assignments (Week 1, 5, 6, 7, 12), and Group Project (see above for description).</p> <p><b>PUBH 461</b> –Exams and Quizzes (Week 2-9, 11-15, 17), Assignment 1 &amp; 2 (Week 5: Estimating Injury Burden on Employer, Week 13: Job Safety Analysis), Graduate Assignment (see above for description).</p> <p><b>PUBH 466</b> – Exams and Quizzes (Week 5, 8, 9, 10, 11, 15), and Assignments 1 and 2 (see above for description).</p>

<p>5. Evaluate federal and state environmental and occupational health and safety regulations for the protection of public health (PUBH 461, 463, 466)</p>	<p><b>PUBH 461</b> – Exams and Quizzes (Week 2-9, 11-15, 17), Assignment 1 &amp; 2 (Week 5: Hazard/Violation Search, Week 13: Job Safety Analysis), Graduate Assignment (see above for description).</p> <p><b>PUBH 463</b> – Exams (Week 17: Topic Regulation and Abatement of Air Pollutants), Research Project Presentation (Week 16: Review environmental regulations and feasible control strategies for selected air pollutant).</p> <p><b>PUBH 466</b> – Exams and Quizzes (Week 1, 5, 7, 10, 11, 15) and Assignment 2 (see above for description).</p>
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Gerontological Health Concentration

Concentration core course	Concentration electives group 1	Concentration electives group 2
PUBH 450	AGNG 500, 503	AGNG 507; KNES 454

	Concentration core course	Concentration elective group 1	Concentration elective group 2
Competencies addressed	<p>1. Explain how life-course experiences influence later life health in multiple domains, including cognitive, emotional, physical, psychological and social.</p> <p>2. Analyze theory and research as it relates to the public health needs of older adults, their families, and their broader communities.</p> <p>3. Evaluate community programs for older adults.</p> <p>4. Assess the unique legal and ethical challenges facing current and future cohorts of older adults.</p> <p>5. Identify end-of-life socioemotional, health, and service needs.</p>	<p>1. Explain how life-course experiences influence later life health in multiple domains, including cognitive, emotional, physical, psychological and social.</p> <p>2. Analyze theory and research as it relates to the public health needs of older adults, their families, and their broader communities.</p> <p>5. Identify end-of-life socioemotional, health, and service needs. (AGNG 507)</p>	<p>3. Evaluate community programs for older adults.</p> <p>4. Assess the unique legal and ethical challenges facing current and future cohorts of older adults.</p>
Course(s)	PUBH 450	AGNG 507 KNES 454	AGNG 500 AGNG 503

Gerontological Health Concentration course specific competency assessment

Gerontological Health Concentration Competencies	PUBH 450	AGNG 500	AGNG 503	AGNG 507	KNES 454
1. Explain how life-course experiences influence later life health in multiple domains, including cognitive, emotional, physical, psychological and social.	Exam Questions			Weekly Discussion Prompts	Exam Questions
2. Analyze theory and research as it relates to the public health needs of older adults, their families, and their broader communities.	Wiki Assignment			Weekly Discussion Prompts	Weekly Discussion Prompts
3. Evaluate community programs for older adults.	Program Evaluation Assignment	Agency Report			
4. Assess the unique legal and ethical challenges facing current and future cohorts of older adults	Exam questions		Aging and Public Policy Paper		
5. Identify end-of-life socioemotional, health, and service needs.	End-of-life video and reflection paper			Weekly Discussion Prompts	

Health Promotion and Disease Prevention Concentration

	Concentration required course	Policy core (select one)	Program development core (select one)
Competencies addressed	1. Synthesize empirical evidence within a conceptual framework in assessing the determinants of population health. 2. Select the appropriate policy tools to effectively influence population health. 3. Describe how a health in all policies approach can improve the health of a community. 4. Tailor a public health intervention to characteristics of a specific population. 5. Integrate historical determinants of health into health interventions.	1. Synthesize empirical evidence within a conceptual framework in assessing the determinants of population health. 2. Select the appropriate policy tools to effectively influence population health. 3. Describe how a health in all policies approach can	1. Synthesize empirical evidence within a conceptual framework in assessing the determinants of population health. 4. Tailor a public health intervention to characteristics of a specific population. 5. Integrate historical determinants of health into health interventions.

		improve the health of a community.	
Course(s)	PUBH 520	PUBH 402, 424, 465, 481, 597, or 599.	PUBH 411, 420, 425, 455, 480, 525, 597, or 599

Given the large number of electives for the Health Promotion and Disease Promotion concentration, assessment opportunities for to each competency for each class are not listed in table form. Instead, the syllabi for PUBH 520, 402, 411 424, 465, and 480 have been provided in the ERF to demonstrate how electives assess competencies for the HPDP elective core of which it is a part.

- 3) Include the most recent syllabus for each course listed in Template D4-1, or written guidelines for any required elements listed in Template D4-1 that do not have a syllabus.

Supporting documents are located in the ERF [ERF → D4.3]

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

**Strengths:** One strength of the concentration structures described above is the flexibility provided to students in selecting courses which address competencies but also reflect their professional interests. The existence of a concentration required course also ensures that concentration competencies are presented in an integrated, holistic manner.

**Weaknesses:** The weakness of this approach is the reliance on 400-level courses for graduate students. While graduate students receive greater rigor in the courses with additional assignments and materials, it would be preferable to have designated 500-level courses for concentrations. The primary obstacle to doing this is the minimum number of students required by the university in order to make a course fiscally sustainable (~ 30). While the smaller, cohort model of the program is advantageous for student learning, peer relationship development, and faculty-student interactions, it is problematic in providing specialized graduate courses that would divide student cohorts into classes of less than 25. We are in the process of reassessing our concentrations to identify whether there may be ways to alleviate these challenges through collaborative efforts with other programs on campus (e.g., M.S. in Aging Studies; M.A. in Public Administration) or to grow class enrollment by recruiting students from other graduate programs (e.g., sociology, nursing, psychology). Eliminating or adding concentrations is also a medium to long term consideration.

## D5. MPH Applied Practice Experiences

**MPH students demonstrate competency attainment through applied practice experiences.**

**The applied practice experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies (as defined in Criterion D2). The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate.**

**The program assesses each student's competency attainment in practical and applied settings through a portfolio approach, which demonstrates and allows assessment of competency attainment. It must include at least two products. Examples include written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning. Materials may be produced and maintained (either by the program or by individual students) in any physical or electronic form chosen by the program.**

- 1) Briefly describe how the program identifies competencies attained in applied practice experiences for each MPH student, including a description of any relevant policies.

The APE requirement is fulfilled by the program through a 240-hour internship. Academic credit is issued to students for their internship through the course PUBH 595 (formerly HESC 550) – MPH Student Internship (6 units). The instructor for PUBH 595 requires students to develop a learning contract with the internship site supervisor which includes a list of competencies to be applied as part of the internship. Upon completion of the internship, students turn in a portfolio of deliverables produced during the internship and a reflection on how portfolio materials represent application of competencies. The instructor for PUBH 595 assess portfolio materials to evaluate application of competencies in internship learning contracts.

- 2) Provide documentation, including syllabi and handbooks, of the official requirements through which students complete the applied practice experience.

Syllabi for PUBH 595 and MPH Handbook is located in ERF (ERF → D5.2)

- 3) Provide samples of practice-related materials for individual students from each concentration or generalist degree. The samples must also include materials from students completing combined degree programs, if applicable. The program must provide samples of complete sets of materials (ie, Template D5-1 and the work products/documents that demonstrate at least five competencies) from at least five students in the last three years for each concentration or generalist degree. If the program has not produced five students for which complete samples are available, note this and provide all available samples.

Sample APE are located in ERF (ERF → D5.3)

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

**Strengths:** The Program has an established history of successful student placements in APE that are broad enough to meet students' needs. The Program endeavors to tailor the APE to each student's individual interests and professional goals, providing a hands-on opportunity in preparation for future public health professional work. A new faculty member transitioned into the MPH Internship Coordinator role in Spring 2020, and our former Internship Coordinator retired in Summer 2020. As the pandemic unfolded, our new Coordinator was able to pivot effectively to provide alternative assignments that students could complete



remotely, in consultation with CEPH. She also was able to leverage her extensive network to establish many new internship opportunities at local community-based organizations.

**Weaknesses:** The Program is in the process of overcoming two weaknesses related to the APE. The first is the timing of the internship. Previously, students were not allowed to enroll in their internship until the last semester in the program. Students found this to be too condensed a period to complete their internship because many also work full time. In response, we have been progressively been moving the internship earlier in the curriculum to allow students to gain professional experience earlier and to allow for more time to complete the internship. We have experimented with different timing formats and have settled on the internship beginning the second semester of the curriculum. The second weakness we are addressing is a delay in the formal integration of the 2016 criteria competencies into the internship experience. Previously, internship learning contracts required students to establish 5 learning objectives, not competencies. During our Self-Study, we discovered there had been miscommunication about the new competency requirement and the new competency requirements had not been implemented as planned. We have begun to address this, and our new Internship Coordinator has initiated integration of the 2016 criteria competencies in the PUBH 595 Internship course syllabus and have been formalized into internships learning contracts and specifically assessed in internship portfolios. Adaptations required by the pandemic has delayed our progress in this area, however, and we plan to revisit this issue in Spring 2021 to ensure full compliance with the new criteria.

**D6. DrPH Applied Practice Experience**

Not applicable.

**D7. MPH Integrative Learning Experience**

**MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student’s educational and professional goals.**

**Professional certification exams (eg, CPH, CHES/MCHES, REHS, RHIA) may serve as an element of the ILE, but are not in and of themselves sufficient to satisfy this criterion.**

**The program identifies assessment methods that ensure that at least one faculty member reviews each student’s performance in the ILE and ensures that the experience addresses the selected foundational and concentration-specific competencies. Faculty assessment may be supplemented with assessments from other qualified individuals (eg, preceptors).**

- 1) List, in the format of Template D7-1, the integrative learning experience for each MPH concentration, generalist degree or combined degree option that includes the MPH. The template also requires the program to explain, for each experience, how it ensures that the experience demonstrates synthesis of competencies.

<b>MPH Integrative Learning Experience for all Concentrations</b>	
<b>Integrative learning experience (list all options)</b>	<b>How competencies are synthesized</b>
Comprehensive Examination	The MPH Comprehensive Examination Committee meets approximately twice per year to plan for the implementation of the comprehensive exam. Faculty who teach core curriculum course and required concentration electives develop exam questions to fulfill all competencies.
Project	Faculty work with students on a tailored project specific to student interests. Together they choose competencies. While each project is unique, the final product, and rubric for assessment, is standardized. Each faculty member uses the same basis for evaluating student performance.
Thesis	Faculty work with students on a thesis question specific to student interests. Together they choose competencies. While each thesis is unique, the final product, and rubric for assessment, is standardized. Each faculty member uses the same basis for evaluating student performance.

- 2) Briefly summarize the process, expectations and assessment for each integrative learning experience.

Students have three options for integrative learning experiences: (1) a comprehensive examination, (2) a project, or (3) a thesis. The comprehensive examination has two parts: a take-home literature review and a single day in-person exam. For the literature review, students are provided 5 peer-reviewed articles and asked to develop a synthesis of those articles overnight. The next day, they sit for the in-person portion which has sections on epidemiology, research methods and statistics, and a concentration-specific section. Comprehensive examinations are graded by two faculty members.

For projects, students enroll in PUBH 597 – Project (3 units) and work with a faculty member on a tailored project specific to student interests. While each project is unique, the final product and rubric for assessment, is standardized. Each faculty member uses the same basis for evaluating student performance.

No student has completed a thesis option in the past three years, though the process is similar to the project option described above.

- 3) Provide documentation, including syllabi and/or handbooks that communicates integrative learning experience policies and procedures to students.

The MPH Handbook and syllabi for PUBH 597, 598 are included in the ERF (ERF → D7.3).

- 4) Provide documentation, including rubrics or guidelines that explains the methods through which faculty and/or other qualified individuals assess the integrative learning experience with regard to students' demonstration of the selected competencies.

The MPH Handbook and syllabi for PUBH 597, 598 are included in the ERF (ERF → D7.4).

- 5) Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations, if applicable. The program must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

Sample ILE projects and Comprehensive Exams are included in the ERF (ERF → D7.5).

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

**Strengths:** The strength of our current ILE approach has been to provide students with significant amount of choice in their ILE.

**Weaknesses:** The program has found, however, that the amount of choice has two drawbacks. First, it is both an administrative and mentoring burden on faculty to maintain the current ILE structure. Second, even though there is a standard rubric for PUBH 597, it is difficult to assure consistency across ILE formats including the explicit inclusion of competencies as part of the ILEs. Thus, the program has decided to alter its ILE experience for students beginning with the incoming Fall 2020 cohort. All students will now enroll in PUBH 599 – Independent Study, which will be composed of two parts: a written ILE and a comprehensive examination which will prepare students for the Certified in Public Health credential examination offered by the National Board of Public Health Examiners. The ILE will be developed and completed in consultation with a faculty member and must be completed prior to the comprehensive examination. This will provide students with opportunity for an individualized integrative experience without the same level of involvement as the current project ILE option. The comprehensive examination will reflect the content and format of the CPH examination with additional materials specific to CSUF's program and the specific concentrations. Assessment materials and a modified comprehensive examination are in development. We will be evaluating this new set-up annually for improvements.

