

REVIEW FOR ACCREDITATION
OF THE
MPH PROGRAM
AT
CALIFORNIA STATE UNIVERSITY, SAN MARCOS

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

September 24-25, 2020

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CRITERIA:

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

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INTRODUCTION

California State University, San Marcos (CSU SM) was reconstituted as the 20th California State University in 1989 after formerly serving as a satellite campus for San Diego State University. The university has four colleges: College of Humanities, Arts, Behavioral & Social Sciences; College of Business Administration; College of Science and Mathematics; and College of Education, Health and Human Services, which houses the MPH program.

As of fall 2018, CSU SM offered 43 bachelor's majors, 24 master's programs, and one joint doctoral program with the University of California, San Diego. In fall 2019, CSU SM had 16,183 students. Undergraduate student enrollment was approximately 14,500, and the remaining 1,600 students were graduate and post-baccalaureate students. The university employs approximately 110 full professors, 170 associate or assistant professors, 550 lecturers, 170 teaching assistants, and 850 other staff and management personnel.

CSU SM responds to six accrediting bodies, including the WASC Senior College and University Commission, Commission on Collegiate Nursing Education (CCNE) and the Council on Social Work Education (CSWE) and is currently pursuing initial accreditation with the Association to Advance Collegiate Schools of Business (AACSB). The university is a designated Hispanic Serving Institution (HSI) and a 2018 Higher Education Excellence in Diversity award winner.

The university formally established the MPH program in 2016 to meet the needs of graduates in health professions and to fill vacant positions identified in North San Diego County. The MPH program was designed to focus on health promotion and education, health disparities, disease prevention, and global health and is intended to be completed in an accelerated format of 16 months. The MPH is offered through Extended Learning, a unit within the Division of Academic Affairs that offers professional programs that are entirely self-supported through student tuition. As of fall 2019, the program had 131 students enrolled in its two MPH concentrations: 76 students in health promotion and health education and 55 students in global health. This is the program's first review for CEPH accreditation. Due to COVID-19-related restrictions on travel and gatherings, this site visit was conducted via distance technology, with all attendees participating via the Zoom platform with video. The distance-based visit will be followed by an on-campus visit when it is safe to do so, within one year of the accreditation decision resulting from this visit.

Instructional Matrix - Degrees and Concentrations				
Master's Degrees	Academic	Professional	Campus-based	Distance-based
Health Promotion & Health Education		MPH	X	X
Global Health		MPH	X	X

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, implementation		The program's administrative processes are efficiently carried out through a well-organized structure of several standing and ad hoc committees. The MPH Program Committee serves as the main forum for making final decisions on all program-related issues and activities including degree requirements and curriculum development and revision. All tenured, tenure-track, and full-time faculty are members of this committee.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 		The MPH Program Committee and MPH program director are also responsible for determining the program's faculty resource needs. All requests to hire tenure-track faculty are made through the dean and are subsequently approved by the provost. Program faculty are involved in the faculty search process and make recommendations to the dean on qualified candidates. The program director solicits applications for lecturer faculty on an as-needed basis. Faculty promotion occurs in alignment with the CSU SM collective bargaining agreement. All tenure-track faculty are reviewed by a peer-review committee, the dean, and the provost to recommend re-appointment, tenure, and/or promotion. At the time of the site visit, one faculty member had tenure.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The program's subcommittees serve in an advisory capacity by making recommendations on specific program tasks. The program revised its subcommittees after submitting the self-study; these revisions were sent to the		

		<p>team prior to the site visit. The revised subcommittees include the Admissions & Advising Committee, the Curriculum Committee, and the Assessment Committee. At least two full-time faculty are members on each committee.</p> <p>The Admissions & Advising Committee reviews all applicant files and ensures minimum qualifications are met. The committee reviews application materials and forwards qualified applications to the MPH program director, who makes final admissions decisions. The committee includes the MPH program director and two faculty members and meets twice per month. The committee is also responsible for general student advising and orientation.</p> <p>The Curriculum Committee includes at least two tenure-track faculty and meets once per month to ensure the MPH curriculum is being implemented in alignment with CEPH criteria. The committee is also responsible for course scheduling, incorporating student and alumni feedback into the curriculum, and adjusting offerings based on identified programming needs.</p> <p>The Assessment Committee regularly assesses and evaluates the effectiveness of the program's processes to ensure the stated mission, vision, and goals of the program are met. The Assessment Committee administers surveys to assess the curriculum and student and alumni perceptions and provides summaries of these findings to MPH faculty, students, and the Advisory Board.</p> <p>The program also implemented a new Program Development & Community Engagement Committee that</p>		
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		<p>addresses community engagement programming opportunities for both students and community members. This committee is discussed in more detail in Criterion F3.</p> <p>With respect to the broader institutional setting, MPH program representatives participate in shared decision-making processes at the college and university levels. Faculty and staff serve on myriad committees in the College of Education, Health and Human Services including the Budget and Academic Planning Committee and the Committee on Diversity, Inclusion, and Equity. Faculty and staff also serve on university-level committees such as the Academic Senate and University Global Affairs Committee, providing advisement on such topics as tenure-track policies and international student applications and processes.</p> <p>The program considers its limited need for part-time faculty a strength, as most course loads are filled by full-time faculty. Historically, the program has hired one to three part-time faculty per semester but hired five in fall 2019 due to increased enrollment. Full-time faculty act as course leads and mentor part-time faculty on preparation and teaching for courses originally designed by full-time faculty. Three part-time faculty members serve on the program's Community Advisory Board (discussed in detail in Criterion F1), which provides the opportunity for consistent participation in the program beyond courses they instruct. Part-time faculty present during the site visit said that the mentorship opportunities provided to them via course leads has made them more comfortable teaching courses. Faculty also credited the convenience of attending virtual meetings via Zoom technology as helpful</p>		
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		in fostering increased collaboration between full- and part-time faculty.		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Students have formal methods to participate in policy and decision making primarily through the Graduate Organization of Public Health, the student-led organization responsible for offering on- and off-campus volunteer and community activities. The president of the organization attends the MPH Program Committee meetings to offer a student voice on program governance issues. The president also attends Community Advisory Board meetings twice per year to offer updates on student-led activities and to participate in the decision-making processes at the meeting. The Graduate Organization of Public Health offers input related to the curriculum and other administrative processes, and faculty are typically able to address these issues.	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate		Students who met with site visitors said that they felt comfortable providing feedback to faculty and		

		administrators regarding curriculum and/or modifications to their program plans. Students reported ongoing dialogue with faculty, appreciation for faculty's open-door policy, and opportunities to provide feedback via faculty course assessments and the end-of-program survey.		
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The mission of the MPH program is "to enhance wellness and reduce health disparities through community-based interventions and practice by preparing culturally responsive professionals engaged locally and abroad." Its vision is "attainment of health equity through our public health efforts in California, our nation, and our world."	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				

<p>Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success</p>		<p>The program finalized revisions to its three goals reflecting instruction, scholarship, and service after stakeholder review and input at the fall 2020 Community Advisory Board meeting. During the site visit, program and college representatives commented that the process of revising the goal statements sharpened the focus of the mission.</p>		
<p>Guiding statements reflect aspirations & respond to needs of intended service area(s)</p>		<p>The goals reflect the mission's emphasis on community engagement to promote public health. It was apparent to the site visit team that community engagement is fundamental to the program's processes. Students and alumni commented that the program's commitment to working for health equity in diverse communities was a reason for selecting the program.</p>		
<p>Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes</p>		<p>Site visitors determined that the program's guiding statements are specific and guide outcomes evaluation. The instruction and service goals are explicit about community engagement while the scholarship goal refers to interdisciplinary collaboration. The program outlines seven core values: accountability, community, diversity, excellence, integrity, inclusivity, and relevance.</p> <p>The College of Education, Health and Human Services has a strategic plan that includes MPH program-level objectives. These objectives support the program's goals and assure the resources needed to meet its mission.</p>		

B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		<p>The program exceeds the CEPH-defined graduation rate threshold of 70%. Graduate students at the university have five years to complete a master's degree, and the dean of graduate studies may grant extensions if the outstanding coursework does not exceed seven years.</p> <p>The first cohort enrolled in 2016-17 and had achieved a graduation rate of 78% after three years. Similarly, the 2017-18 cohort reached a 78% graduation rate after two years. Four students from each of these cohorts were still actively enrolled in the program according to the final self-study document. For 2018-19, 81 students matriculated and three had withdrawn after the first year.</p>	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		<p>The program achieves high rates of post-graduation placement among its alumni. According to the self-study, of the 34 graduates in 2017-18, 25 (74%) were employed, four (12%) were continuing their education, four (12%) were actively seeking employment, and one (2%) was</p>	Click here to enter text.	

