

REVIEW FOR ACCREDITATION  
OF THE  
SCHOOL OF PUBLIC HEALTH/PUBLIC HEALTH PROGRAM  
AT  
CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:  
November 5-6, 2018

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

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## **INTRODUCTION**

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the public health program at California State University, Northridge. The report assesses the program's compliance with the *Criteria for Schools of Public Health and Public Health Programs, amended October 2016*. This accreditation review included the conduct of a self-study process by program constituents, the preparation of a document describing the program and its features in relation to the criteria for accreditation, and a visit in November 2018 by a team of external peer reviewers. During the visit, the team had an opportunity to interview program and university officials, administrators, teaching faculty, students, alumni, and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the school and verify the self-study document.

California State University, Northridge (CSUN) was established in 1958, originally named San Fernando State Valley College. CSUN is one of 23 campuses in the California State University (CSU) system. CSUN is the only public university located in the San Fernando Valley and is one of the largest higher education institutions in California. The university consists of 2,194 total faculty, 1,899 staff, and 39,916 students. The university includes nine colleges relating to arts, media, and communication; business and economics; education; engineering and computer science; extended learning; health and human development; humanities; science and mathematics; and social and behavioral sciences. CSUN offers 68 bachelor's degrees, 58 master's degrees, two professional doctorates, and 47 other credential programs. CSUN is accredited by the regional accrediting body, Western Association of Schools and Colleges (WASC). CSUN also maintains specialized accreditation for programs in athletic training, business, chemistry, engineering, counseling, and communicative disorders, among other disciplines.

The program is located in the Department of Health Sciences in the College of Health and Human Development and has been accredited since 1971. The program's home department also includes degree programs in health administration and radiologic sciences. The program began with one concentration in community health education and has added an applied epidemiology concentration and a fully distance-based version of its community health education MPH. The program also added its longstanding Bachelor of Science in Public Health degree into the unit of accreditation through a substantive change notice. The program has seen tremendous growth in recent years; current enrollment includes approximately 1,200 majors in the bachelor's program (across all four years of enrollment), 36 students in the applied epidemiology MPH, and 174 students in the community health MPH, 92 of whom are enrolled in the fully distance-based program. The distance-based offering operates separately from the campus-based program, though department faculty administer and teach in both the campus-based and distance-based offerings.

Instructional Matrix - Degrees and Concentrations					
Bachelor's Degree			Campus based	Executive	Distance based
Public Health	BS		BS		
Master's Degrees			Academic	Professional	
Community Health Education		MPH	MPH		MPH
Applied Epidemiology		MPH	MPH		

**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 and department have standing and significant ad hoc committees that include various constituents: faculty, staff, students, alumni, preceptors, and other stakeholders.	Click here to enter text.	Click here to enter text.
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> <li>• degree requirements</li> <li>• curriculum design</li> <li>• student assessment policies &amp; processes</li> <li>• admissions policies &amp; decisions</li> <li>• faculty recruitment &amp; promotion</li> <li>• research &amp; service activities</li> </ul>		The organization and administrative processes are effective and sufficient for supporting decision-making and implementation. The program committees include the MPH Admissions, MPH Comprehensive Exam Review, and MPH Community Advisory Board. Department committees with significant roles in program governance include the Program Advisory Council and Curriculum Committee.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		<p>Degree requirements decisions are led by the MPH graduate coordinators and the public health program director. An affirmative vote by the faculty prompts a modification that is approved via department and college curriculum committees.</p> <p>Curriculum design is handled by the department's Curriculum Committee. The committee oversees any new curricular proposals and program modifications. Proposals are drafted and vetted through public health program faculty, then through the departmental committee.</p> <p>Development and monitoring of student assessment policies and processes are led by the faculty member</p>		