**D8. DrPH Integrative Learning Experience**

Not applicable.

**D9. Public Health Bachelor's Degree General Curriculum**

Not applicable.

**D10. Public Health Bachelor's Degree Foundational Domains**

Not applicable.

**D11. Public Health Bachelor's Degree Foundational Competencies**

Not applicable.



**D12. Public Health Bachelor's Degree Cumulative and Experiential Activities**

Not applicable.

**D13. Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences**

Not applicable.

#### **D14. MPH Program Length**

**An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for completion.**

**Programs use university definitions for credit hours.**

- 1) Provide information about the minimum credit-hour requirements for all MPH degree options. If the university uses a unit of academic credit or an academic term different from the standard semester or quarter, explain the difference and present an equivalency in table or narrative form.

The MPH degree requires completion of 42 units (semester). This includes required core classes, APE and ILE hours.

- 2) Define a credit with regard to classroom/contact hours.

Each semester unit (1.0) represents three hours of university work per week for one semester. For a lecture course, this translates to one hour in class plus two hours of study. Most MPH courses are 3.0 units and therefore carry 45 contact hours per semester.

**D15. DrPH Program Length**

Not applicable

**D16. Bachelor's Degree Program Length**

Not applicable.

**D17. Academic Public Health Master's Degrees**

Not applicable.

**D18. Academic Public Health Doctoral Degrees**

Not applicable.

**D19. All Remaining Degrees**

Not applicable.



**D20. Distance Education**

Not applicable.

## E1. Faculty Alignment with Degrees Offered

Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and qualified by the totality of their education and experience.

Faculty education and experience is appropriate for the degree level (bachelor's, master's, doctoral) and the nature of the degree (research, professional practice, etc.) with which they are associated.

- 1) Provide a table showing the program's primary instructional faculty in the format of Template E1-1. The template presents data effective at the beginning of the academic year in which the final self-study is submitted to CEPH and must be updated at the beginning of the site visit if any changes have occurred since final self-study submission. The identification of instructional areas must correspond to the data presented in Template C2-1.

Primary Instructional Faculty Alignment with Degrees Offered						
Name*	Title/ Academic Rank	Tenure Status or Classifi- cation^	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Chandler, Laura	Assistant Professor	Tenure- track	DrPH	Loma Linda University	Public Health- Health Education	Health Promotion/ Disease Prevention
Charles, Shana	Assistant Professor	Tenure- track	MPP, PhD	University of California, Los Angeles (UCLA)	Public Policy; Health Services	Health Promotion/ Disease Prevention
DiStefano, Anthony	Professor	Tenured	PhD	UCLA	Community Health Sciences	Health Promotion/ Disease Prevention
Espinoza, Lilia	Associate Professor	Tenured	PhD	University of Southern California (USC)	Health Behavior Research	Health Promotion/ Disease Prevention
Gedalanga, Phillip	Assistant Professor	Tenure- track	PhD	University of California, Irvine (UCI)	Environment al Health Science and Policy	Environmental and Occupational Health and Safety
Gill, Jasmeet K.	Associate Professor	Tenured	PhD	UCLA	Epidemiology	Health Promotion/ Disease Prevention
Jackson Preston, Portia	Assistant Professor	Tenure- track	DrPH	UCLA	Community Health Sciences	Health Promotion/ Disease Prevention
Kim, Danny H.	Associate Professor	Tenured	PhD	UCLA	Environment al Health Science	Environmental and Occupational Health and Safety

<b>Name*</b>	<b>Title/ Academic Rank</b>	<b>Tenure Status or Classifi cation^</b>	<b>Graduate Degrees Earned</b>	<b>Institution(s) from which degree(s) were earned</b>	<b>Discipline in which degrees were earned</b>	<b>Concentration affiliated with in Template C2-1</b>
Koleilat, Maria	Associate Professor	Tenured	DrPH	UCLA	Community Health Sciences	Health Promotion/ Disease Prevention
Lee, Alice	Assistant Professor	Tenure- track	PhD	USC	Epidemiology	Health Promotion/ Disease Prevention
McEligot. Archana	Professor	Tenured	PhD	University of California, San Diego	Epidemiology	Health Promotion/ Disease Prevention
Mouttapa, Michele	Professor	Tenured	PhD	USC	Health Behavior Research	Health Promotion/ Disease Prevention
Nobari, Tabashir Z.	Assistant Professor	Tenure- track	PhD	UCLA	Community Health Sciences	Health Promotion/ Disease Prevention
Park, Bo Y.	Assistant Professor	Tenure- track	PhD	Drexel University	Epidemiology	Environmental and Occupational Health and Safety
Piazza, Jennifer	Associate Professor	Tenured	PhD	UCI	Psychology and Social Behavior	Gerontological Health
Rusmevichie ntong, Pimbucha	Assistant Professor	Tenure- track	PhD	Cornell University	Applied Economics	Health Promotion/ Disease Prevention
Sami, Mojgan	Assistant Professor	Tenured	PhD	UCI	Planning, Policy and Design (PPD) with a focus on Public Health	Health Promotion/ Disease Prevention
Tisnado, Diana M.	Associate Professor	Tenure- track	PhD	UCLA	Health Services	Gerontological Health
Weiss, Jie	Professor	Tenured	PhD	USC	Preventive Medicine	Health Promotion/ Disease Prevention
Wood, Michele M.	Professor	Tenured	PhD	UCLA	Community Health Sciences	Health Promotion/ Disease Prevention

Name*	Title/ Academic Rank	Tenure Status or Classifi- cation^	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Yang, Joshua	Associate Professor	Tenured	PhD	UCLA	Community Health Sciences	Health Promotion/ Disease Prevention
Zettel- Watson, Laura	Associate Professor	Tenured	PhD	UCI	Psychology and Social Behavior	Gerontological Health

- 2) Provide summary data on the qualifications of any other faculty with significant involvement in the program's public health instruction in the format of Template E1-2. Programs define "significant" in their own contexts but, at a minimum, include any individuals who regularly provide instruction or supervision for required courses and other experiences listed in the criterion on Curriculum. Reporting on individuals who supervise individual students' practice experience (preceptors, etc.) is not required. The identification of instructional areas must correspond to the data presented in Template C2-1.

Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name*	Academic Rank^	Title and Current Employment	FTE or % Time Alloc- ated	Graduate Degrees Earned	Institutio n(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentra- tion affiliated with in Template C2-1
Ross, Irving Barry	Lecturer	Regional Director of Community Health Investment Providence St. Joseph Health, Southern California and Board Member of Healthy Communities at St. Jude Medical Center	0.2	MBA, MPH, RN	Columbia University	Business Administration and Public Health	Health Promotion/ Disease Prevention
Jones, C. Jessie	Emeritus faculty	Director, Center for Healthy Neighborhoods	0.1	PhD	Ohio State University	Sports Psych/Health/ Counseling	Health Promotion/ Disease Prevention

- 3) Include CVs for all individuals listed in the templates above.

Curriculum Vitae are included in the ERF (ERF → E1.3).

- 4) If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.

Mr. Barry Ross teaches PUBH 524 (core curriculum course) and Dr. Jones provides students with PUBH 599 and 597 opportunities through her Center for Healthy Neighborhoods. Dr. Jones has also been part of the Department Personnel Committee, and, thus, makes decisions on faculty retention and promotion.

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

**Strengths:** The department has a large faculty with a wide variety of research expertise that provide students

**Weaknesses** We are currently conducting a faculty search to expand our faculty expertise on mental health issues.

## E2. Integration of Faculty with Practice Experience

To assure a broad public health perspective, the program employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice. Programs encourage faculty to maintain ongoing practice links with public health agencies, especially at state and local levels.

To assure the relevance of curricula and individual learning experiences to current and future practice needs and opportunities, programs regularly involve public health practitioners and other individuals involved in public health work through arrangements that may include adjunct and part-time faculty appointments, guest lectures, involvement in committee work, mentoring students, etc.

- 1) Describe the manner in which the public health faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if applicable. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.

Several PIF are involved in their fields of expertise, and the program acknowledges the value of public health practitioners. For many years, Donna Fleming, DrPA, MSW, LCSW, former Chief of Operations, Public Health Service, Orange County Health Care Agency (OCHCA), taught the Public Health Administration course, PUBH 524. As part of the course, she led students on a field trip to the County Health Care Agency and provided them with many insights on real-time public health issues in Orange County. Upon her retirement in 2017, Irving "Barry" Ross took over. Mr. Ross has an MPH, MBA, RN and is currently the Regional Director of Community Health Investment for Providence St. Joseph Health in Southern California. Mr. Ross brings many years of public health experience with him to the classroom.

The program endeavors to include public health practitioners as lecturers in the elective courses available in each concentration. For example, PUBH 461 Occupational Health and Safety (an EOHS concentration required elective) has been taught by two part-time lecturers, Ms. Azza Carmona and Mr. Matthew DesRosier, who both work in the EOHS field in the local community.

The following table provides examples of ways that faculty incorporate practice experience in their coursework.

Jasmeet Gill	PUBH 501	Jane Chai from Orange County Health Care Agency provides a guest lecture on the health of Orange County residents using epidemiology data to compare how OC residents fare compared to California and the U.S.
Mojgan Sami	PUBH 411, PUBH 481	Ongoing internship and mentorship opportunities with the American Heart Association of Orange County to collect data on social determinants of heart health.
Diana Tisnado	--  PUBH 402; PUBH 450	Chair, Interprofessional Education, College of Health and Human Development Strategic Planning Task Force. Guest lectures in: US Health System Course by Danielle Rose-Ash, Quality Improvement Research, Veterans Administration; Ronald Halbert, Clinical Transformation Research, Cedars Sinai Medical Center; Alison Moore, Geriatrician: Guest in Health Promotion and Aging course discussing risky alcohol use in older adults.

Anthony DiStefano	PUBH 480	PUBH 480 –Transdisciplinary Perspectives on HIV/AIDS: (1) Kevin Riley, UCLA Labor Occupational Safety & Health Program: Guest lectures on HIV in the adult film industry. (2) Michael Li, Dept. of Family Medicine, UCLA: Guest lectures on homophobic victimization, homelessness, and drug use among men who have sex with men in Los Angeles; and public health careers in HIV and addiction medicine. (3) Jin Miyazawa, Kyoto University: Guest lecture on stigma and quality of life among people living with HIV in Japan.
Alice Lee	PUBH 599	Is well-partnered with two community-based organizations (Vietnamese American Cancer Foundation and Orange County Herald Center) and has provided data support for both.
Portia Jackson Preston	PUBH 597	Independent study student and research assistants working with Dr. Jackson Preston will attend Minority Health Conference at UCLA in February to meet practitioners working on health equity.
Tabashir Nobari	PUBH 411	Tonce Jackson, Health Equity Manager at PHFE-WIC in Los Angeles County: Guest lecture on how WIC promotes maternal and infant health among African-American mothers and infants in Los Angeles County.
Laura Chandler	PUBH 470 PUBH 320	PUBH 470 students educated and trained to teach basic nutrition lessons to K-8th students at SkyView Elementary/Middle school in Orange, CA; presented to all PUBH 320 students (5 sections): Careers in Health Education; also conducted this presentation at Canyon High School in Anaheim, CA.
Shana Charles	PUBH 424	Guest lecture in 2019 by Nicole Lehman, Director of Behavioral Health Care for LA Care; presented the public mental health system in Los Angeles County and how LA Care contracts for behavioral health services through Medi-Cal. Also, Fullerton Parks & Recreation Director Hugo Curiel meets with students during our field trip to Fullerton City Hall; presents on local city health programs.
	CSU Health Policy Conference	Two graduate students travel to Sacramento and meet with legislators (including Assemblywoman Sharon Quirk-Silva) and public health officials (including Special Assistant to the Governor and former DMHC Director Daniel Zingale) to learn about how health policy is created and implemented at the state level.

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

**Strengths:** A major benefit of hiring public health practitioners from the local community as lecturers is that MPH students not only learn about real world practice, but also benefit from increased access to internships and employment opportunities through regular interactions with PIF. These relationships also allow us to strengthen our ties with local agencies. We have conducted several Public Health Career student conferences in which faculty provide information about job opportunities, local MPH programs, the application and admissions process, and there is typically a student panel of former MPH students and a practitioner panel that shares employment and internship information.

**Weaknesses:** We are working on further strengthening our relationships with local agencies and more fully integrating our PIF in MPH program planning.

### **E3. Faculty Instructional Effectiveness**

**The program ensures that systems, policies and procedures are in place to document that all faculty (full-time and part-time) are current in their areas of instructional responsibility and in pedagogical methods.**

**The program establishes and consistently applies procedures for evaluating faculty competence and performance in instruction.**

**The program supports professional development and advancement in instructional effectiveness.**

- 1) Describe the means through which the program ensures that faculty are informed and maintain currency in their areas of instructional responsibility. The description must address both primary instructional and non-primary instructional faculty and should provide examples as relevant.