<p>Chooses methods explicitly designed to minimize number of students with unknown outcomes</p>		<p>unknown. The program collected this data through a combination of surveys, personal contacts, and social media. Additional information provided during the site visit increased the percentage of graduates employed to 82% (n=28), increasing the overall positive post-graduate outcome rate to 94%.</p>		
<p>Achieves rates of at least 80% employment or enrollment in further education for each public health degree</p>		<p>The program also submitted initial information from its 2018-19 graduating class in the self-study. Of the program's 29 graduates, 23 (79%) reported employment and six (21%) were actively seeking employment or further education. The program provided updated information on this graduating class during the site visit: two additional graduates moved from seeking employment to being employed, which increased the positive post-graduate outcome rate to 86% (n=25). The site visit team validated these updated findings through additional documentation provided by the program during the site visit.</p> <p>The program has developed appropriate tools such as an alumni survey and established a communications plan to keep alumni engaged. Site visitors determined that the program is effective at minimizing its unknown post-graduate outcome data because of the various avenues it maintains for outreach. Other examples of effective data collection include social media and networking sites and using current students for personal outreach to alumni.</p>		

B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		<p>The program collects alumni perceptions of curricular effectiveness in two ways: 1) the end-of-program survey that asks students, in their final semester, about their perceptions of success in achieving competencies and 2) the MPH alumni survey that asks graduates, one year after degree completion, to rate their ability to apply competencies in either their professional practice or continuing education.</p>	<p>Click here to enter text.</p>	
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data address alumni perceptions of success in achieving competencies				
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements		<p>The program had administered the end-of-program survey twice as of February 2020. The first administration yielded a 52% (n=23) response rate, and the second administration yielded a 71% (n=15) response rate. Combining data to create a baseline, students from the program indicated that they were well prepared in competency areas such as health care systems, community needs assessments, designing a program or intervention, and communication skills. Students identified preparation in competencies related to applying epidemiological methods and budget and resource management as less successful.</p> <p>The program's first MPH alumni survey yielded a 56% (n=20) response rate. Alumni rated themselves as confident or highly confident in eight competency areas as they related to their post-graduation placement. Examples included feeling highly confident in the ability to engage in interprofessional teams; communicate public health</p>		

		<p>information; and apply principles related to empowerment and collaboration, systems thinking, and health promotion planning and management.</p> <p>Discussions with alumni during the site visit further confirmed alumni confidence in skills such as program development and implementation, understanding social determinants of health, and cultural humility. Alumni also said that they felt confident in their preparation in biostatistics and that their exposure to SPSS was very helpful. A few alumni expressed the need for more instruction on grant writing, as this skill is pertinent to their current employment.</p>		
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B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		As part of the program's spring 2020 goal revision process discussed in Criterion B1, the program also strengthened its evaluation practices and developed more specific evaluation measures. During the site visit, the program described how the role of the Assessment Committee in evaluation oversight was improved.	Click here to enter text.	The Council reviewed the team's report and program's response. All available information suggests that the program complies with this criterion's requirements. Therefore, the Council acted to change the team's finding of met with commentary to a finding of met.
Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined		For each of the three goals, the program has defined four to five evaluation measures. These measures involve reviewing data related to such areas as research projects and publications that address health disparities and health equity; faculty participation in professional development activities; racial and ethnic diversity among enrolled students; graduation rates; student involvement in		

<p>responsible parties & cycles for review</p>		<p>community-engaged interventions; and coursework addressing cultural responsiveness. The program's revised approach will be implemented in the 2020-21 academic year.</p> <p>In addition to the program-defined goals and evaluation measures, the CSU System requires programs to assess program student learning objectives (PSLO). Each program annually reviews a PSLO for instructional relevance and effectiveness, evaluation, and achievement. Every five years, programs are scheduled for more extensive reviews. The MPH program's PSLOs align with foundational and concentration competencies. The program director told site visitors that the program is compliant with university assessment practices and interested in self-improvement.</p> <p>Much of the program's evaluation data (to assess its goal attainment and PSLOs) comes from the end-of-program and alumni surveys. In addition, measures regarding student diversity and retention of non-traditional students provide useful quantitative information.</p> <p>The program acknowledged that delays have occurred due to the impacts of COVID-19. As the program continues to mature and develop, it will be important to monitor the new measures to ensure that the data support all aspects of the goals.</p>		
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B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		As of 2020-21, the Assessment Committee is responsible for compiling and initially reviewing data related to the program's evaluation measures. The process delineates collection methods and times, and issues needing more review or discussion are scheduled for consideration during regular faculty meetings.	Click here to enter text.	
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)		<p>The self-study and supporting materials identify evaluation findings that have resulted in programmatic plans and changes. One such finding involves student body diversity goals: the proportion of Hispanic/Latino students does not meet the program target, which is particularly significant since the university is designated as a Hispanic Serving Institution (HSI). The program enhanced its directed recruitment efforts in collaboration with Extended Learning, which provides administrative support to the program.</p> <p>Another weakness identified through end-of-program surveys and stakeholder discussions related to career advising, which had been informal and ad hoc in the first few years of the program's existence. The response is a Career Readiness Workshop that was launched during summer 2020.</p> <p>Data presented in the self-study from end-of-program surveys showed that, while more than half of graduating students were satisfied with faculty availability and overall</p>		

		communication, a significant minority expressed dissatisfaction with both measures. During the site visit, program representatives explained that the issue was analyzed, and faculty availability was made more prominent. A more recent survey showed a decrease in dissatisfaction. Students who met with site visitors said that faculty availability—particularly related to full-time faculty—is generally a strength and speculated that students who found barriers may have had early program experiences with part-time faculty members.		
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C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		Overall financial support is sufficient and stable to sustain the public health program. The program is offered via Extending Learning and operates under a self-support model. As such, all faculty salaries are funded through the revenue generated from the program through student tuition and fees. The program has seen a gradual and consistent increase in its operating budget and sources of funds over the past three years along with increased enrollment. The most recent year’s budget totals approximately \$1.3 million, with faculty and staff salaries and benefits constituting approximately 75% of expenditures.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		The self-study defines operation costs as costs that can be directly attributed to the resources and activities related to administer the program, such as faculty and staff salaries, library support, accreditation expenses,		

		<p>equipment and supplies, and marketing and outreach. Tuition revenue received from enrolled students funds the operational costs. The program allocates funds within the budget for hiring at least one graduate student per year. Funds are available through the dean and the Office of Graduate Studies and Research to support student conference travel, and expenses and are awarded to MPH applicants on an annual basis. The self-study states that two MPH students received travel awards in 2018-19. The student-led Graduate Organization of Public Health organizes and funds other student activities. The dean provides faculty with start-up funds for professional development at the time of hire and yearly.</p> <p>The program communicates regularly with both the faculty and the Dean's Office about budgetary issues. Considering the self-support model of funding, tuition revenue covers the direct operational expenses, indirect expenses needed to administer the program, as well as a contingency fund. Any surplus is first used to cover deficits within the program and then redistributed at 75% to the program and 25% to the College of Education, Health and Human Services. Student fees are not distributed directly to any college, but instead are used to provide services benefitting all CSU SM students. The university allocates indirect costs associated with grants and contracts according to a specific formula.</p>		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or			Click here to enter text.	

program employs at least 3 PIF		<p>The program has adequate faculty resources to sustain its core functions and support the fulfillment of its mission and goals. The program employs five primary instructional faculty (PIF) and eight non-PIF. Each concentration exceeds the number of required faculty with three PIF. One faculty member is appropriately double counted in both concentrations.</p> <p>The program uses the same FTE calculation as the university, which aligns with the CSU Collective Bargaining Agreement. Tenure-track faculty are expected to teach six courses per year. Non-primary faculty teach one three-credit course per semester and do not have responsibilities for advising or research. The program's PIF are all counted at 1.0 FTE.</p> <p>The program reports that tenure-track faculty serve as advisors. The average number of advisees for general advising and career counseling is 21, with a minimum advisee load of 15 and a maximum of 35. The advising ratio for the MPH integrative learning experience (ILE) is lower. The average is seven advisees per faculty member, with a minimum of three.</p> <p>The program collects student perceptions of class size and availability of faculty through the end-of-program survey. The most recent data was captured in February 2019 with a 71% response rate. All respondents said that they were either satisfied or very satisfied with class sizes offered by the program. The program reports that student satisfaction in this area improved over the year prior,</p>		
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable	N/A			
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A			
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	N/A			
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)				

<p>Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)</p>		<p>when 95% of respondents said that they were satisfied or very satisfied. During the site visit, students reinforced the value of the cohort model of the program and said that the class sizes fostered collaboration and relationship building.</p> <p>The end-of-program survey also collects data on perceptions of faculty availability. In 2019, only 53% of students reported being satisfied or very satisfied with the availability of faculty, which was a 22% decrease in student satisfaction compared with the previous year. Students' qualitative feedback identified areas for improvement including a greater need for additional faculty advising, improved clarity and communication among faculty and staff, and better organization of program operations.</p> <p>Discussions with faculty indicated that changes have been implemented to rectify these issues. For example, the program now ensures that office hours are more obviously communicated and displayed, reiterated to faculty the expectation that they adhere to the university policy of a 48-hour email response time, and more clearly defined the role of capstone advisors.</p> <p>Students who met with site visitors were overwhelmingly positive when speaking about faculty availability and said that they did not think the complaints were representative of all student experiences. One student stated, "Advising has been on point since the beginning of the program and I've heard nothing but good things from other peers in my cohort." Another student said he noticed a change to the internship advising structure due to an increase in needs and requests from a growing student body, which he appreciated.</p>		
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C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		Staff and other personnel are sufficient to meet the program's major needs, and staff support aligns with the needs and size of the student body. The program has an administrative support coordinator who supports the program at 1.0 FTE. The program also has an assessment specialist, graduate student services coordinator, and program administrator who are all shared among the programs in the College of Education, Health and Human Services. The college also has a designated health sciences librarian who can assist with research-related needs and questions.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable		<p>The administrative support coordinator is the main contact for the program and oversees program budgeting, student enrollment and matriculation, class scheduling, registration, orientation, and travel documentation. The director of special session credit programs for Extended Learning also supports operational features of the MPH program and is the liaison between Extended Learning and the College of Education, Health and Human Services.</p> <p>The graduate student services coordinator is responsible for day-to-day advising for MPH students. The Student Services department staff monitor degree progression, conduct graduation evaluations, and maintain student academic reports. The assessment specialist is responsible for supporting the assessment and accreditation efforts of</p>		

		<p>all programs in the College of Education, Health and Human Services.</p> <p>Faculty and staff participating in the site visit reported that the program's personnel support is sufficient. Students reported that their needs are adequately addressed in a timely manner by faculty and staff, noting that response times are within 48 hours and often much sooner.</p>		
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C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		<p>In summer 2019, the program was relocated to the Extended Learning Building. This move provided office space for all primary faculty and cubicle space for non-primary faculty and graduate assistants. With some rearrangement, the space also allows for some program growth. During the site visit, a full-time faculty member said that the new space allows for greater interaction with adjunct and other part-time faculty. She lamented the loss of this benefit during the COVID-19 all-distance teaching.</p> <p>The administrative support coordinator schedules classes in any of the 70 classrooms and computer labs throughout the campus using a university-wide scheduling system. The Extended Learning Building has smart classrooms available to the program and a laboratory with dedicated space for public health classes.</p> <p>As a commuter campus, there is considerable shared student space available for study and leisure.</p>	<p>Click here to enter text.</p>	
Physical resources appear sufficiently stable				

C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		The university's Kellogg Library has a large collection of books and journals. Students and faculty can also obtain resources through Circuit, a collaborative with other higher educational and community libraries in the region. The library contains computers and other equipment as well as study rooms.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable		<p>IT resources are managed by the university's Instructional and Information Technology Services. These resources include several smart classrooms and computer laboratories. Students and faculty have access to public health-specific software, such as SPSS and GIS. Each faculty member has, at a minimum, a laptop that is exchanged approximately every four years. Instructional and Information Technology Services provides technical support for students and faculty.</p> <p>The College of Education, Health and Human Services has projected future technology needs in its planning processes.</p> <p>During the site visit, program representatives noted that the transition to fully online instruction resulting during the COVID-19 pandemic was seamless and that the university and CSU System provided ample support for the transition. The program had the advantage of already offering a fully online program as well as hybrid instruction.</p>		

D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>All MPH students are grounded in the foundational knowledge areas through the seven required courses. Students take Foundations of Public Health, Biostatistics for Public Health, Epidemiology, Research Methods and Proposal Writing, Environmental Determinants of Health, Foundations of Health Systems Organization and Delivery, and Social and Behavioral Determinants of Health.</p> <p>Upon syllabi review, the site visit team was able to validate appropriate didactic coverage of the foundational public health knowledge areas as indicated in the D1 worksheet.</p>	Click here to enter text.	

D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The program provides coverage and assessment of the 22 foundational competencies in six of the seven required courses. Reviewers were able to verify didactic coverage and assessment opportunities for all but one competency.</p> <p>Site visit discussions clarified how the program provides didactic coverage for competencies 14, 16, and 21. For example, while competency 14 is mapped to PH 502: Foundations of Health Systems Organization and Delivery in the self-study, the site visit team saw clearer evidence that this competency is taught and assessed in PH 506: Environmental Determinants of Health. Students are taught advocacy skills, roles of different stakeholders (e.g., government, local businesses, and residents), and systems thinking approaches in the context of a film and case study on a rural water development project of the US Agency for International Development (USAID).</p> <p>The concern relates to the lack of evidence that students receive instruction on all aspects of competency 10, specifically the concept of budget and resource management. The team verified that students are instructed and assessed on aspects of creating a budget, such as reviewing resource needs, inputs, and activities, but could not validate that students can explain how to manage a budget that has already been created.</p>	<p>Regarding Competency 10: As noted by reviewers, students receive instruction in budget and resource management.</p> <p>Currently, students are required to explain how they will manage their available resources when they orally present their signature assignment for the class, which is their project proposal. At the oral defense of their proposal, students explain how they will manage their resources to implement and complete their project. This explanation of how resources are managed is also required in the written Proposal Portfolio.</p>	<p>The Council acknowledges the program's response concerning the assessment requirements related to foundational competency 10. Based on the information provided, the Council was not able to validate compliance with this criterion.</p> <p>Specifically, the Council's review of the program's response did not provide evidence of didactic preparation in the topic of resource management (as distinct from budget preparation).</p>

D2 Worksheet

MPH Foundational Competencies	Yes/CNV
1. Apply epidemiological methods to the breadth of settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	CNV
11. Select methods to evaluate public health programs	Yes
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Perform effectively on interprofessional teams	Yes
22. Apply systems thinking tools to a public health issue	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		In addition to the MPH core courses listed in Criterion D1, students in the health education and health promotion concentration take courses in community engagement and health education; health communication; health disparities; and program planning, implementation, and evaluation. The global health concentration includes coursework in global humanitarian emergencies; chronic and infectious diseases; policy and practice; and community-based participatory research.	Click here to enter text.	
Assesses all students at least once on their ability to demonstrate each concentration competency				
If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES)	N/A			