The current University Policy Statement, UPS 210.000, on tenure and promotion personnel procedures ([http://www.fullerton.edu/senate/publications\\_policies\\_resolutions/ups/UPS%20200/UPS%20210.000.pdf](http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20200/UPS%20210.000.pdf)) states that faculty teaching is one of three areas of evaluation for faculty promotion and retention. Each Department sets forth the parameters for successful and timely promotion and retention in the Department Personnel Standards (DPS) document. The DPS is reviewed annually by the Department Personnel Committee and, when needed, is modified by the Committee after approval from the department faculty, Faculty Affairs and Records, and the university Faculty Personnel Committee. Care is taken to ensure that the DPS is congruent with the mission and expected outcomes of the MPH Program.

Non-PIF faculty—lecturers in the case of the MPH Program—are evaluated annually by the Department Personnel Committee for their first six years, and if successful, are evaluated every three years thereafter. Lecturers must adhere to Department Personnel Standards for contract renewal; these include documentation of efforts to maintain subject matter, as well as teaching/pedagogical, currency.

UPS 210.000 is located in (ERF → E3.1)

- 2) Describe the program's procedures for evaluating faculty instructional effectiveness. Include a description of the processes used for student course evaluations and peer evaluations, if applicable.

Students complete course evaluations at the end of each semester. For in-person courses, the instructor appoints a student to explain the procedures and administer the Student Opinion Questionnaires (SOQs). The form requests students to evaluate specific aspects of the instructor's performance, the content of the course, instructor strengths, and the areas of instruction that need improvement. The completed evaluation forms for each course are tallied and results placed in an evaluation summary of results. A copy of SOQ scores is made available for faculty online through the campus portal. Online courses use the same evaluation form, and students evaluate instructors online. The Department Chair reviews course evaluations at the end of each academic year and discusses problematic evaluations with faculty members involved. Faculty members who need to strengthen their teaching are given guidance and mentoring and may be referred to the Faculty Development Center.

A blank SOQ form is located in ERF (ERF → E3.2)

- 3) Describe available university and programmatic support for continuous improvement in faculty's instructional roles. Provide three to five examples of program involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.

The University offers a number of opportunities for instructional and professional faculty development, including the following:



A. **Faculty Development Center** (<http://fdc.fullerton.edu/>). The FDC offers campus-wide programs that support faculty teaching, research, and service. The FDC promotes the incorporation of technology into instruction and offers classes and individual consultation to assist faculty in their endeavors. Through its programs and services, the FDC attempts to build a stimulating environment that will support faculty as educators, scholars, and engaged community members. Programs and opportunities are available to full-time and part-time faculty of the University. The mission of the FDC is to support faculty in the following areas:

- Support faculty in different stages of growth and professional development
- Support faculty in exploring new interests and developing new skills
- Foster cross-disciplinary collaboration and community amongst faculty
- Recognize and support faculty in their varied accomplishments
- Support student learning by enhancing faculty development
- Connect faculty growth to the university's mission, goals, and strategies

The FDC offers teaching certificates which are earned by attending workshops (on campus or virtual).

B. **Information Technology Services** (IT; <http://www.fullerton.edu/it/about/index.php>). The overarching goal of IT is to maintain and enhance the speed, quality, reliability, and security of campus-wide information transactions for students, faculty, and staff in ways that support the campus mission while reducing the cost-per-transaction. IT maintains various campus services including: a) accounts for TITANIUM (CSUF's Moodle online LMS), Titan Internet Access, CMS (campus shared database), and the Faculty/Student Portal (central access to all web information at CSUF); b) campus technology groups and campus computer networks; c) computing labs/resources across campus; d) computer equipment support/maintenance; e) hardware/data security systems; f) software access/support; g) telecommunications; h) training; and i) web publishing. IT maintains two dedicated Help Desks, which can be accessed from any telephone to assist faculty and staff [(657) 278-7777], and students [(657) 278-8888] with computer issues. Starting in May 2011, IT issued iPads with wireless connectivity to all members of the campus full-time faculty, enabling faculty to access emails and files from a distance.

C. **Other Services and Incentives Provided to the Faculty.** The University Learning Center (ULC) supports faculty in tutoring students with difficulty in certain subject areas such as math, sciences, composition and writing (<http://www.fullerton.edu/ulc>). The Faculty Development Center also provides writing, presenting, and publishing workshops and assistance (<https://fdc.fullerton.edu/scholarly/writing.php>). Other opportunities include faculty learning communities on writing, developing an effective writing routine, writing cover letters for journal submissions, and finding publication outlets.

D. **College Retreats with Teaching Focus.** The College of Health and Human Development holds a mandatory half-day retreat at the beginning of each Fall semester. The retreats provide an opportunity for faculty to meet newly hired faculty and staff, give out awards, speak about relevant issues such as discrimination and racism, and always include at least one session providing instruction/training on teaching strategies. Full- and part-time instructors attend.

4) Describe the role of evaluations of instructional effectiveness in decisions about faculty advancement.

Learning is preeminent at CSUF, and teaching effectiveness is crucial to faculty success. The Department Personnel Standards document states:

"The Department expects that each faculty member shall demonstrate effective teaching (both in and outside of the classroom) at all levels of review. Students' opinions of teaching are an important (though not decisive) means of assessing the quality of teaching. Of at least equal importance are self-

assessment in the narrative summary of teaching performance; peer evaluations; quality of pedagogical approach, instructional materials, and course content; documentation of student learning; effective methods of maintaining appropriate levels of rigor, evaluating, and grading students; and evidence of ongoing professional development with respect both to maintaining currency in the field and to pedagogical growth. In all cases, it is the responsibility of each faculty member to describe the quality of the teaching performance.”

- 5) Select at least three indicators, with one from each of the listed categories that are meaningful to the program and relate to instructional quality. Describe the program’s approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the lists that follow, the program may add indicators that are significant to its own mission and context.

Faculty Currency - relation of scholarship to instruction, annual reviews

The CHHD collects annual data on faculty scholarship and conference attendance. This data is reviewed by the Department Chair and aggregate data is given to the MPH Assessment Committee. The Department of Public Health encourages faculty to attend conferences in their field of expertise as a way of staying current with research. The department has a robust research climate and, as evidenced by data in Table E4-1, for each of the past 3 years the department has exceeded its goals for conference presentations.

Faculty Instructional Technique - participation in professional development related to instruction

The Department encourages faculty to attend professional development workshops as part of faculty retention and promotion. The University’s FDC sends frequent emails with workshop schedules and courses are available in-person and on-line to make them accessible to faculty. Furthermore, Fall semester College Retreats often focus on professional development in teaching. The Department Personnel Committee reviews progress of faculty in teaching related professional development and has observed a consistently high level of participation in professional development especially for tenure-track faculty (the first 6 years of employment as tenure-track faculty).

School- or Program-level Outcomes - implementation of grading rubrics

The university has focused on improving the writing skills of the students, and, as part of that goal, faculty have been encouraged to improve their grading rubrics. At the department level, faculty have received training during a department meeting from Dr. Sapna Chopra, a CHHD faculty and writing coach. At the college level, Fall semester College Retreats have discussed how to create and improve grading rubrics.

All indicators at the department level are reviewed every 2 years for applicability and currency, usually in retreats. The Department Personnel Statement was revised last year and will be implemented in 2020/2021 AY. University level resources for faculty success are constantly being revised and improved at the college and university level.

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

**Strengths:** The department has a very well documented and standardized Department Personnel Statement which guides faculty success.

#### E4. Faculty Scholarship

The program has policies and practices in place to support faculty involvement in scholarly activities. As many faculty as possible are involved in research and scholarly activity in some form, whether funded or unfunded. Ongoing participation in research and scholarly activity ensures that faculty are relevant and current in their field of expertise, that their work is peer reviewed and that they are content experts.

The types and extent of faculty research align with university and program missions and relate to the types of degrees offered.

Faculty integrate research and scholarship with their instructional activities. Research allows faculty to bring real-world examples into the classroom to update and inspire teaching and provides opportunities for students to engage in research activities, if desired or appropriate for the degree program.

- 1) Describe the program's definition of and expectations regarding faculty research and scholarly activity.

The University Policy Statement (UPS 210.000) on tenure and promotion personnel procedures ([http://www.fullerton.edu/senate/publications\\_policies\\_resolutions/ups/UPS%20200/UPS%20210.000.pdf](http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20200/UPS%20210.000.pdf)) indicates that faculty scholarship is one of three areas of evaluation for faculty promotion and retention. Each Department sets forth the parameters for successful and timely promotion and retention in the Department Personnel Standards (DPS) document. The DPS is reviewed annually by the Department Personnel Committee and, when needed, is modified by the Committee after approval from the department faculty. From the DPS:

"Faculty members at every level are expected to engage in focused, ongoing scholarly and creative activity. It is the position of the University and this Department that such activity enhances the professional growth and teaching effectiveness of the individual faculty member, contributes to the advancement of the field, provides increased learning opportunities for students, and enhances the overall reputation of the Department and the University."

UPS 210.000 is located in (ERF → E3.1)

- 2) Describe available university and program support for research and scholarly activities.

The Department, College and University have several pathways of support for scholarly and creative activities:

- A. **The University.** CSUF regularly provides travel support, sabbatical leave opportunities, and a yearly recognition of the "Outstanding Faculty of the Year" to support and promote faculty scholarship and creative activities.
- B. **Office of Research Development (ORD).** ORD provides assistance, guidance and consultation to the campus community in developing high-quality, competitive proposals — from concept to proposal submission. ORD also sponsors regular training workshops, brown bag seminars, and campus-wide research days to promote faculty and student scholarly and creative activities ([http://www.fullerton.edu/doresearch/grant\\_development\\_submission/](http://www.fullerton.edu/doresearch/grant_development_submission/)).
- C. **Office of Grants & Contracts (OGC).** The OGC is a full-service pre-award office that assists faculty in all aspects of grant seeking/submission (<http://www.fullerton.edu/asc/>). The OGC administers the campus Institutional Review Board (IRB), with the aim of protecting the dignity, rights, and welfare of human participants in research conducted by faculty, staff, students and others as required in accordance with federal regulations (45 CFR 46) and University Policy Statement 420.103 (<http://fullerton.edu/research/research-compliance/irb/index.asp>). OGC is a

support program of the CSU Fullerton Office of Research and Sponsored Projects (ORSP) (<http://www.fullerton.edu/research/ogc/>).

- D. **Auxiliary Services Corporation (ASC).** The ASC oversees the education grants and contracts for the University, governed by a Board of Directors consisting of students, faculty, administrators and community leaders. The ASC Office of Sponsored Programs provides post-award administration and support services for research grants and contracts awarded to the University. In addition to the direct costs of the research or program itself, most awards also include indirect costs (or overhead), which is used to support pre- and post-awards administration expenses incurred by the ASC, such as budgeting and accounting, risk management, IT, Payroll and Human Resource-related services (<http://www.csufasc.org/>).
- E. **University Advancement (UA).** UA administers and accounts for all foundation and donor gifts; researches and identifies new donor prospects; and maintains and manages the University's donor database. Advancement Operations also manages the California State University, Fullerton Philanthropic Foundation (CSFPF) program, and scholarship and endowment accounts (<http://www.fullerton.edu/advancement/>).
- F. **College of Health and Human Development (CHHD).** CHHD provides all new tenure track faculty 3 units of release time per semester for their first 4 semesters to provide them additional time for course preparation and meeting tenure-track obligations in the areas of research and service. The College Dean holds periodic reviews with new faculty to discuss progress on teaching performance, research, and service, and CHHD oversees 10 centers and 2 institutes that promote faculty, student, staff and community engagement in research and service. CHHD also recognizes outstanding research through an annual award (<http://hhd.fullerton.edu>), and provides additional intramural funding support (<http://hhd.fullerton.edu/facultyresearch/supportprograms.php>).
- G. **Office of Graduate Studies.** With support from the U.S. Department of Education, the Enhancing Postbaccalaureate Opportunities at Cal State Fullerton for Hispanic Students (EPOCHS) program (<http://www.fullerton.edu/doresearch/>) serves to increase the number of Latino students who enroll in and complete a postbaccalaureate degree at CSUF. All graduate students have access and benefit from funded programs developed to strengthen the environment for graduate studies at CSUF. EPOCHS has introduced an annual New Graduate Student Welcome Day, an event all admitted prospective graduate students are invited to attend. Faculty members across disciplines have been recruited to serve as mentors to students. The Titan Research Gateway provides a listing of graduate student research funding opportunities (Student Research Grants (<https://asi.fullerton.edu/services#Grants>)) compensate students for research travel and materials associated with CSUF graduate program research. Students are eligible to apply each semester. Awards range from \$100 - 400. Throughout the year, Graduate Learning Specialists and the Graduate Support Specialists provide workshops supporting writing and counseling. The Titan Research Gateway provides information about our annual student research competition ([http://www.fullerton.edu/doresearch/student\\_resources/CSUF-CSU\\_SRC.php](http://www.fullerton.edu/doresearch/student_resources/CSUF-CSU_SRC.php)). The Office of the Associate Vice President of Graduate Studies and Research plans Research Week each Spring semester, a celebration of faculty and student research and a vehicle for our campus community and community partners to learn about the research and collaborative partnership opportunities available at Cal State Fullerton.
- 3) Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students.
- Dr. Anthony DiStefano conducts research on HIV and violence. His research, titled 'HIV/AIDS-Related Cancers Among Racial/Ethnic Minority and Underserved Persons in the U.S.: Intersection between HIV and HPV among Pacific Islanders Center to Reduce Cancer Health Disparities', and his Fulbright Scholar Award titled 'Sexual Minority Violence in Japan: Syndemic Intersections and the Policies and Practices in Current Use to Address Them' are integrated into class discussions

and readings for his Transdisciplinary Perspectives on HIV/AIDS (PUBH 480) class. In PUBH 509 (Qualitative Research and Field Methods in Health), students use Institutional Review Board materials from his research studies (e.g., informed consent documents, data collection instruments, completed IRB applications) as models to draft a new IRB application for a qualitative research project. In addition, students use an interview guide combining a script, questions, and probes from his research to practice qualitative interviewing on each other.

- Dr. Michele Wood conducts research on disaster preparedness and disaster messaging. Her research, titled 'Southern California Earthquake Center, Great ShakeOut Evaluation' is integrated into Statistical Methods in Health Science (PUBH 508) and Research Methods in Health Science (PUBH 510). In PUBH 508, she had students analyze actual data from the Great ShakeOut Earthquake drill evaluation, and write summary reports. Dr. Wood's research data on a warning message study were provided to students to analyze for laboratory assignments. In PUBH 510, Dr. Wood had students develop focus group guides and conduct focus groups with classmates about their MPH experiences; their reports were submitted to the MPH Program committee. Dr. Wood's conference posters were provided as examples to help students identify strengths and weaknesses of various presentation approaches.
  - Dr. Jasmeet Gill studies breast cancer risk factors in large epidemiologic studies. Her research with the Multiethnic Cohort (as a Postdoctoral Fellow and during Sabbatical) is integrated into class lectures and practice exercises for the Advanced Methods in Epidemiology (PUBH 501) that she teaches. She is currently working on two research papers with the Multiethnic Cohort (Association of Physical Activity with breast cancer risk: the Multiethnic Cohort, and Nonsteroidal anti-inflammatory drugs, cancer risk and all-cause mortality: the Multiethnic Cohort). Dr. Gill provides students copies of questionnaires from the research and puts students in groups to discuss data collection and questionnaire design. She also presents her research study designs and methods in a class exercise on sources of bias and confounding.
  - Dr. Shana Charles is health insurance and policy researcher. She is part of the California Health Benefits Review Program Faculty Task Force and is project director for the State of Health Insurance in California Project. In her Health Policy class (PUBH 424) she teaches students how to interpret California Health Interview Survey data in light of current policy issues. Dr. Charles conducts Independent Study classes (PUBH 599) with graduate students interested in advanced health policy. She asks students to examine her work with the California Health Benefits Review Program, and apply the legislative analysis tool to a topic of their choice.
- 4) Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities.
- Two graduate students have recently assisted Dr. Diana Tisnado with her community-partnered research ('Lay Navigators as an Intervention to Improve Breast Cancer Services Among Pacific Islanders') to assess palliative care needs and preferences in the Orange County Pacific Islander community. Dr. Tisnado's research, 'Latina Breast Cancer Survivors: Our Experiences', provided students an opportunity to understand resilience in breast cancer survivorship among Latinas in Los Angeles County.
  - Students have worked with Dr. Pimbuca Rusmevichientong on her research titled 'Does parental nutrition knowledge translate to healthy snack choices for their children at home?' and 'Understanding Snack Attribute, Nutritional Ingredients and Parental Factors that Influence Adolescents' Snack Choices: Evidence from Discrete Choice Experiments'. Students had the opportunity to learn how to design a discrete choice experiment survey about students' snacking behaviors and parental influence on their healthy eating. The students also collected and analyzed the data.
  - Three graduate students are currently working with Dr. Portia Jackson Preston to develop the IRB documents, sampling frame, survey questions, and online survey for the study 'Faculty Led Well-

Being and Basic Needs'. This research examines well-being and self-care practices among individuals in the CSU who serve student populations that are disproportionately prone to trauma. Students will also participate in qualitative and quantitative data analysis.

- A number of students have worked with Dr. Archana McEligot's research titled 'Molecular and Epigenetic Mechanisms of Gender Disparities in Early Onset Melanoma'. Students have conducted research on identifying gender disparities in melanoma via basic science-based research, as well as examining global datasets on cancer.
- 5) Describe the role of research and scholarly activity in decisions about faculty advancement.

The Department Personnel Standards state:

"Faculty members at every level are expected to engage in **focused, ongoing** scholarly and creative activity. It is the position of the University and this Department that such activity enhances the professional growth and teaching effectiveness of the individual faculty member, contributes to the advancement of the field, provides increased learning opportunities for students, and enhances the overall reputation of the Department and the University. The faculty member shall provide a 1000-word self-evaluation in the narrative summary of scholarly and creative activities describing their: (1) scholarly and creative agenda, (2) accomplishments during the period of review, (3) work in progress, and (4) future plans. The self-assessment shall be supported by appropriate documentation, with any collaborative work clearly described in terms of individual contributions in the narrative."

- 6) Select at least three of the measures that are meaningful to the program and demonstrate its success in research and scholarly activities. Provide a target for each measure and data from the last three years in the format of Template E4-1. In addition to at least three from the list that follows, the program may add measures that are significant to its own mission and context.

<b>Outcome Measures for Faculty Research and Scholarly Activities</b>				
<b>Outcome Measure</b>	<b>Target</b>	<b>2020-2019</b>	<b>2019-2018</b>	<b>2018-2017</b>
Number of articles published in peer-reviewed journals (total faculty)	10	14	22	16
Number of presentations at professional meetings (total faculty)	15	20	22	36
Percent of faculty instructing a graduate student in independent study or ILE (total faculty)	75%	79%	69%	87%

Department of Public Health faculty research and scholarly activity is measured by the number of journal articles published in peer-reviewed journals each year, the number of presentations at professional meetings each year, and the percentage of faculty instructing an MPH student in an independent study (PUBH 599) or ILE (PUBH 597). All three of these measures also align with faculty retention and promotion requirements. The target value for number of articles published in peer-reviewed journals is set to approximately 50% of the department faculty (21 total). The department was able to exceed that target

each of the past 3 years. The goal for number of presentations at professional meetings was set to 75% of faculty (21 total); the assumption is that each faculty- on average- presents once a year at professional meetings. The department was able to exceed that goal each of the past 3 years. The last goal encourages faculty to collaborate with MPH students in independent study or ILE. This goal was met for 2 out of the last 3 years. The MPH Assessment Committee will continue to collect this data to ensure the goal is met in the coming years.

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

**Strengths:** Our faculty are very involved in research and their commitment to scholarship and mentoring is reflected in the number who engage in an ILE.

## E5. Faculty Extramural Service

The program defines expectations regarding faculty extramural service activity. Participation in internal university committees is not within the definition of this section. Service as described here refers to contributions of professional expertise to the community, including professional practice. It is an explicit activity undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research.

As many faculty as possible are actively engaged with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the program's professional knowledge and skills. While these activities may generate revenue, the value of faculty service is not measured in financial terms.

- 1) Describe the program's definition and expectations regarding faculty extramural service activity. Explain how these relate/compare to university definitions and expectations.

*The University Policy Statement 210.*  
([http://www.fullerton.edu/senate/publications\\_policies\\_resolutions/ups/UPS%20200/UPS%20210.000.pdf](http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20200/UPS%20210.000.pdf)) states that faculty service to the profession is one of three areas of evaluation for faculty promotion and retention. Each Department sets forth the parameters for successful and timely promotion and retention in the Department Personnel Standards (DPS) document. The DPS is reviewed annually by the Department Personnel Committee and, when needed, is modified by the Committee after approval from the department faculty.

- 2) Describe available university and program support for extramural service activities.

MPH program faculty provide service to the University and community in a variety of ways. All tenured and tenure-track faculty serve on efforts at the Department (e.g., Personnel Committee, Search Committees, and MPH Program Committee), College (e.g., Dean's Advisory Committee, Curriculum Committee, Technology Committee, College Culture and Climate of Inclusion Committee), and/or University levels (e.g., Academic Senate, and Health Professions Committee). Refer to Tables 1.5.1 and 1.5.2 for specific faculty serving on University, College, and Department committees.

MPH students provide service to the University and community through paid activities (e.g., Graduate Assistantships) and volunteer activities (e.g., through the Delta Rho Chapter of Eta Sigma Gamma (<https://csufesg.weebly.com>), as well as through the College of Health and Human Development's InterClub Council (<http://hhd.fullerton.edu/ssc/studentsuccess/hhd-icc.php>). Eta Sigma Gamma's Delta Rho chapter at CSUF is active in service to the CSUF campus and community. For instance, in the 2018-2019 academic year, students logged over 2,000 volunteer hours supporting department events on campus (e.g., Public Health Week, data collection for a fibromyalgia longitudinal study), and promoting breast cancer screening and other types of health education, to educate students about disease prevention.

- 3) Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students.

Faculty regularly incorporate service activities in their teaching. Dr. Michele Wood volunteers for the Southern California Earthquake Center to evaluate the Great ShakeOut Earthquake drills. She had students analyze the resulting datasets when she taught PUBH 508, Statistics. Dr. Lilia Espinoza serves as the Associate Director for the California State University, Fullerton Center for Health Neighborhoods (<http://healthynighborhoods.fullerton.edu/AboutUs.htm>). She incorporated examples of community-based research conducted at the Center when she taught PUBH 510 Research Methods. Dr. Joshua Yang's service has involved evaluating cigarette butt cleanups on the CSUF campus, and he used this example in his PUBH 500, Issues in Public Health Course.



- 4) Describe and provide three to five examples of student opportunities for involvement in faculty extramural service.

Students gain valuable experience in service activities in a variety of ways. MPH students regularly hold Teaching Assistant positions that provide them with hands-on experience in the classroom with undergraduate students. Many MPH students choose to work as Research Assistants during their time in the MPH Program, gaining first-hand experience in study design, implementation, evaluation and data dissemination (e.g., via presentations and publications). Lastly, students provide volunteer hours to the Delta Rho Chapter of Eta Sigma Gamma as well as through community-based organizations (such as the Susan G. Komen for the Cure, American Lung Association, American Heart Association) and faculty led events (Healthier Campus Initiative, the Great ShakeOut, Kick (Cigarette) Butts off Campus).

- 5) Select at least three of the indicators that are meaningful to the program and relate to service. Describe the program's approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the list that follows, the program may add indicators that are significant to its own mission and context.

The three measures that the Department of Public Health tracks are: (1) percent of faculty participating in extramural service activities, (2) number of faculty-student service collaborations, and (3) number of community-based service projects. All three of these measures also align with faculty retention and promotion requirements. Progress on these measures are tracked via faculty CVs and informal polling during department meetings.

- 6) Describe the role of service in decisions about faculty advancement.

The Department Personnel Standards state:

"All faculty members are expected to participate in appropriate Department, College, University, professional, and community service activities. Faculty members are expected to actively serve the needs of the Department, College, University, profession, and community by participating in a broad range of campus activities and in external activities in the profession and community. All faculty members, after their first probationary year, are expected to make noteworthy contributions towards the work of the Department, College, and University as they conduct their business and serve the community. In the area of professional service, such activity is expected to surpass that of simply belonging to relevant organizations and attending conferences. As faculty members progress through their careers, it is expected that they will engage significantly in professional activities such as serving on professional committees, assuming leadership positions, serving as program planners, conducting seminars and workshops, and serving as professional consultants, on editorial boards, and/or as reviewers of scholarly/professional materials."

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

*IF APPLICABLE, INSERT NARRATIVE HERE*

## F1. Community Involvement in Program Evaluation and Assessment

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

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

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

Our formal structure for obtaining input from constituents is our Community Advisory Board. Members and their credentials are listed below. We intend to double the size of this newly configured group in the 2020 – 2021 academic year. This will allow for overlapping two-year terms among Board members, which will help preserve “institutional memory” as members complete their terms. See section F3.3 for more details.

Name	Affiliation
Vattana Peong, MPH	Director, The Cambodian Family, former CSUF MPH student
Stephanie Camacho-Van Dyke	Director of Advocacy & Education, LGBT Center of Orange County
Mary Anne Foo, MPH	Executive Director, Orange County Asian and Pacific Islander Community Alliance
Tu-Uyen Nguyen, PhD	Professor, CSUF Department of Asian American Studies
Alejandro Espinoza, MPH	Program Officer and Outreach Dir., Desert Healthcare District
Genesis Sandoval, MPH	Public Health Projects Manager, Orange County Health Care Agency, former CSUF MPH student
Irving “Barry” Ross, RN, MPH, MBA	Regional Director, Community Health Investment, Providence St. Joseph Health, Southern California
Margaret “Maggie” Hawkins, MPH, PhD(c)	Director, Randall Lewis Health Policy Fellowship, Partners for Better Health

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

Since the Program’s inception, its vision, mission, goals, values have been, and continue to be available to the general public on the website for the CSU Fullerton Department of Public Health, MPH Program at: <http://hhd.fullerton.edu/pubh/mph/programvalue.php>. Also, these materials are provided in the MPH Student Handbook. Each year, during the Fall Faculty Retreat and one of the Community Advisory Board meetings, the MPH Program Committee reviews and revises the vision, mission, goals, values, as necessary, to stay current within the field of public health.