D4 Worksheet

MPH Health Promotion & Health Education (HEHP) Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply and demonstrate skills and knowledge of intervention planning and evaluation to the development of a research proposal, including the ability to effectively communication in professional formats.	Yes	Yes
2. Design and create appropriate health education materials and evaluation tools that demonstrate alignment with the needs of diverse and underrepresented populations.	Yes	Yes
3. Interpret and articulate the impact of health inequity and power imbalances on the health of diverse populations.	Yes	Yes
4. Plan, design, and implement a theory-driven, multi-media communication campaign to diverse communities to influence health promotion program and policy decisions	Yes	Yes
5. Apply and synthesize health promotion strategies to community health improvement initiatives through research methodologies and community engaged projects	Yes	Yes

MPH Global Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Evaluate how historical, economic, political, and socio-cultural factors facilitate or hinder cooperation among national and non-governmental organizations that address global health issues	Yes	Yes
2. Synthesize global health data to assess their significance and develop strategies to address health problems through the application of evidence-based practice	Yes	Yes
3. Evaluate global health interventions related to national healthcare systems and multilateral institutions/organizations, particularly in underserved and low-resource community settings	Yes	Yes
4. Critique and propose alternative strategies for global health emergency response and recovery	Yes	Yes
5. Analyze strategies to address cultural intelligence in communicating health disparities across socially, demographical, or geographically defined populations	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		The program's applied practical experience (APE) is a well-organized internship that includes a three-unit course and a minimum of 180 on-site hours. Students must complete all Year 1 required courses before starting the internship.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		University policy requires an MOU between the university and the internship site to ensure that the student receives a suitable experience that pertains to the course of study. The program's internship coordinator assists sites with developing the agreement.		
All students demonstrate at least 5 competencies, at least 3 of which are foundational		<p>Students identify internship sites according to their professional interests and educational needs, and the internship coordinator maintains a list of community partners. Students are encouraged to work with the university's Career Center to develop a resume and refine interviewing skills. Internship sites are expected to use regular hiring processes to take on a public health intern.</p> <p>Examples of internship sites include a community clinic, a hospital emergency department, for-profit health systems, a school district, a non-profit serving a local community, and governmental agencies.</p> <p>Prior to starting the internship, students complete a learning contract that defines the scope of work and includes a minimum of three goals. Students must demonstrate at least three foundational and two concentration competencies that result in at least two</p>		

		<p>work products. The learning contract is developed in consultation with the prospective site supervisor to ensure that the products will be useful and valuable to the site. The internship coordinator reviews and authorizes the learning contract prior to the internship.</p> <p>At the completion of the internship, students submit a portfolio to the program's internship coordinator, which serves as the tool to evaluate performance. The portfolio includes the approved learning contract, time sheet, student evaluation of the internship, preceptor evaluation of the intern (both evaluations include assessment of competency attainment), and the work products. The internship coordinator reviews each portfolio and assigns a grade.</p> <p>To mitigate the spread of COVID-19, the CSU System discontinued all in-person classes and internships in March 2020. For students in the process of completing an internship, the program helped them transition the experience to an online format. For example, several faculty members worked with student teams on survey research, and the results were used to develop education and outreach projects. One example was a survey on vaccine hesitancy with plans to track the information over time. Another project evaluated COVID-19 antibody testing resources that resulted in educational materials for the public.</p> <p>As students were re-deployed to different internship experiences at the onset of COVID-19, the internship coordinator and faculty supervisor assisted with portfolio revisions, including assurance that competencies were matched or revised. The program dropped the hour</p>		
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		<p>requirement and site supervisor evaluation and added a student reflection component.</p> <p>The CSU System remained fully online at the time of the site visit and was in the process of developing a waiver process to permit students to complete on-site internships at places with adequate health and safety practices.</p> <p>Site visitors heard enthusiasm about the APE from preceptors, alumni, and students. Preceptors commented on how well organized it was, and students have received employment resulting from internship exposures.</p>		
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D6. DRPH APPLIED PRACTICE EXPERIENCE

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

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		MPH students have two choices for the ILE: a capstone project or a thesis followed by an oral defense. Faculty help students choose an option based on students' interests and career goals. Students select the competencies for their projects and identify them in a proposal. Three of the competencies must be from the	Click here to enter text.	
Project occurs at or near end of program of study				

<p>Students produce a high-quality written product</p>		<p>foundational set, and two must be from the concentration-specific list. The capstone/thesis committee and the primary faculty mentor (committee chair) must approve the proposal.</p>		
<p>Faculty reviews student project & validates demonstration & synthesis of specific competencies</p>		<p>Students completing the capstone project may develop a grant proposal, community risk assessment, curriculum, policy analysis, agency-based project, or other product of comparable rigor. The thesis option consists of original research. Examples of ILEs reviewed by site visitors included a research study of dietary sugar and cardiovascular disease mortality by gender, a nutrition curriculum designed for Native Hawaiians and Pacific Islanders, and a study examining oral health-related quality of life and associated factors among Mexican migrant adults. The site visit team reviewed capstone/thesis projects and determined that students are producing high-quality written products in both options.</p> <p>The project proposal is completed in the context of a three-credit course at the end of the program of study. At the conclusion, students work with their committee chairs to schedule the oral presentation. The presentation is assessed by the committee using the MPH Thesis/Capstone Competency Form – an assessment tool. Site visitors reviewed the competency form and saw clear evidence that students are assessed on their ability to synthesize competencies and that the correct combination of foundational and concentration competencies are evaluated.</p> <p>While some students who responded to the end-of-program survey reported challenges with finding a faculty</p>		

		chair, students who attended the site visit generally reported adequate faculty support for their ILE projects. While most students were satisfied with the timing of the experience within the accelerated program, others noted the potential need for more time. All reported faculty flexibility with project timelines as needed.		
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

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

D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

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

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		<p>The MPH program is a 42-semester-credit degree.</p> <p>The university measures credit hours in accordance with the WASC Policy on Credit Hour. One hour of classroom time and two hours of out-of-class work over the span of 15 weeks constitutes one credit hour.</p>	Click here to enter text.	

D15. DRPH PROGRAM LENGTH

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

D16. BACHELOR'S DEGREE PROGRAM LENGTH

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

D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

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

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

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

D19. ALL REMAINING DEGREES

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

D20. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		<p>As shown in the instructional matrix, both MPH concentrations are offered in a distance-based format. The MPH in health promotion and health education enrolled a total of 28 distance-based students in spring 2019 and fall 2019. The first 15 distance-based global health students matriculated in fall 2019.</p> <p>The program delivers coursework in an asynchronous format, and the content mirrors the curriculum and learning objectives of the face-to-face hybrid courses. Online discussions, written assignments, and online exams are all parts of weekly content. The asynchronous model allows students to complete modules at their own pace but requires completion of all modules within the assigned eight-week course block. The online program follows the same program timeline as the on-site/hybrid program and is completed over 16 months.</p> <p>The rationale for the online program is to increase the educational opportunities available to students and to prioritize the needs of underserved and vulnerable communities, a program goal that aligns with goals at the university level.</p> <p>The program evaluates PSLOs in accordance with university-wide standards. Data are collected each year</p>	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services				
Ongoing effort to evaluate academic effectiveness & make program improvements				
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification				