During the 2019 - 2020 academic year, a newly formed MPH Accreditation Committee spearheaded the review of all annual accreditation updates as well as the CEPH Accreditation report of 2012/2013. The Committee made minor revisions to these (see Section B1.1). The Program’s mission, values, goals, and values were shared with key stakeholders (via the Community Advisory Board).

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

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

The MPH Program has a dynamic process for monitoring and evaluating its overall efforts in the context of its vision, mission, goals, and values; for assessing the Program's effectiveness in serving its various constituencies; and for using evaluation results for ongoing planning and decision making to achieve our mission. Evaluation takes place through a continuous review each year.

The continuous program review involves the collection of data throughout the year. Evaluation data are then compiled for review, with input from the MPH Program Advisor. Findings are reviewed by the MPH Program Committee, MPH student representatives, and the Community Advisory Board. Recommendations can be made by any of the constituencies; then the MPH Program Committee, in consultation with the MPH Assessment Committee, makes the decision to develop an action plan, if needed, to implement any recommended changes, or to address any unmet objective targets.

b) Development of the self-study document

Data and input for the self-study document are systematically collected from multiple constituent groups. These stakeholders include faculty, support staff, administrators, current and former CSUF MPH students, and community organizations.

Faculty. MPH faculty have many opportunities for designing and participating in a variety of critical planning and evaluation processes for the Program. These opportunities include:

- Committee participation in the MPH Assessment Committee, MPH Admissions Committee, MPH Program Committee, and Community Advisory Board. The MPH Program Committee holds faculty meetings at least once/month.
- Review of the alignment of course syllabi with Core Discipline and Concentration Competencies.
- Participation in monthly faculty meetings and 2 half-day retreats (1 each semester), where faculty discuss teaching, research, and professional activities. Also, the MPH Program Committee discusses advising and mentoring MPH student issues and Accreditation Self-Study progress. At each of the retreats, time is devoted to the Department's educational mission and goals, including a consideration of the MPH Program's mission, goals, objectives, and curriculum. During Fall retreats, the MPH Program Committee and Undergraduate Program Committee have time to meet separately and then come together to share major items.

Faculty outside of the Department also are involved in the campus-level review, evaluation, and approval process for new courses and programs. The hierarchical process for proposed courses involves: 1) review and support for new courses from the originating department's faculty and Chair; 2) review and approval by faculty on the College's Curriculum Committee; 3) review and approval by the College's Associate Dean and Dean; 4) review and approval by the University Graduate Education Committee; 5) review and approval by the University Planning, Resource and Budget Committee (PRBC) when there are fiscal considerations; 6) review and approval by the appropriate Associate Vice President for Academic Programs and the Provost/Vice President for Academic Affairs; 7) review and approval by the Academic Senate; and 8) review and final approval by the campus President. In the case of proposing new degree programs, the review process is further extended by including formal review and approval by the system's CSU Chancellor's Office, the CSU Board of Trustees, and the California Post-Secondary Education Commission (CPEC). The MPH Program underwent this rigorous process when it was developed.

Support Staff. There are a total of 5 staff members (2 Administrative Analysts, one of whom serves as the MPH Admissions Coordinator, 1 Administrative Support Coordinator, 1 Administrative Assistant, and 1 Instructional Support Technician) that support the MPH Program. The support staff provides ongoing feedback directly to the Department Chair and MPH Program Advisor, and their work in supporting the Program is reviewed each year as part of the annual Human Resources performance evaluation process. We discussed the Self-Study with staff members as part of our regular staff meetings to solicit feedback and assistance from the staff. In addition, the MPH Admissions Coordinator attends each general faculty meeting and MPH Program Committee meeting.

Administrators. The MPH Program is housed in the College of Health and Human Development (CHHD), and is supported by Dean Laurie Roades, who reports to the Provost/Vice President for Academic Affairs (VPAA). Funds for all requests for new faculty, staff, space or equipment to support the MPH Program are approved by the Dean. In addition, the Program is reviewed and evaluated each year as part of the annual review process for all academic programs. Administrators are kept apprised of the progress of the MPH Program and are very supportive of its success.

MPH Students. Current and former MPH students may provide feedback about the Program through the following mechanisms:

- Student Representatives - MPH student representatives (2 per year) provide input and share concerns of fellow students during the monthly MPH Program Committee meetings.
- MPH Exit Survey - Each year, the MPH Program Advisor summarizes the results of the student survey and discusses them with the MPH Program Committee. Recommendations for any changes in the MPH Program are made to the MPH Program Advisor, in consultation with both the MPH Accreditation Committee and the MPH Assessment Committee.
- SOQs - Current students evaluate quality of instruction by completing the University Student Opinion Questionnaires (SOQs) for each course at the end of each semester.
- Alumni Event - Participation in the annual MPH Alumni event, which was instituted three years ago, in part, to help the Program obtain informal feedback about how our student perform in the Public Health workforce. We have had roughly 25 students in attendance for each of the past two years. We mainly track our students via their LinkedIn accounts, which they create as part of their coursework. We are working to improve our tracking by developing and maintaining a database that will allow us to follow our students over time more systematically. This will be maintained by the MPH Admissions Coordinator, along with the MPH Program Advisor.
- MPH Current Student Surveys - Two new surveys implemented during the first semester of Year 1 (as part of the Statistics course, PUBH 508) and during the first semester of Year 2 (as part of the Research Methods Course, PUBH 510). These surveys will provide an opportunity to learn course content while also providing anonymous feedback about the program.
- MPH Focus Groups - We conducted focus groups with MPH students as part of their instruction for PUBH 510, Research Methods during three separate years. For this class assignment, students were given topics, and then developed focus group guides, conducted groups with their peers, and prepared summary reports on topics such as leadership opportunities within the program, their transition to graduate school, and their perceptions about the field of Public Health. The reports were shared with the MPH Program Advisor and MPH Program Committee. We plan to continue this activity moving forward.

- Anonymous Feedback Form - In the Lobby of the KHS building, there is a locked box with a slot where students can drop off anonymous feedback. This was put in place because of student feedback (from Student Representative) in 2016.
- Faculty Interactions - Engage in ongoing conversations and meetings with the MPH Program Advisor and MPH faculty.

Community Organizations. The MPH Program obtains feedback from two important community sources—feedback from members of our Community Advisory Board and the Internship Site Supervisor Evaluations. Data indicate we are positively contributing to our community’s public health workforce. On a more informal basis, feedback and information sharing also occurs as a result of MPH faculty members sitting on various community boards and committees throughout Southern California. Because of the applied and collaborative nature of MPH faculty research, invited faculty members often serve as members of community coalitions and advisory boards, and partner with community groups on their research and other funded projects.

c) Assessment of changing practice and research needs

Historically, changing practice and research needs have been examined in Community Advisory Board (CAB) meetings. Our Spring 2020 CAB meeting addressed this topic, and identified several new, emerging needs for achieving success in the Public Health workforce. Our practice is to address this issue within at least one CAB meeting per year.

d) Assessment of program graduates’ ability to perform competencies in an employment setting

Data are collected from a variety of sources to monitor students’ developing ability to perform competencies in an employment setting. These include at the Internship Experience/Site Supervisor Evaluations.

Internship Experience/Site Supervisor Evaluations. Site supervisors complete an evaluation of their MPH student interns regarding leadership, interpersonal skills, and professional character, after which they share their assessments with the students, as indicated by the supervisors’ and students’ signatures at the end of the evaluations.

MPH Alumni Employer Survey. Following completion of the Program, MPH graduates are sent an email asking for their employer’s contact information. Alumni are assured in the email that the evaluation is about the program and will not affect their job security. If alumni provide contact information, the Employer is sent a link to an anonymous Qualtrics survey. Our plan is to conduct this survey periodically, every three years.

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

CAB meeting notes and Internship Site Supervisor Evaluations are located in ERF (ERF → F1.4)

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

**Strengths:** The Program uses a variety of data reflecting input from multiple stakeholders, which provides a rich perspective on our program. Concurrent leadership changes in the Department Chair and MPH Program Advisor roles described in the Introduction, have created some challenges. Our faculty are enthusiastic, committed, and highly engaged, and we have worked through these challenges, but these efforts did necessitate taking a year off to reform and refocus our Community Advisory Board. We also took

a pause in our annual faculty survey. The onset of the COVID-19 pandemic and mandated virtual instruction that ensued derailed some of our plans for the 2020 spring semester.

**Weaknesses:** As we continue adapting to conditions during a pandemic, we will expand our MPH CAB membership and will re-implement our faculty satisfaction survey. We plan to conduct our MPH Alumni Employer Surveys every three years moving forward. Our students have many opportunities to provide feedback about the Program, but we would like to have more formal input from alumni. The alumni events have been successful, and we have reconnected with many more graduates than those who are able to attend. However, we also hope to expand our reach. We are currently considering initiating an MPH alumni survey (conducted every two years) with the purpose of reconnecting with former students, updating our record of their current employment, and inspiring further engagement with the Program, including serving as guest speakers, part-time lecturers, mentors, internship preceptors, and donors, for example.

## F2. Student Involvement in Community and Professional Service

**Community and professional service opportunities, in addition to those used to satisfy Criterion D4, are available to all students. Experiences should help students to gain an understanding of the contexts in which public health work is performed outside of an academic setting and the importance of learning and contributing to professional advancement in the field.**

- 1) Describe how students are introduced to service, community engagement and professional development activities and how they are encouraged to participate.

Students are encouraged to join campus organizations, such as Eta Sigma Gamma, that promote service and community engagement. Throughout the year, the MPH Program Advisor posts opportunities for student service on the MPH Program TITANIum (Moodle) page. If faculty are leading a service activity, the MPH Student Representative is informed and told to share the opportunity with fellow students. Most students get exposure to professional service through the APE because they work during the day and not on campus daily.

- 2) Provide examples of professional and community service opportunities in which public health students have participated in the last three years.

- The Great Shake Out (2017)

Great ShakeOut Earthquake Drills began in Southern California in 2008 and have since grown to multiple local, regional, and international drills. Drills are designed to promote preparedness actions before earthquakes occur and provide practice carrying out self-protective actions during actual events. The objective of this study was to explore ways in which the Great ShakeOut Earthquake Drills are impacting individuals and households.

- MHRT Thailand Published Manuscript (2017)
- Public Health Technical Assistance Program (2017, 2018)
- Healthier Campus Initiative (2019)
- CSU Health Science Policy Conference (Sacramento, CA; 2018-2020)  
The annual CSU Health Policy Conference is an initiative to bring public health students from across Cal State University campuses to the California state Capitol to meet with policymakers and public health leaders; discuss contemporary health challenges for California; and network with colleagues from other campuses.
- The Center for Healthy Neighborhoods newsletter (2020)
- APHA roundtable and poster presentations (2018, 2020)

Documentation of examples listed above are located in the ERF (ERF → F2.2)

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

### **Strengths:**

**Weaknesses:** The main weakness to service opportunities offered by the department is that they center on activities that happen during the week (not weekend) and therefore make it difficult for MPH students to attend. The majority of MPH students work (~83%) while getting their MPH and are not available until the weeknight or weekend.

### **F3. Assessment of the Community's Professional Development Needs**

**The program periodically assesses the professional development needs of individuals currently serving public health functions in its self-defined priority community or communities.**

- 1) Define the program's professional community or communities of interest and the rationale for this choice.

The program's professional community of interest is the public health workforce of Orange County. Our program is located in Orange County, and most of our students come from and return to work in Orange County after completing the program.

- 2) Describe how the program periodically assesses the professional development needs of its priority community or communities, and provide summary results of these assessments. Describe how often assessment occurs

Historically, the Program has assessed professional development needs in the priority community within the context of annual Community Advisory Board (CAB) meetings. When we reconstituted the MPH Community Advisory Board in the 2019-2020 academic year, we decided to increase the frequency of meetings from one to two per year, with the addition to one or more online surveys to collect input on specific subjects. We also requested a minimum two-year commitment from members. Additionally, one member of the CAB, Dr. Irving (Barry) Ross, serves as Vice President, Healthy Communities at St. Jude Medical Center, also has taught the internship course (PUBH 595), and this has provided him with a particularly well-informed inside view of the Program and our students' preparation for the Public Health workforce. We have used Dr. Ross as a key informant and had ongoing discussions with him during 2018-2019 about ways in which we can improve our students' preparation for the workforce. Finally, this topic has been discussed repeatedly in the semi-annual meetings of the CSU Chairs of Public Health/Health Science departments. CSU Fullerton hosted one such meeting in Fall 2019.

Current skills needed to be successful in the Public Health workforce included the ability to: (1) adapt to change, (2) collaborate successfully, (3) reach out to initiate collaboration, (4) synthesize information from multiple sources, (5) understand and apply the social determinants of health, (6) recognize the role of advocacy in Public Health at all levels, (7) understand mental health as a Public Health issue, and, (8) how to do the work of Public Health during a pandemic. Feedback about our students' readiness has focused primarily on their lack of confidence, particularly in working in inter-professional settings, as well as their discomfort adapting to change.

CAB meeting notes are located in ERF (ERF → F3.2)

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

**Strengths:** Given all the changes noted in the Introduction (Section 1.f.), we were comfortable taking a year to reconstitute and refocus our Community Advisory Board (CAB). The COVID-19 pandemic interfered, however, with our plans to roll-out our new CAB in Spring 2020. We conducted our meeting virtually using Zoom, and it was surprisingly successful with a great deal of conversation and interaction. We plan to continue to allow people to participate virtually, as this will remove barriers to participation. In the coming year, we plan to fill gaps in membership and increase the number of participants (allow overlapping terms among members, so we will retain "institutional memory" in the group); we plan on meeting at least twice in the next academic year, conducting at least one survey, and seeking additional input on other aspects of the program.



**Weaknesses:** Our first CAB meeting occurred late in the semester because of the tremendous need to manage the transition to virtual instruction and adapt to the pandemic. Consequently, we were unable to conduct the survey we had intended to seek all the input we had planned.

#### **F4. Delivery of Professional Development Opportunities for the Workforce**

**The program advances public health by addressing the professional development needs of the current public health workforce, broadly defined, based on assessment activities described in Criterion F3. Professional development offerings can be for-credit or not-for-credit and can be one-time or sustained offerings.**

- 1) Describe the program's process for developing and implementing professional development activities for the workforce and ensuring that these activities align with needs identified in Criterion F3.

The Department has provided a variety of professional development opportunities. Some of these are curricula in nature, such as learning how to draft Focus Group guides, conduct Focus Groups, and write summary reports (PUBH 510), create and present conference posters (PUBH 510), grant writing (PUBH 524), and leadership (PUBH 524, PUBH 595). Other activities include Independent Study opportunities working with faculty (PUBH 599), research assistantships research projects, and graduate assistant positions. The College of Health and Human Development offers our graduate students free poster printing each year, and our faculty have been successful in helping students secure research grants through the student organization (Associated Students Inc.) to help fund travel to present research at APHA (<https://asi.fullerton.edu/services#Grants>). When the APHA conference is in-state, our department has typically paid registration fees for MPH students who wish to attend. Finally, MPH students can join and participate in the Health Education honors society, Eta Sigma Gamma (ESG), which includes several public health volunteer opportunities. Our campus offers and participates in several student research competitions, and we encourage our students to participate.

The Community Advisory Board and across campus collaborations have, historically, provided the program with additional professional development opportunities. However, as explained in F3.3, focus on undergraduate curriculum, turnover in administrative personnel, back-to-back sabbaticals for MPH Program Advisors (past and current), and changes in department leadership have left gaps in department activities. The Department is hopeful that the Spring Community Advisory Board meeting will serve as a catalyst for new professional development offerings, though we recognize that the pandemic may limit what we can achieve.

- 2) Provide two to three examples of education/training activities offered by the program in the last three years in response to community-identified needs. For each activity, include the number of external participants served (ie, individuals who are not faculty or students at the institution that houses the program).
  - Public Health Certificate program in conjunction with the Orange County Health Care Agency. This certificate program is offered once every 2 to 3 years to current Health Care Agency workers.
  - Leadership and involvement in the *Californian Journal of Health Promotion*. The Journal has a section on continuing education units for Certified Health Education Specialists (CHES) <http://www.cjhp.org>
- 3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

We provide a number of professional development activities for our students, but those who seek them out, benefit more from such opportunities. We would like to provide more structured, systematic opportunities in which all our MPH students can participate. To this end, one of our faculty (Dr. Tisnado) has been serving on our college Inter-Professional Education Committee to try to design opportunities for graduate students from Public Health, Nursing, Social Work, and Counseling to develop their skills and better understand how they may work as part of a larger health team.

## G1. Diversity and Cultural Competence

**Aspects of diversity may include age, country of birth, disability, ethnicity, gender, gender identity, language, national origin, race, historical under-representation, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status. This list is not intended to be exhaustive.**

**Cultural competence, in this criterion's context, refers to competencies for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Requisite competencies include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt to cultural differences, especially as these differences may vary from the program's dominant culture. Reflecting on the public health context, recognizing that cultural differences affect all aspects of health and health systems, cultural competence refers to the competencies for recognizing and adapting to cultural differences and being conscious of these differences in the program's scholarship and/or community engagement.**

- 1) List the program's self-defined, priority under-represented populations; explain why these groups are of particular interest and importance to the program; and describe the process used to define the priority population(s). These populations must include both faculty and students and may include staff, if appropriate. Populations may differ among these groups.

The university defines the term 'historically underrepresented' as a "term that refers to groups who have been denied access and/or suffered past institutional discrimination in the United States and, according to the Census and other federal measuring tools, includes African Americans, Pacific Islanders, Southeast Asians, Hispanics or Chicanos/Latinos, and Native Americans. However, underrepresented groups may include but are not limited to other ethnicities, adult learners, veterans, people with disabilities, lesbian, gay, bisexual, and transgender individuals, different religious groups, and different economic backgrounds." The university is a designated HSI (Hispanic Serving Institution) and AANAPISI (Asian American, Native American, and Pacific Islander Serving Institution) and has a culture that values all types of diversity. The department and MPH Program mirror those values.

The MPH Program's priority under-represented populations are African Americans, Pacific Islanders, Southeast Asians, and Hispanics or Chicanos/Latinos. Since our MPH Program is small and serves the local, Orange County population, there is a need for Pacific Islander, Southeast Asian and Hispanic public health workers. The African American population in OC is quite small, but it is larger in neighboring counties.

- 2) List the program's specific goals for increasing the representation and supporting the persistence (if applicable) and ongoing success of the specific populations defined in documentation request 1.

We have two primary goals for increasing the representation and supporting the persistence and ongoing success of our under-represented populations. These reflect goals stated in our College Strategic Plan:

- A. Foster an inclusive environment, and
- B. Recruit, support, and retain high quality and culturally diverse faculty and staff.

- 3) List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include collection and/or analysis of program-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.

The strategies we have identified to advance the goals list above also are drawn from our College Strategic Plan.

- A. Foster an inclusive environment.
  - Provide opportunities for students, staff, faculty, and alumni to increase professional and social engagement with the Program

- Provide opportunities for students, staff, and faculty to strengthen cultural competence
- Facilitate mentoring opportunities for students, staff, and faculty

The Program provides multiple opportunities for students, staff, faculty, and alumni to increase their professional and social engagement with the Program. These include the annual “MPH Meet and Greet”, the winter “MPH Holiday Party”, the spring “MPH Alumni Event”, and the annual “MPH Hooding Event.” The campus provides many opportunities to participate in trainings focused on increasing cultural competence. These are offered by the Faculty Development Center (<http://fdc.fullerton.edu/technology/diversity.php>) and our Diversity Initiatives and Resource Centers (<http://www.fullerton.edu/dirc/trainingandworkshops/>). We offer a Peer Mentoring program for our students (<https://chhdmpm.fullerton.edu/LearnMore/>) and have a Student Success Center (<http://hhd.fullerton.edu/ssc/studentsuccess/sst.php>) as well. Our staff mentoring is more informal. Staff are encouraged to meet with and learn from other staff across our college, and university. Regular Department and College retreats provide opportunities for mentoring. Newly hired tenure-track faculty meet with the Department Chair monthly for personalized mentoring during their first year. The Faculty Development Center provides monthly support meetings for new hires (<http://fdc.fullerton.edu/careers/nfmeetings.php>). The campus also offers a leadership program for faculty (<http://www.fullerton.edu/fss/leadership/>), in which faculty receive mentoring on leadership development.

- B. Recruit, support, and retain high quality and culturally diverse faculty and staff.
- Recognize accomplishments of staff and faculty.
  - Identify and develop best practices regarding recruitment, hiring, and retention.

We recognize accomplishments of faculty and staff through campus and college award ceremonies, on our department website, and in our faculty meetings. We work in compliance with our campus Division of Human Resources, Diversity, and Inclusion, (<https://hr.fullerton.edu/hrdi-departments.php>) which includes the Office of Diversity, Inclusion and Equity Programs, in recruiting and retaining a high-quality and diverse faculty and staff. Goal 1 in this area is to recruit diverse pools of applicants for faculty and staff positions.

- 4) List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.

The MPH Program uses the following strategies to maintain a culturally competent environment:

1. Follow campus-wide, data-driven recruitment processes.
2. Provide coursework that builds cultural competence.
3. Conduct Program climate surveys and aggregate data on a regular basis. Report findings to the MPH Committee.
4. Conduct regular (2 per year) Community Advisory Board meetings, seeking feedback on the Program.

To help ensure a culturally competent environment, we adhere to campus policies for faculty and staff recruitment. We have adopted a policy requiring a statement on diversity from candidates as part of the application process; our college leadership has provided a rubric for evaluating these. Our MPH core courses also include topics on diversity and cultural competency, including Health Promotion and Disease Prevention (PUBH 540), Advanced Study in Program Planning and Evaluation (PUBH 535), Public Health Administration (PUBH 524), and Advanced Methods in Epidemiology (PUBH 501). Diverse members of the local community and subject matter experts often serve as guest lecturers in our core courses. We collect feedback about the program climate at the two check-in surveys and use data to inform future practice. The Assessment Committee also examines on climate. Department faculty serve on the College Diversity and Culture of Inclusion Task Force. Regular meetings of our MPH Community Advisory Board also help us maintain a culturally competent environment.

- 5) Provide quantitative and qualitative data that document the program's approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1.

The university tracks the following quantitative data for MPH students. No qualitative data is available at this time.