		<p>from signature assignments from at least one course that address the PSLO that is being evaluated.</p> <p>The program uses an online course management system called Moodle that has information and technology resources that support the educational goals of the online program. The unit uses a secure learning management system (LMS) that requires the use of a username and password to complete courses and coursework. The LMS includes document review software that screens for plagiarism. Each instructor checks in with individual students to assess the student's progress in learning the material and to determine the student's ability to discuss class material orally and through written work.</p> <p>Site visit discussions with students in the online program confirmed the flexibility of the format. One student noted that sometimes due dates on the Moodle platform are not updated to reflect the current semester; however, these issues are always quickly rectified by the course instructor.</p> <p>The program plans to work with the Instructional Design Services Team through 2020-21 to further train faculty in online course development and enhancement and to create additional safeguards to ensure student academic integrity.</p>		
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E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The program's faculty complement has appropriate training and experience to deliver the curriculum for the program's two MPH concentrations. Primary faculty members hold CEPH-accredited degrees in areas such as health promotion and health behavior; epidemiology; environmental and occupational health; and general public health. All non-primary faculty hold either a PhD or an MPH, and these degrees are in areas such as public health and public policy; community health; global health; and epidemiology. Nearly all the degrees held by non-PIF are also from units accredited by CEPH.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (eg, bachelor's, master's) & nature of program (eg, research, practice)		<p>The program acknowledges that the lecturer faculty pool is small and plans to hire more faculty who complement the program faculty's expertise and have online teaching experience.</p> <p>Students said that they were very pleased with the quality of faculty expertise. They appreciated faculty's community involvement and the associated student learning opportunities, as well as faculty members' ongoing support of student career goals.</p>		

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice	Met	Public health practice is well integrated into the faculty complement in several ways, including assurance that it is a visible element of the curriculum. Some full-time faculty members and all adjunct faculty members who participated in the site visit have practice experience outside academia. For example, one primary faculty member has worked in the Nigerian Ministry of Health in the Office of Disease Control & International Health where he was responsible for the planning, development, and implementation of AIDS control training programs, health and safety workshops, and a number of seminars.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		The program also routinely invites guest lecturers from community-based organizations to speak in MPH classes. For example, in Introduction to Health Systems, a public health associate from the CDC was invited to speak about surveillance efforts and the County of San Diego HHSA Epidemiology Branch Chief spoke to students about the digitation of medicine and electronic health records.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		During the site visit, the team met several adjunct faculty members who are public health practitioners. They explained the types of practice experience they are currently involved in. For example, one faculty member involved students in various parts of her work on a community survey addressing vaccine hesitancy as it relates to COVID-19. An adjunct faculty also discussed the Zoom trainings she has recently hosted that addresses		

		social isolation of nursing home patients that has been exacerbated by COVID-19.		
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E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>As a university focused on instruction and learning, all faculty are expected to uphold high standards of quality teaching. Full-time, tenure-track faculty must submit evidence of activities that promote teaching excellence, which include peer evaluations of teaching; participation in in-service educational offerings; and contributions to relevant professional associations.</p> <p>The self-study provides examples of university instructional support activities in which primary faculty have participated in recent years. For example, one faculty member has participated in Summer Teaching Institutes that focused on service learning and on engaging hard-to-reach students. Another faculty member has participated in a course about how to design a flipped classroom, and she has re-designed her pedagogical practices in seven courses to promote more active learning. All faculty have access to the university's Teaching and Learning Institute, and new faculty are required to attend a year-long New Faculty Institute. The newest public health faculty member received one course release from teaching during the first two semesters to participate in this year-long professional development program. In addition, faculty in the college can receive funds for travel or other professional development</p>	<p>Click here to enter text.</p>	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				

		<p>opportunities that contribute to the enhancement of their teaching.</p> <p>The self-study also notes that a non-primary faculty member has expertise in public health pedagogical practices and consults with organizations and institutions as a subject matter expert. Non-primary faculty are eligible to request funds to participate in professional development activities associated with their position.</p> <p>The program uses its annual evaluation of faculty to assess instructional effectiveness. All faculty must submit student course evaluations, which include feedback on the overall quality of the course, instructor effectiveness, how well assignments contributed to student learning, and instructor responsiveness when help was requested. Lecturers (non-PIF) must submit an annual self-reflection of scholarly teaching, which is reviewed by the college's associate dean and, as appropriate, the program director.</p> <p>The program and college encourage peer evaluation of teaching, but it is not required. During the site visit, both full-time and adjunct faculty members reported the use of peer evaluation of teaching and regular collaboration as both substantive and valuable to professional development.</p> <p>To assess its efforts related to faculty instructional effectiveness, the program internally reviews syllabi, tracks student satisfaction with instructional quality, and monitors courses that employ active learning techniques. The self-study describes the program's approach to these measures over the last three years, and all have resulted in positive developments. For example, the program</p>		
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		<p>submitted a formal mini-grant proposal to ensure that all primary faculty would receive training on active learning strategies. This proposal was accepted, and all faculty received flipped classroom training. The program presented the results as a poster at the CSU SM Assessment Fair in 2018. Most faculty receive high scores on student course evaluations (at least 4 on a 5-point scale); if lecturers receive lower scores, they are assigned a “does not meet” rating for their instructional effectiveness and are not re-hired for that course.</p> <p>Instructors reported a high level of instructional support from the program. Along with a faculty mentoring program and regular faculty collaboration to discuss coursework, the full MPH Program Committee regularly discusses available instructional resources offered via the Faculty Center and reaches out to faculty about these opportunities. Instructional trainings are available remotely and have continued throughout the pandemic.</p> <p>Students who met with site visitors said that they were very pleased with the quality of their instructors and appreciated the integration of faculty’s public health practice experiences and ongoing research into coursework.</p>		
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E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			

Policies & practices in place to support faculty involvement in scholarly activities		The program expects all faculty members to pursue scholarly research and creative activities as part of its retention, tenure, and promotion standards. Tenure-track faculty receive three units of release time (equivalent to 20% of their overall workload) to pursue research and scholarship.	Click here to enter text.	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered		The self-study provides a range of examples of the scholarly work faculty participate in and how they incorporate it into their teaching. For example, a faculty member with strong ties to American Indian tribal communities has a grant to collect the California Youth Tobacco Survey among American Indian youth (in collaboration with other partners). This faculty member's work with American Indians is incorporated into a variety of courses, including biostatistics, and provides an example of community-based participatory research, which is a strong focus of the MPH program.		
Faculty integrate their own experiences with scholarly activities into instructional activities		Another faculty member connects her scholarly work related to polycystic ovary syndrome (PCOS) and lactation-supportive environments to her course discussions and activities related to health systems, social and behavioral determinants of health, and health communication.		
Students have opportunities for involvement in faculty research & scholarly activities		In addition to incorporating research into the curriculum, faculty also create extracurricular opportunities for students to be involved in research. A public health faculty member serves as the principal investigator on a grant that addresses Pacific Islander community health. This project engages community partners in the design, implementation, and evaluation of community-driven health promotion projects; at least 15 MPH students have		

		<p>been involved in working with community partners, assisting in the development of intervention programs, leading data collection efforts, and conducting program evaluation.</p> <p>An MPH student has also worked with a faculty member to develop, plan, and implement the community planning process for a “Getting to Zero” event, which brought community members together to plan and prioritize activities to support the reduction of new HIV infections.</p> <p>The university’s Faculty Development Center offers trainings and workshops that address topics such as how mid-career faculty can sustain their research agenda, and the New Faculty Institute addresses how to establish a research agenda. The Office of Graduate Studies and Research offers annual incentive grants to support faculty research and annual grant proposal seed money for faculty to pursue larger external grants. Faculty who participated in the site visit specifically referenced this process, describing this opportunity as motivating and effective.</p> <p>The program has selected three indicators to assess its success related to scholarship: tenure-track faculty participation in research; presentations at professional meetings; and grant submissions. The program has set reasonable targets and has seen increases across the three indicators over time.</p> <p>Students reported satisfaction with how the faculty integrate research into instruction. This occurs via the faculty’s own ongoing research and by providing access to community public health practitioners within coursework.</p>		
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		Students reported that their thesis/capstone projects typically developed via this type of interaction.		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		Service is required for retention, tenure, and promotion of public health faculty. The requirement aligns with the CSU SM collective bargaining agreement. The program provides three weighted teaching units (20% FTE) for scholarly service activities. The definition of service provides considerable focus on university service and work for professional associations (e.g., committee chairs and journal referees) but also includes extramural community service.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		Examples of community service by program faculty members include participation in San Diego County's HIV prevention initiative "Getting to Zero," involvement in community organizations and festivals of Native Hawaiian/Pacific Islander populations, and breastfeeding advocacy. Faculty have organized student participation in AIDS Walks and other AIDS prevention community planning and have included students in community planning activities to build cultural competence skills. A faculty member is involved in several local public health work groups that she leverages to support internship placements.		

		<p>In addition, faculty professional service activities are incorporated into instruction. For example, a faculty member reviews abstracts for APHA and assigns students an abstract writing activity. If the abstract is about completed work, it is submitted to APHA.</p> <p>The program submitted three years of data for its chosen measures of extramural service activities. The program has been successful all three years in meeting its target of having 100% of tenure-track faculty involved in extramural service. The program is still working to reach its other two targets: 30 cumulative faculty-student community service projects and six cumulative community-based service projects over a three-year period.</p> <p>Site visitors heard from community members and students that faculty engagement in community service is a strength that contributes to a timely and relevant curriculum as well as service opportunities for students. The program's measures of faculty service support a strong service component but, not surprisingly, COVID-19 restrictions have been an impediment to meeting some targets.</p>		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Engages with community stakeholders, alumni, employers & other relevant community partners.		The program uses a Community Advisory Board (CAB) for formal constituent feedback. Members represent important sectors such as local non-profits, school	Click here to enter text.	

Does not exclusively use data from supervisors of student practice experiences		districts, community health centers, health associations, county health professionals, and other public health stakeholders. The ERF included copies of agendas from both 2018 CAB meetings, the 2019-2020 CAB directory, and minutes from the fall 2020 CAB meeting.		
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 		The CAB has provided input in multiple areas such as the program’s guiding statements, the evaluation plan, the curriculum, competencies, and concentrations to offer. As the program developed the self-study document, it sought feedback from CAB members on developing metrics for program goals.		
Defines methods designed to provide useful information & regularly examines methods		Internship site supervisors evaluate students on several metrics gauging public health knowledge and ability to apply lessons learned in the classroom in an employment setting. During the site visit, a CAB member who has also supervised students during their internships said that she feels that the program is responsive to feedback from supervisors. She also noted that it is evident that students are applying skills learned in the classroom, such as applying concepts of program planning and conducting community needs assessments, during their applied experiences. While information from internship supervisors is helpful feedback for the program, it does not satisfy the expectation of employer feedback. The program acknowledged this need and conducted an initial set of key informant interviews among CAB members who also employ alumni shortly before the site visit. Recurring themes uncovered during the initial CAB interviews		
Regularly reviews findings from constituent feedback				

		<p>revealed a need for new MPH hires to work independently and flexibly, to be able to synthesize information and communicate it to various audiences, and possess an understanding of the demography and communities in the region. The site visit team validated these themes through CAB minutes provided by the program.</p> <p>The commentary relates to the program's considerable reliance on data from internship site supervisors to gauge graduates' ability to perform competencies in an employment setting. The program only recently supplemented these data with information from the CAB, which is being used to develop a specific employer survey to be implemented at the end of fall 2020. The original timeline for the employer survey was disrupted due to COVID-19, but discussions during the site visit made it evident that the program is on track with its revised timeline.</p>		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		Students are introduced to service, community engagement, and professional development through involvement in community agencies such as the American Diabetes Association, American Heart Association, County of San Diego Health and Human Services, and local groups like the Vista Community Clinic. Students participate in community education events, workshops, and training sessions. These organizations also serve as potential	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to				

<p>professional advancement of the field</p>		<p>internship sites for students to fulfill the APE and potential future employers.</p> <p>Faculty also encourage students to participate in community service projects and professional development activities. Opportunities may arise from class or from faculty's own community service roles. Students have been invited to attend regional public health conferences for professional development and are also encouraged to join the Graduate Organization of Public Health, the public health student association. One faculty member present at the site visit who was instrumental in the formation of the student organization said that the organization is effective with its community outreach efforts and, in addition to larger events, is also regularly involved in outreach activities such as volunteering at the local VISTA soup kitchen.</p> <p>In 2018-19, the Graduate Organization of Public Health partnered with several health and human services agencies and the County of San Diego Health and Human Services to sponsor a guest lecture. The organization has also supported and collaborated with groups such as the CSU Institute for Palliative Care and the Tri City Health Care District. In 2017-18, the Graduate Organization of Public Health partnered with numerous organizations such as the Indian Health Council, Promises2Kids, American Heart Association, and San Diego Live-Well for various service-related events.</p> <p>Students who met with site visitors were satisfied with the service and professional development opportunities provided. One student commended faculty members' efforts to distribute current community service</p>		
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		opportunities via email because, as a full-time student with family responsibilities, she often does not have the time to seek the opportunities out on her own. Students also spoke of recent opportunities to interview a community-based participatory researcher via Zoom and met with a nursing faculty member with a graduate degree in public health to learn how she integrates public health into her clinical work. Students said that they enjoyed seeing how the roles they learn about in their coursework translate to the real world.		
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F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines a professional community or communities of interest & the rationale for this choice		<p>The program identifies its professional communities of interest as public health entities, social service agencies, healthcare facilities, government organizations, non-profit organizations, community organizations, service organizations, tribal communities, and other public-health related entities in the San Diego and North San Diego County region. The rationale for the choice is that students are often employed with these entities, and faculty have research interests within these communities.</p> <p>The program identified the need for a program-specific assessment that will further clarify the needs of community partners within the field of public health. Reviewers learned during the site visit that this assessment had begun to take place within CAB meetings and via the new Committee for Program Development & Community Engagement. This committee meets on an ad</p>	Click here to enter text.	
Periodically assesses the professional development needs of individuals in priority community or communities				

		<p>hoc basis and is responsible for developing community engagement programs to provide opportunities to train students and community members. The committee currently includes two faculty members, both of whom have extensive public health practice experience. Minutes of the fall 2020 CAB meeting show that a discussion on community training and development took place.</p> <p>The commentary relates to opportunity for the program to better and more regularly assess, define, and target community needs. The program appears to have a grasp of the needs of its communities of interest primarily through individual faculty contacts. The program has begun to gather information through CAB member interviews that took place at the most recent CAB meeting in fall 2020 and should sustain and build on these efforts.</p>		
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F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		Information gathered during the site visit illuminated recent professional development activities that were not included in the self-study. One adjunct faculty member has held numerous, well-attended Zoom trainings for nursing home staff on how to better communicate with family members of dementia patients during the COVID-19 pandemic, particularly surrounding issues of social isolation and depression. Additionally, a faculty member has served as a speaker at the VISTA Community Clinic in the San Diego area to educate a group of approximately 30 staff members who do not have formal training in public	Click here to enter text.	