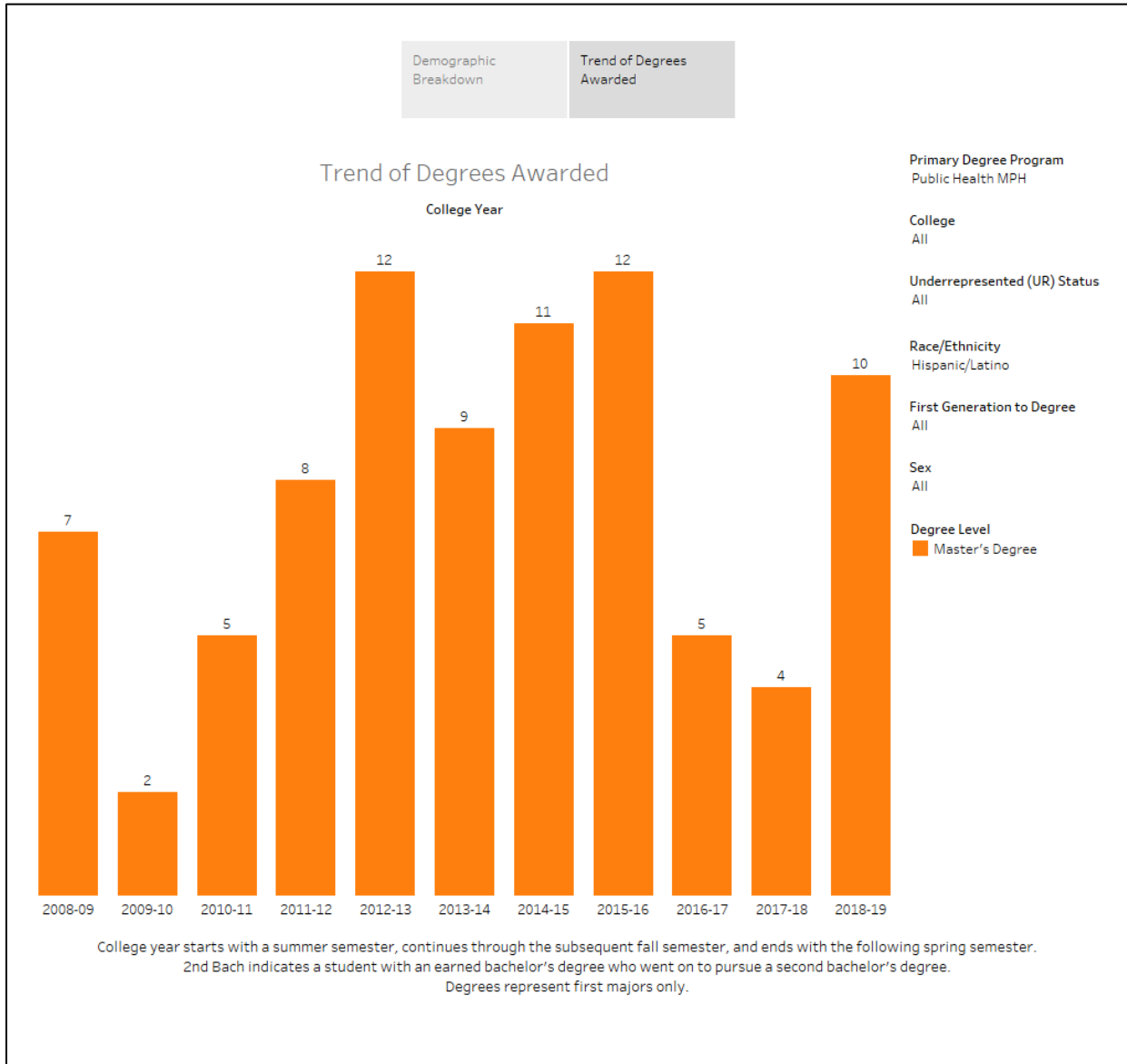


Figure G1.5.a: Number of Hispanic/Latino MPH students, 2008-2019

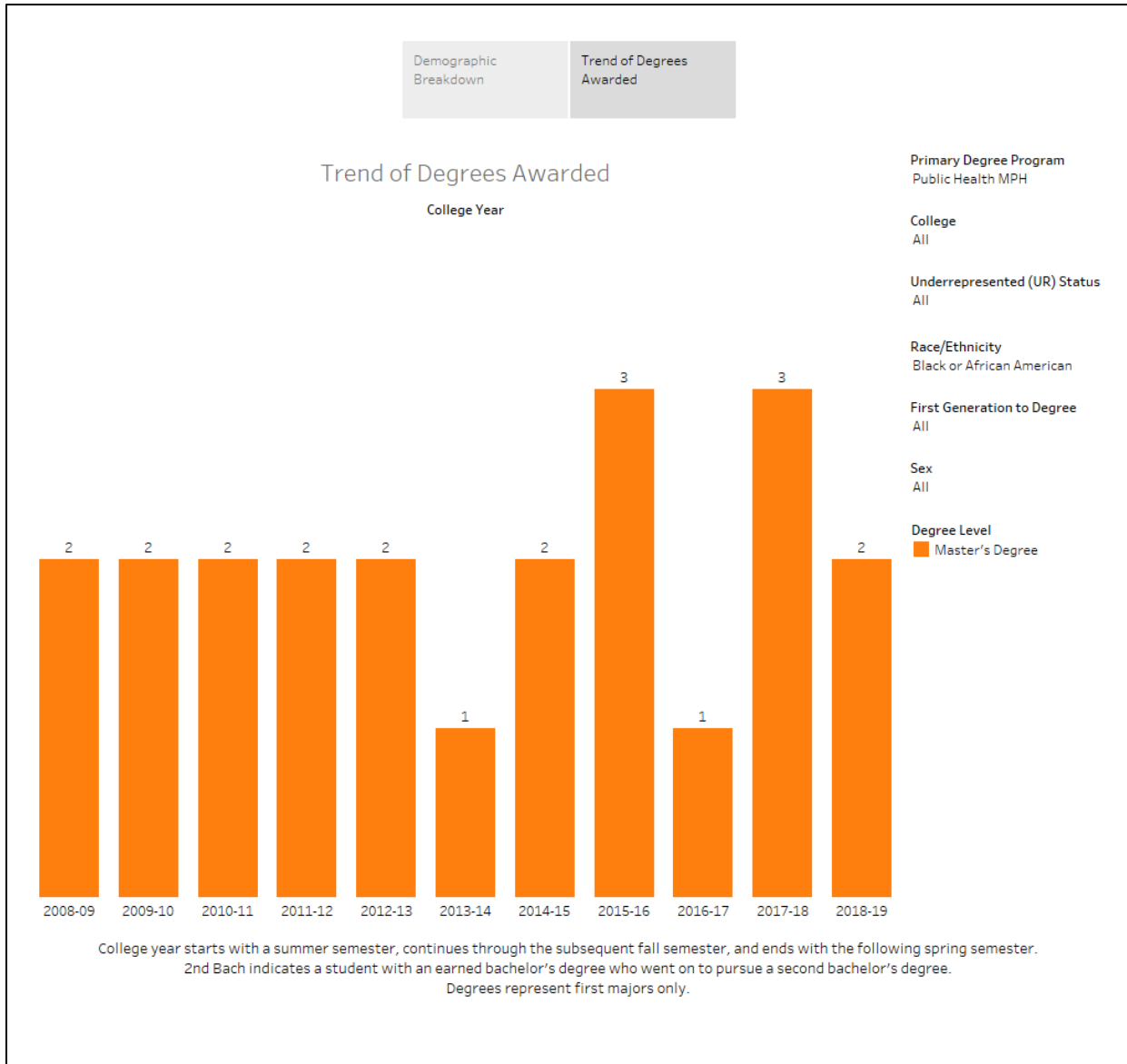


Figure G1.5.b: Number of African-American MPH students, 2008-2019

The MPH Program has been successful in enrolling Hispanic/Latino students. The Program endeavors to focus on increasing numbers of other under-represented racial/ethnic minorities. A big challenge is that other forms of diversity are not measured and are therefore more difficult to address. The University, College, and Department are aware of these deficiencies and continue to work together to address them in the future.

- 6) Provide student and faculty (and staff, if applicable) perceptions of the program's climate regarding diversity and cultural competence.

Students were asked “How do you feel about the following statements ...”

	<b>The MPH program values diverse individuals and communities.</b>	<b>The MPH program teaches students to recognize that cultural differences affect all aspects of health and health systems.</b>	<b>The MPH program encourages students to reflect on their own cultural biases.</b>	<b>The MPH program helps students develop cultural competence.</b>
Strongly agree	81.82%	63.64%	45.45%	45.45%
Somewhat agree	18.18%	36.36%	27.27%	45.45%
Neither agree nor disagree	0.00%	0.00%	27.27%	9.09%
Somewhat disagree	0.00%	0.00%	0.00%	0.00%
Strongly disagree	0.00%	0.00%	0.00%	0.00%
	11	11	11	11

Faculty were asked “How do you feel about the following statements...”

	<b>The MPH program values diverse individuals and communities.</b>	<b>The MPH program teaches students to recognize that cultural differences affect all aspects of health and health systems.</b>	<b>The MPH program encourages students to reflect on their own cultural biases.</b>	<b>The MPH program helps students develop cultural competence.</b>
Strongly agree	76.92%	61.54%	38.46%	46.15%
Somewhat agree	23.08%	15.38%	23.08%	23.08%
Neither agree nor disagree	0.00%	7.69%	7.69%	7.69%
Somewhat disagree	0.00%	0.00%	0.00%	0.00%
Strongly disagree	0.00%	0.00%	0.00%	0.00%
Cannot provide an assessment (don't have enough knowledge of MPH core curriculum)	0.00%	15.38%	30.77%	23.08%
	13	13	13	13

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

The MPH Program values diversity, but needs to continue working on evaluating department climate, course offerings and content as related to cultural competency, enrolling diverse students and hiring diverse faculty.



## H1. Academic Advising

**The program provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment, to advisors who are actively engaged and knowledgeable about the program's curricula and about specific courses and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and supporting those who may experience difficulty in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.**

- 1) Describe the program's academic advising services. If services differ by degree and/or concentration, a description should be provided for each public health degree offering.

Academic advising is provided by an MPH Program Advisor who is a tenure-track or tenured faculty member and teaches a core course in the MPH Program. Advising begins with a welcome letter to students admitted into the program which includes information needed for registration and preparation for the first semester. An in-person orientation is held prior to the first week of classes. The orientation reviews the mission and values of the program; key university policies governing graduate programs and students; an overview of the program curriculum; internship; and a campus tour.

The MPH Program Advisor sends a memo to each cohort of students at the beginning of each year regarding academic procedures for the forthcoming year and visits a core class for MPH students every semester to review relevant policies and procedures for the semester and to answer any questions. The MPH Program Advisor also has posted office hours (3 hours per week) which MPH students can utilize to discuss advising issues in a one-on-one setting.

- 2) Explain how advisors are selected and oriented to their roles and responsibilities.

The MPH Program Advisor is a tenure-track or tenured faculty member who has been a member of the Department's MPH Program Committee, taken on a leadership position on a subcommittee (e.g., admissions, assessment, curriculum, etc.), and has taught MPH students. A faculty member is asked to serve as the MPH Program Advisor at the discretion of the Department Chair. If the faculty member agrees, they do so for a specified term (usually 2-3 years) and receive one course release per semester to provide academic advising. They may serve consecutive terms at the discretion of the Department Chair.

The MPH Program Advisor is the de facto chair of the department's MPH Program Committee which discusses policies, procedures, and other issues related to the MPH Program. This includes, but is not limited to, student recruitment, admissions, curriculum, student concerns, accreditation, alumni relations, and community relations. The MPH Program Committee chair provides updates to the committee and at larger faculty meetings; set the priorities for the MPH Program Committee in consultation with the Department Chair; facilitates meeting discussion; provides oversight and input to subcommittees; and seeks out answers to questions that arise during committee meetings.

In the advising role, the MPH Program Advisor is the point person for potential students interested in the MPH Program. This involves responding to emails, hosting information sessions, advising potential students on policies and procedures, and maintaining the program website. For current students, the MPH Program Advisor ensures students adhere to departmental and university policies and is an advocate to the university for students who do not correctly adhere to departmental and university policies. This includes helping students complete and adhere to university forms, working with the Office of Graduate Studies to ensure paperwork is correctly completed and turned in on time, ensuring graduation requirements are met, and clarifying departmental and university policies.

Through numerous scheduled in-person interactions (see above), the MPH Program Advisor also provides guidance on professional goals and interests as well as referrals to other faculty with whom they may have similar interests. Finally, the MPH Program Advisor reminds faculty members of appropriate

policies and procedures as they relate to working with graduate students to ensure adherence to such policies.

- 3) Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide additional guidance to students.

Blank Study Plan, MPH Handbook, MPH Orientation documents and other advising materials are located in ERF (ERF → H1.3)

- 4) Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable.

Year of Graduation	The MPH Program Advisor was responsive to my questions and needs	The MPH Program Advisor was accessible and was a knowledgeable resource for me	Total
	Agree or Strongly Agree	Agree or Strongly Agree	
2018	87.5%	91.7%	24
2019	75.0%	79.1%	24
2020	83.4%	83.3%	12

Students have reported a high level of satisfaction with the MPH Program Advisor, with the exception of 2019, which was Dr. Joshua Yang's first year in the role of Advisor. The MPH Assessment Committee will continue to collect data to ensure the satisfaction rates continue to improve.

- 5) Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.

The orientation process begins once students are accepted into the program. They are provided with a Registration Advising Guide by April/May which provides students with the information needed to enroll in the correct classes their first semester. The MPH Program Advisor send a summer memo to all incoming students outlining selection of courses, orientation, the first week of class, and preparatory resources. An on-campus Student Orientation session is held for incoming students on a Saturday morning one to two weeks prior to the start of the first semester. During orientation, the MPH Program Advisor reviews the missions and goals of the department, the curriculum, expectations, and important policies and procedures. Within the first month of the first semester, a Meet and Greet dinner is hosted by the department which allows first year students to get to know second year students, faculty and alumni.

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

**Strengths:** A strength of this approach is that having a single individual who serves as the source of information for advising and program-related issues protects against misinformation from different sources and allows for a recognizable source of advising for students.

**Weaknesses:** A weakness of this approach is the large amount of work placed on a single individual. At times this can lead to a bottle-neck effect with respect to dissemination of information and processing of administrative duties/ paperwork. One plan to reduce this effect that is being implemented in Fall 2020 is to assign faculty mentors to incoming (first year) students. The hope is that this will reduce the advising workload of the MPH Program Advisor. In addition, the department hopes to streamline the processing of

university forms and paperwork by using electronic submissions. The COVID-19 pandemic has facilitated electronic submissions of administrative paperwork and the MPH Program Committee will evaluate the current state of electronic processing in the Spring semester of the current AY. Changes will be made as necessary.

## H2. Career Advising

The program provides accessible and supportive career advising services for students. Each student, including those who may be currently employed, has access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to his or her professional development needs and can provide appropriate career placement advice. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The program provides such resources for both currently enrolled students and alumni. The program may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

- 1) Describe the program's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs.

MPH students receive career counseling from a variety of sources:

- **Issues in Public Health (PUBH 500).** This course is taken during the first semester of enrollment. It introduces students to the career planning resources available from the CSUF Career Planning and Placement Center ([www.fullerton.edu/career/](http://www.fullerton.edu/career/)) including the workshops on resume writing, interviewing, social media and career networking, as well as an overview of the searchable job database. Students learn how to log on to the Career Center's website to familiarize themselves with the resources the center has available.
  - **MPH Meet and Greet.** During the first semester, 1<sup>st</sup> and 2<sup>nd</sup> year MPH cohorts meet each other and the faculty at a social event referred to as the MPH Meet and Greet. We invite MPH alumni who are professionals in the field and the 2<sup>nd</sup> year MPH cohort to this event and ask them to share their perspective and strategies for getting the most out of graduate school. Students also have an opportunity to ask faculty, second year students, and alumni questions about careers in public health and how to find jobs.
  - **Teaching Faculty.** All MPH faculty members also provide advice and mentorship to students on coursework, research, community service activities, and career counseling. All MPH faculty members are required to provide regularly scheduled office hours. These office hours are posted outside the door of the faculty member's office and also are included in the course syllabi given out in classes during the first week of each semester. The students are able to "drop by" the faculty member's office during their posted office hours and speak with them, without having a prearranged appointment time scheduled.
  - **MPH Internship Coordinator.** Career advising comprises an important element of student internship placement and supervision, which is provided via individual meetings between students and the Internship Coordinator. At these meetings, students work with the coordinator to not only select an appropriate internship site and develop individualized learning objectives that address their competencies, but also to vision how the internship leads to the student's future career path.
  - **Internship Site Supervisors.** MPH students work with their internship supervisors to not only achieve internship learning objectives, but also to obtain career counseling.
- 2) Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.