		<p>health but have been hired to work in community health. His involvement at the community center has encouraged some center staff to enroll in the CSU SM MPH program.</p> <p>One faculty member has done extensive work with the American Indian communities in the San Diego area, including training tribal members on research ethics to support tribal members' establishment of an IRB reviewing research proposals for local universities and nine American Indian tribes. This faculty member has served as the liaison between the university and tribal communities. During the site visit, this faculty member elaborated on her role stating that, through her education efforts, the tribal community has become more familiar with the components of the IRB and more competent in revising the IRB themselves. They have also expressed interest in additional trainings tangentially related to the research being done, and speakers were organized to discuss topics such as genetics and epidemiology.</p> <p>The commentary relates to the program's opportunity to continue to refine its delivery of professional development offerings while ensuring that the activities are geared toward improving the current workforce of interest as identified in Criterion F3. Since the program has plans to assess community needs systematically through CAB informant interviews, it will be important to use information gleaned to inform future initiatives. Existing faculty-community relationships present a strength that the program can continue to leverage in these endeavors.</p>		
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines appropriate priority population(s)		<p>The program's priority populations align with the existing demographics of the San Marcos, CA community. The priority populations include Hispanic, Black, and Asian populations in the surrounding area, and first-generation college students. The program is committed to employing a diverse faculty and staff who reflect the local area's diversity and to training professionals in an environment that can address the public health needs and health disparities of the region.</p> <p>The program works with Extended Learning and the student organization to recruit and provide ongoing support to diverse students and faculty. The program's student and faculty goals align with the identified priority populations to recruit and maintain a student body student body that reflects the surrounding San Marcos, CA community with at least 37% Hispanic, 2% Black, and 9% Asian populations. It also seeks to recruit a student body with at least 40% from the local area and 30% who are first-generation college students. The program seeks to maintain diverse faculty with at least 20% from the local area. The program has met or exceeded its stated goals except for those addressing the Hispanic/Latino student population, which is currently at 30%. The program plans to work with the university's marketing department to develop specific strategies to recruit these students.</p>	<p>Click here to enter text.</p>	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				

		<p>The program has implemented numerous strategies to maintain a culturally competent environment and promote diversity and inclusion for students and faculty. For example, hiring committees include at least one faculty member trained in Equal Employment Opportunity; student and faculty peer mentoring is maintained via the Graduate Organization of Public Health; plans and strategies are discussed with the MPH Community Advisory Board; end-of-year student and alumni surveys are conducted; and goals are discussed at faculty meetings and retreats.</p> <p>The program has integrated both learning and practical experiences to ensure a culturally competent environment through coursework (community-based participatory research course), guest lectures, panels, and exposure to a diverse variety of faculty and internship preceptors. Also, faculty members have partnerships and/or research projects with diverse community groups, providing students with further opportunities for collaboration.</p> <p>Results from the end-of-program survey administered to students indicate that the vast majority are very satisfied or satisfied with the program's diversity and cultural competence. All students felt that they were well-prepared or prepared to demonstrate foundational competencies related to diversity. While this survey did not survey student perceptions of campus climate, impressions from students during the site visit, particularly those within the program's priority populations, suggested a sense of genuine inclusion. One student who identifies as Mexican indigenous said that she "often worries about people making negative comments, but I have never encountered that during my two years here." Survey results of faculty</p>		
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		<p>perceptions were also positive, with most reporting feeling satisfied or very satisfied with the program's climate regarding diversity and cultural competence.</p> <p>The commentary relates to the lack of qualitative data to assess the program's approaches, successes, and/or challenges. Although it was clear during the site visit that the program is successful in its efforts to prioritize the cultivation of an environment reflecting the diversity of the region in which it exists, the program has the opportunity to strengthen its qualitative data collection processes. This effort would enable the program to continue to make well-informed decisions to continue to meet its diversity goals in an intentional and meaningful way.</p>		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		<p>MPH program faculty act as academic and professional advisors, helping students with both course-related/curriculum issues, as well as exploring interests and potential internship settings. Students are encouraged to meet with their faculty advisors at the beginning of the semester and as needed.</p> <p>Every student is assigned a faculty advisor when starting the program with the intent of matching a student's concentration to faculty expertise when possible. The program director, working with Student Services, ensures</p>	<p>Click here to enter text.</p>	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				

<p>Orientation, including written guidance, is provided to all entering students</p>		<p>that all faculty advisors are provided with the guidance and resources to monitor student progress, including the Academic Requirement Report tracking system, student handbook, and program planning worksheet.</p> <p>All new students are required to attend an orientation that addresses the MPH program, academic requirements, internship details, and student resources. The program offered its first online orientation in spring 2019. Sessions are taped and made available with other resources via the program's learning management system.</p> <p>The program measures student satisfaction with academic advising via the end-of-program survey that measures many program variables, including satisfaction with academic advising. The program provided survey data for two student cohorts. For the first cohort (2017-18), 68% indicated that they were either very satisfied or satisfied with the program's academic advising, while the 2018-19 cohort indicated that 85% were either very satisfied or satisfied with academic advising. These results indicate an increase in student satisfaction over time and likely reflect changes the program has made in response to student feedback as the program has become more established.</p>		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		MPH students can access career advising services at both the programmatic and campus levels. Faculty members serve as program advisors for academic issues, but also provide career counseling to students based on their ongoing community engagement and professional experiences as public health professionals within a specific disciplinary area.	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni		<p>The program offers a variety of resources and services to students. For example, the program invites professionals to courses and other speaking engagements to discuss careers in public health, career advisement, and experiences with community projects. Faculty prepare guest speakers in advance to ensure that they include the required career advisement and organizational information. Students also attend state and national conferences for networking. Career advising is addressed at student orientation, featuring the implementation of an internship/career interests survey that is used to inform an electronic internship database available to students. One example of these services was the Distinguished Public Health Speaker Series, providing students access to community practitioners and researchers who shared their own career pathways and opportunities for networking.</p> <p>Alumni access career resources through university-supported services and through direct faculty interaction.</p>		

		<p>For example, alumni have continued access to the program's intranet, MPH Central, including career opportunities. Further, faculty members have brought program graduates to community events to connect them with potential employers and networking opportunities.</p> <p>At the campus level, the Career Center is dedicated to career advising services and is staffed by professionals providing assistance for all phases of career development. This office provides career guides, web-based resources, employer connections, and job fairs.</p> <p>Student satisfaction with career advising is assessed via the end-of-program survey. In 2017-18, 46% of respondents indicated that they were either very satisfied or satisfied with career advising; this percentage rose to 53% in 2018-19. During the site visit, program leaders indicated that they were using feedback from the survey to improve communication and provide further resources (e.g., a career readiness workshop) for career advising. Reviewers felt comfortable with the program's progress based on the increase of student satisfaction in career advising between 2017-18 and 2018-19 and the career readiness workshop the program developed. It will be important for the program to continue to monitor student feedback and the success of their newly implemented strategies for career advising.</p>		
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H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		<p>The university has a detailed student grievance procedure, and students may challenge assigned grades under a separate university procedure. Grievances involving alleged discrimination or harassment covered by federal and state laws are handled by the Dean of Students' Office.</p> <p>The complaints and grievance procedures are described in the MPH student handbook, which also references the CSU SM student grievance policy. The handbook is available on the university website and on the program's intranet (MPH Central), which is introduced during orientation.</p> <p>Each procedure requires an attempt by the student and respondent to settle the complaint informally. The student may seek meetings with the faculty advisor or program director, as well, to attempt informal resolution.</p> <p>If the informal process fails, there is a timeline for students to file a formal notice using a university form for grade-related and other grievances. The director of student services or the associate dean of the College of Education, Health and Human Services guides the grievant through the formal process. Committees comprising student and faculty members are established to review and act on formal student grievances. Student grade appeals that failed to be addressed by informal means are</p>	<p>Click here to enter text.</p>	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				

		<p>addressed by the Student Grade Appeal Committee. The program outlines specific guidelines for the grade appeals process including how to file a complaint and the bases in which a complaint can be filed. The committee processes may involve hearings, if necessary. Non-grade grievances are decided by the appropriate vice president based on the committee's recommendation, including a minority report, if relevant. Decisions are final and may only be appealed if there is a departure from procedures that renders the decision unfair.</p> <p>The program has received anecdotal feedback from students that there could be better communication about the grievance processes and plans to improve efforts to communicate complaint processes to students. The program has received three written complaints between 2017-2019; two were student grade appeals and one was a petition for reinstatement from a student whose admission was rescinded. Both grade appeals and the petition for reinstatement were denied.</p>		
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H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		Extended Learning provides many of the administrative support services to the program, including recruitment and outreach as well as initial screening of applications to ensure that they meet minimum university and program requirements. There is considerable recruitment outreach at regional college and university graduate fairs, CSU SM	Click here to enter text.	

<p>Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers</p>		<p>undergraduate programs, and community events. Extended Learning also uses several social media marketing tools. During the site visit, the associate dean of Extended Learning explained that self-funded programs provide recruitment goals, and Extended Learning formulates the marketing strategies to satisfy those goals.</p> <p>Applicants are considered if they meet minimum CSU System requirements for graduate admission as well as supplementary requirements to the MPH program including official transcripts from all college work, two letters of recommendation, a narrative statement, a current resume, and a minimum C grade in statistics. The program's Admissions Committee considers applications, and selections are referred to the program director for final decision.</p> <p>The program has two performance measures for student recruitment and admissions: GPA for matriculating students (3.0) and admittees' contribution to student body diversity goals. The program has met these measures except for the proportion of Hispanic/Latino students admitted. The program and Extended Learning are working to improve opportunities for outreach to Hispanic/Latino populations.</p>		
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		<p>Materials about the program's educational offerings and requirements, including the academic calendar, admissions and graduation requirements, program description, and the MPH student handbook are available on the university website. The handbook accurately delineates degree completion requirements, grading policies, and academic integrity standards.</p> <p>The website includes a video that describes the application process and program for potential applicants. These materials accurately reflect the processes and program.</p>	<p>Click here to enter text.</p>	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

**Council on Education for Public Health Site Visit Agenda
California State University San Marcos Public Health Program**

Wednesday, September 23, 2020

5:00 pm PST, 8:00 pm EST

Site Visit Team Executive Session 1

Thursday, September 24, 2020

8:45 am PST, 11:45 am EST

Site Visit Team Executive Session 2

9:00 am PST, 12:00 pm EST

Program Evaluation

Participants	Topics on which participants are prepared to answer team questions
Christina Holub, Interim Director AsherLev Santos, Assistant Professor	<i>Guiding statements – process of development and review?</i>
AsherLev Santos, Assistant Professor Kyle Landin, Assessment Specialist CEHHS	<i>Evaluation processes – how does program collect and use input/data?</i>
Christina Holub, Interim Director Aaron Guy, Associate Dean of Extended Learning Nam Nguyen, CEHHS Student Services	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i>
Christina Holub, Interim Director Aaron Guy, Associate Dean of Extended Learning	<i>Budget – who develops and makes decisions?</i>
Total participants: 5	

10:00 am PST, 1:00 pm EST

Break

10:15 am PST, 1:15 pm EST

Curriculum 1

Participants	Topics on which participants are prepared to answer team questions
Emmanuel Iyiegbuniwe, Associate Professor Christina Holub, Interim Director Deborah Morton, Assistant Professor Lisa Bandong, Lecturer	<i>Foundational knowledge</i>
Christina Holub, Interim Director Deborah Morton, Assistant Professor Emmanuel Iyiegbuniwe, Associate Professor Lisa Bandong, Lecturer	<i>Foundational competencies – didactic coverage and assessment</i>
AsherLev Santos, Assistant Professor Christina Holub, Interim Director	<i>Concentration competencies – development, didactic coverage, and assessment</i>
Total participants: 5	

11:30 am PST, 2:30 pm EST

Break & lunch

12:00 pm PST, 3:00 pm EST

Students

Participants (Cohort; Start – Graduation)	Topics on which participants are prepared to answer team questions
Graduate Organization for Public Health (GoPH), Officers: Michael Jones, (Cohort 7; Fall19 – Spr21) Vivian Hidalgo, GoPH (Cohort 7; Fall19 – Fall20) Richard Jaenisch, GoPH (Cohort 7; Fall19 – Fall20) Students at Large Alicia Ortiz-Simon (Cohort 6; Spr19-Fall20) Elizabeth Negrete (Cohort 6; Spr19-Fall20) Marios Potamitis (Cohort 7; Fall19-Fall20) Patrick Holstrom (Cohort 7; Fall19-Fall20) Luis Gutierrez (Cohort 7; Fall19-Fall20) Christina Ruiz (Cohort 7; Fall19-Fall20) Katherine Adrian (Cohort 8; Spr20-Spr21)	<i>Student engagement in program operations</i> <i>Curriculum</i> <i>Resources (physical, faculty/staff, IT)</i> <i>Involvement in scholarship and service</i> <i>Academic and career advising</i> <i>Diversity and cultural competence</i> <i>Complaint procedures</i>
Total participants: 11	

1:00 pm PST, 4:00 pm EST

Break

1:15 pm PST, 4:15 pm EST

Curriculum 2

Participants	Topics on which participants are prepared to answer team questions
Lisa Bandong, Internship Coordinator AsherLev Santos, Assistant Professor	<i>Applied practice experiences</i>
Deborah Morton, Assistant Professor Christina Holub, Interim Director Emmanuel Iyiegbuniwe, Associate Professor AsherLev Santos, Assistant Professor	<i>Integrative learning experiences</i>

Christina Holub, Interim Director Diane Beach, Online Instructor AsherLev Santos, Assistant Professor	<i>Distance education</i>
Total participants: 6	

2:30 pm PST, 5:30 pm EST
Break

2:45 pm PST, 5:45 pm EST Instructional Effectiveness	
Participants	Topics on which participants are prepared to answer team questions
AsherLev Santos, Assistant Professor	<i>Currency in areas of instruction & pedagogical methods</i>
Deborah Morton, Assistant Professor AsherLev Santos, Assistant Professor	<i>Scholarship and integration in instruction</i>
Emmanuel Iyiegboniwe, Associate Professor AsherLev Santos, Assistant Professor	<i>Extramural service and integration in instruction</i>
Lisa Bandong, Internship Coordinator Fernando Sanudo, CAB VCC Chuck Matthews, CAB County of San Diego Diane Beach, Lecturer	<i>Integration of practice perspectives</i>
AsherLev Santos, Assistant Professor Chuck Matthews, CAB County of San Diego,	<i>Professional development of community</i>
Total participants: 7	

3:45 pm PST, 6:45 pm EST
Break

4:00 pm PST, 7:00 pm EST Stakeholder Feedback/Input	
Participants	Topics on which participants are prepared to answer team questions
Sharon Hamill, CSUSM Faculty, CAB Member	<i>Involvement in program evaluation & assessment</i>
Rakesh Patel, CAB Member	<i>Perceptions of current students & program graduates</i>
Alumni Joseph Rielly Heather Johnston Louielyn Lirio, UCSD Devin Adams Kayla Neri Usman Akram Alex Cronin Marcelino Alcorta Brian Jones Lysette Stevenson	<i>Perceptions of curricular effectiveness</i>
Carey Ricciteli, County of San Diego Office of Strategy and Innovation	<i>Applied practice experiences</i>
Carey Ricciteli, County of San Diego Office of Strategy and Innovation Chuck Matthews, Lecturer, CAB Member, County of San Diego	<i>Integration of practice perspectives</i>
Chuck Matthews, Lecturer, CAB Member, County of San Diego	<i>Program delivery of professional development opportunities</i>
Total participants: 1	

5:00 pm PST, 8:00 pm EST
Site Visit Team Executive Session 3

6:00 pm PST, 9:00 pm EST
Adjourn

Friday, September 25, 2020

8:30 am PST, 11:30 am EST University Leaders	
Participants	Topics on which participants are prepared to answer team questions
Deborah Kristan, Interim Dean CEHHS Regina Eisenbach, Dean of Academic Programs Brooke Judkins, Interim Dean of Extended Programs	<i>Program's position within larger institution</i>
Deborah Kristan, Interim Dean CEHHS Regina Eisenbach, Dean of Academic Programs Brooke Judkins, Interim Dean of Extended Programs	<i>Provision of program-level resources</i>
Carl Kimnitz, Provost	<i>Institutional priorities</i>
Total participants: 4 confirmed	

9:00 am PST, 12:00 pm EST
Break

9:15 am PST, 12:15 pm EST
Site Visit Team Executive Session 4

1:00 pm PST, 4:00 pm EST
Exit Briefing