All faculty provide career advising. Our program is small and we do not have a designated person to provide career advising. The university has a career center that offers career advising and preparation <http://www.fullerton.edu/career/contact-us/request-appointment.php>.

- 3) Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating.

The MPH Program Advisor provided students career advice during office hours (4 students). The MPH Meet and Greet event provided an opportunity for current students to ask alumni how they got their current job (30 students). Dr. Alice Lee was advising (ILE) a student who asked for advice on applying to doctoral programs. Former MPH Program Advisor, Dr. Jasmeet Gill, met an alumnus at the American Public Health Association conference and spoke at length about careers in public health and doctoral programs.

- 4) Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable.

Year of Graduation	The MPH Program provided useful information about jobs in public health	Total
	Agree or Strongly Agree	
2018	66.7%	24
2019	58.3%	24
2020	75.0%	12

The sample size for the Exit Survey is low for 2020 graduates because several students are still in the program finishing APE and/or ILE. The response rate for this survey is near 100% because students must show evidence of completing the survey when they turn in their APE portfolio.

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

The MPH Program strives to provide better career advising to students. The Spring alumni event provides a more informal opportunity for current students to network with alumni. Next year we hope to continue this event, but perhaps include some ice-breaker game to facilitate conversation. This event may provide graduating students a more timely opportunity for career advice.

### H3. Student Complaint Procedures

The program enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to program officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

- 1) Describe the procedures by which students may communicate any formal complaints and/or grievances to program officials, and about how these procedures are publicized.

Student rights and responsibilities are outlined in a formal University Policy Statement ([http://www.fullerton.edu/senate/publications\\_policies\\_resolutions/ups/UPS%20300/UPS%20300.000.pdf](http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20300.000.pdf)). If a student has a complaint, the student is first encouraged to discuss their grievances with the instructor. If the student feels their complaint has not been resolved by the faculty, then the student is directed to meet with the MPH Program Advisor. If the complaint cannot be addressed in a satisfactory way by the MPH Program Advisor, then a meeting is scheduled with the Department Chair. If the student wishes to file a formal complaint, the Chair will instruct the student on how to take such action in accordance with the process is described in the University Catalog (<https://catalog.fullerton.edu/content.php?catoid=61&navoid=7330&hl=%22discrimination%22&returnto=search#student-complaint-procedure>). Both the University Policy Statement and the University Student Handbook are available on the University's website and the Department website and address the policies and procedures for other types of grievances and problems that the student might encounter.

UPS 300.000 and Catalog Rights and Student Responsibilities are located in ERF (ERF → H3)

- 2) Briefly summarize the steps for how a complaint or grievance filed through official university processes progresses. Include information on all levels of review/appeal.

If a student complaint cannot be satisfactorily resolved at the department level, then the Assistant Dean of Student Affairs in the College of Health and Human Development is contacted. The Assistant Dean of Student Affairs meets with the student and, if necessary, provides direction on the next steps. If the complaint is related to discrimination or harassment, the Assistant Dean of Student Affairs will refer the student to the Title IX Coordinator. If the complaint is related to academics (i.e. unfair grading), then the Assistant Dean of Student Affairs will refer the student to the Dean of Students Office. Both of these offices report to the Vice President of Student Affairs, who is directly under the University President.

This process is described in a more general way in the University Catalog (<https://catalog.fullerton.edu/content.php?catoid=61&navoid=7330&hl=%22discrimination%22&returnto=search#student-complaint-procedure>)

Students can file for an appeal regarding an academic grievance through <http://www.fullerton.edu/academicappeals/>. Briefly, this process involves the same steps as the grievance procedure- faculty first, then Department Chair, then Assistant Dean of Student Affairs in the College of Health and Human Services. If the appeal is not resolved, then the appeal is sent, in writing, to the Academic Appeal Board which reviews the appeal and makes the decision. More details are available here [http://www.fullerton.edu/senate/publications\\_policies\\_resolutions/ups/UPS%20300/UPS%20300.030.pdf](http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20300.030.pdf)

Students can file for an appeal regarding Title IX (discrimination or harassment) decisions with the Title IX Coordinator and Chancellor's Office. <http://www.fullerton.edu/titleix/process/process.php>

UPS 300.030, Academic Appeals, and Title IX Reporting Process are located in ERF (ERF → H3)

- 3) List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution.

No formal complaints in the past 3 years.

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

Our campus has strong policies in place and provides multiple avenues for reporting.

#### H4. Student Recruitment and Admissions

The program implements student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities, which will enable each of them to develop competence for a career in public health.

- 1) Describe the program's recruitment activities. If these differ by degree (eg, bachelor's vs. graduate degrees), a description should be provided for each.

**Student Recruitment.** Student recruitment efforts focus on advertising for underrepresented students and attracting individuals from our local health care agency personnel, community health educators and health practitioners, and recently graduated CSUF Public Health students exhibiting strong experience in Public Health. A number of materials and services have been produced and implemented for recruitment purposes including:

- The MPH **course catalog** that is publicly available online at: [https://catalog.fullerton.edu/preview\\_program.php?catoid=61&poid=28741&hl=%22mph%22&returnto=search](https://catalog.fullerton.edu/preview_program.php?catoid=61&poid=28741&hl=%22mph%22&returnto=search)
  - The MPH **website** (<http://hhd.fullerton.edu/pubh/mph/index.php>) is under the Public Health Department's website and is linked with CSUF website.
  - The **MPH Handbook** includes a general overview of the MPH Program, courses required in each track, detailed information regarding the MPH internship requirements and the culminating experience requirements (project, thesis, and comprehensive exam), forms that MPH students commonly use (e.g., the study plan form), graduate policies and procedures, and scholarship information. The handbook is updated annually and uploaded on the following website: <http://hhd.fullerton.edu/pubh/resources/pdfs/mph/MPHHandbook2020-2021.pdf>
  - Descriptions of faculty affiliated with the MPH program and their contact information are available online at: <http://hhd.fullerton.edu/pubh/faculty/facultydirectory/index.php>
  - **The Orange County Health Care Agency Certificate Program** is offered to our local health care agency personnel and most students who complete the certificate program apply and matriculate into the MPH Program.
  - **Campus community forums and trainings** by our department Centers are instrumental in recruiting students to apply for the Program.
  - **MPH program banners and booth displays** at campus job/and or graduate degree fairs, welcome to CSUF events, department scholarship award events, local university job/ graduate degree fairs and at local and national conferences attended by students or faculty.
  - **Promotional materials** (e.g., pens and first aid kits) that are distributed to increase MPH visibility throughout the campus and community.
  - **MPH Program Information sessions** are held twice in the Fall. One is held on campus on a Saturday morning in October or November. The other Information session is virtual (on-line) via Zoom and is held about 2 weeks after the on-campus session. The MPH Program Advisor conducts the Information session and reviews a MS PowerPoint slide show show-casing admissions requirements and MPH degree requirements and concentrations. An informal Q & A follows. Informational brochures are distributed at the on-campus session.
  - **MPH announcement boards, student theses/project frames, and a proposal/defense workroom** that were developed to support active students, but also used as recruitment tools for undergraduate students at CSUF. The KHS building houses many undergraduate courses, public events, sporting events, and community events. Traffic is heavy throughout the years even when administrative offices are closed.
- 2) Provide a statement of admissions policies and procedures. If these differ by degree (eg, bachelor's vs. graduate degrees), a description should be provided for each.

The MPH Admissions Committee is charged with reviewing all MPH applications and making recommendations to the MPH Program Advisor and Department Chair for admission into the MPH



Program. The Department Chair and the MPH Program Advisor approves all admission decisions. The committee will consider applicants who satisfy all requirements for admission to the Graduate School including:

- The University requirement: A baccalaureate degree from an accredited institution with at least a 2.5 in the last 60 units attempted.
- The MPH Program requirement: A Cumulative Grade Point Average (GPA) of 2.7 or higher.
- Completion of the Graduate Record Exam (GRE).
- Two letters of recommendation (at least one academic).
- A statement of purpose and supplemental questions describing how the program relates to professional goals.
- Completion of 6 units of statistics and research methods courses with a grade B or better.
- Appropriate educational and career, volunteer, or internship experience in the applicant's preferred advisement track (Health Promotion/Disease Prevention, Environmental and Occupational Health and Safety, or Gerontological Health).

English language skills: Applicants whose native language is not English are required to submit a score on the Test of English as a Foreign Language (TOEFL). In addition, the MPH Admissions Committee meets in person with MPH applicants from the American Language Program (ALP) to determine whether their career interests, oral communication, and writing skills are appropriate for admission into the MPH Program.

The MPH Admissions Committee is charged with reviewing all MPH applications and making recommendations to the MPH Program Advisor and Department Chair for admission into the MPH Program. The Department Chair and the MPH Program Advisor approves all admission decisions. Applications to our MPH program are randomly distributed to committee members. Applications are scored according to the following criteria to provide a holistic assessment of applicants:

1. Undergraduate grade point average (30%)
2. Work experience (20%)
3. GRE test scores (20%)
4. Personal statement (15%)
5. Recommendation letters (10%)
6. Supplemental questions (5%)

Reviewers use a 5-point Likert scale to assess applicant work experience, personal statement, recommendation letters, and supplemental questions. Each application is independently reviewed by 2 committee members and the average score is used to rank each applicant. Invitations are submitted to our highly qualified applicants until we meet our target cohort size of 25-30 admitted students.

- 3) Select at least one of the measures that is meaningful to the program and demonstrates its success in enrolling a qualified student body. Provide a target and data from the last three years in the format of Template H4-1. In addition to at least one from the list, the program may add measures that are significant to its own mission and context.

<b>Outcome Measures for Recruitment and Admissions</b>				
<b>Outcome Measure</b>	<b>Target</b>	<b>Incoming 2020</b>	<b>Incoming 2019</b>	<b>Incoming 2018</b>
Percentage of applicants offered admission with a GRE writing score of 3.0 or better	90%	98%	88%	89%
Percentage of newly matriculated students with previous health or public health-related experience.	70%	75%	61%	54%

Targeting a high percentage of newly matriculated students with previous health- or public health-related experience strengthens our presence within these professional communities and supports recruitment for future cohorts. Additionally, we have found these students to be driven by the desire to address the challenges they have experienced in their roles as health or public health professionals, interns, or volunteers. This vested interest often leads to strong academic performance and streamlined time to degree.

GRE writing scores are also used to determine enrollment of a qualified student body in our MPH program. Feedback from historic MPH Alumni Employer Surveys as well as discussions with the Community Advisor Board have informed our decision to focus on writing. We have found that strong writing skills are universally desired by employers and these skills serve as predictors of success in the MPH Program. This metric is not perfect, but it allows the Committee the opportunity for a standardized evaluation of the entire applicant pool.

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

In two of the past 3 years we fell short of our target. This is partly due to changes in the MPH Admissions Committee applicant evaluation rubric. In 2018 and 2019, health or public health volunteer experience was not considered “true” health/public health experience. After much discussion, the Committee decided in 2020 to consider volunteer experience as a form of “true” health/public health experience. We also acknowledge that it is important to not be overly reliant on health or public health experience, as we have also identified excellent students with no public health experience; in the past, our program has benefitted from the diversity of students from art, business, and other non-health backgrounds. Another challenge we face is in quantifying the rigor and value of work experience in our pool of applicants. We have discussed an additional metric that may add value – developing a supplemental questionnaire for direct supervisors of our applicants that could be used to weight these experiences.

We have exceeded or been close to meeting our target for GRE writing scores. However, we acknowledge that a primary disadvantage of using GRE scores is a bias against first generation and underrepresented applicants. This is difficult to quantify without reviewing the applicants’ written response to the GRE writing prompt, but we are confident that complementing the GRE writing scores with our critical review of personal statements and supplemental question responses will provide us a more holistic assessment of the applicants’ writing strengths and weaknesses.

## H5. Publication of Educational Offerings

**Catalogs and bulletins used by the program to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, must contain accurate information.**

- 1) Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements.

Academic Calendar

<http://apps.fullerton.edu/AcademicCalendar/>

Admissions Policies

<http://hhd.fullerton.edu/pubh/mph/howiapply.php>

Grading Policies

[http://www.fullerton.edu/senate/publications\\_policies\\_resolutions/ups/UPS%20300/UPS%20300.020.pdf](http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20300.020.pdf)

Grading Policies During COVID-19 Pandemic

<http://coronavirus.fullerton.edu/credit-no-credit-grading-basis-for-csuf-students/>

Academic Regulations

<http://records.fullerton.edu/academics/regulations.php>

Academic Integrity Standards

<http://www.fullerton.edu/integrity/student/AcademicIntegrityResources.php>

Degree Completion Requirements

[http://hhd.fullerton.edu/pubh/\\_resources/pdfs/mph/MPHCoreRequirements2015.pdf](http://hhd.fullerton.edu/pubh/_resources/pdfs/mph/MPHCoreRequirements2015.pdf)

MPH Handbook

[http://hhd.fullerton.edu/pubh/\\_resources/pdfs/mph/MPHHandbook2020-2021.pdf](http://hhd.fullerton.edu/pubh/_resources/pdfs/mph/MPHHandbook2020-2021.pdf)