		<p>serving as the chair of the Health Sciences Department Assessment Committee. This person is responsible for attending monthly college and university assessment committee meetings and conveying essential information to the department.</p> <p>Admissions policies and decisions are led by three separate MPH admissions committees for each concentration and the distance-based MPH program. Bachelor's degree admissions for both newly-entering students and students changing majors proceed through university channels, rather than program-specific channels.</p> <p>Faculty recruitment and promotion is led by the department chair, who works with the dean of the College of Health and Human Development and provost. Departmental and college-level personnel committees play an intermediate role. Research and service expectations are developed by the department faculty.</p> <p>Public health faculty significantly contribute to decision-making activities within the department, college, and the university. Faculty serve on the college Personnel Committee, College Assessment Committee, departmental Personnel Committee, Faculty Senate and the university's Research and Grant committee.</p> <p>Faculty described a variety of mechanisms that foster interactions between full-time and part-time faculty to benefit the instructional program. Faculty interact in teaching workshops, technology workshops, public health alumni chapters, and MPH student/faculty mixers. Several faculty members remarked on the favorable</p>		
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		organizational culture and strong relationships between junior and senior 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 with Commentary			
Students have formal methods to participate in policy making & decision making		Students have a variety of formal methods to participate in policy and decision-making processes.	Click here to enter text.	Click here to enter text.
Students engaged as members on decision-making bodies, where appropriate		Students have three significant student organizations representing both the undergraduate and graduate programs. Representatives from HESO (Health Education Student Organization) and MPHSA (MPH Student Association) are invited to attend program faculty meetings to provide feedback from their respective organizations and contribute to discussions regarding the program. Students attend yearly Community Advisory Board meetings and contribute their input on MPH future strategies. The Eta Sigma Gamma (ESG) student organization has been revitalized by students, as well. During the site visits, students remarked positively about the various students' organizations available for participation.		



		The commentary relates to the lack of consistent student voices on decision-making bodies. During the site visit, faculty remarked that sustaining consistent student participation in decision-making bodies has been challenging. During site visitors' discussions with students, none of the students present could speak to or confirm student participation in faculty meetings, but students indicated to site visitors that they felt their input was received and acted upon by program administration.		
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**A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH**

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

**A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH**

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

**B1. GUIDING STATEMENTS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The program defines clear guiding statements. The vision of the program is to enhance the health and wellbeing of diverse communities by training future public health professionals and collaborating with community partners	Click here to enter text.	Click here to enter text.
Taken as a whole, guiding statements address instruction, scholarship, service		The mission of the CSUN Public Health Program is to prepare professionals to:		
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success		<ul style="list-style-type: none"> <li>• Identify and assess needs and assets of diverse communities</li> <li>• Plan, implement, and evaluate programs</li> <li>• Apply analytic and research methodologies to public health practice</li> </ul>		
Guiding statements reflect aspirations & respond to needs of intended service area(s)		<ul style="list-style-type: none"> <li>• Serve as leaders and advocates in their community and profession</li> <li>• Provide solutions for current and future public health challenges</li> </ul>		
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		<ul style="list-style-type: none"> <li>• Collaborate across interdisciplinary and community sectors</li> </ul> <p>The unit's guiding statements reflect aspirations and respond to the needs of the local and university communities. The goal statements address instruction, scholarship, and service, with the aim to advance the field of public health and promote student success. The program's values include commitment to scholarship and learning, commitment to excellence, respect for all people, alliances with the community, and</p>		

		<p>encouragement of innovation, experimentation and creativity.</p> <p>The guiding statements and values are sufficiently specific to allocate resources and guide decision-making.</p> <p>During the site visit, stakeholders remarked on how responsive the program has been and noted that they felt that the mission aligns the program with the community. The mission and values of the program were described as key factors in why stakeholders choose to get involved with the program. During the site visitors' meetings with university leaders, university personnel remarked on the program's value in supporting the health and well-being of the community and region, while providing relevant and applied education to its students.</p>		
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**B2. GRADUATION RATES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The program's graduation rates exceed the defined threshold of 70% for both the bachelor's and the master's degrees.	<a href="#">Click here to enter text.</a>	The site visit team's report did not identify any issues warranting a met with commentary finding, so the Council acted to change the team's finding of met with commentary to met.
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		Graduation rates for bachelor's degree students exceed 90% for all recent years. Bachelor degree graduation rates are calculated based on students with a declared public health major and 90 units at the start of each fall term. Although the university allows students to enroll for longer periods of time, the program's bachelor's degree graduation rates exceed the threshold defined in this		

		<p>criterion within two years of reaching the 90-credit minimum, and few to no students take longer than three years to graduate after reaching the 90-credit minimum.</p> <p>Graduation rates for master's degree students are calculated based on a seven-year maximum allowable time. The vast majority of students graduate within five years. Data for the most recent cohort to reach the maximum time to graduation indicate a graduation rate of 76%, and the two following cohorts have already reached graduation rates of 80% or greater.</p>		
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**B3. POST-GRADUATION OUTCOMES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Partially Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		<p>The program consistently achieves positive post-graduation outcome rates above 80% for both degree levels.</p> <p>The employment and continuing education rate for BSPH students with known outcomes was 93% for students who graduated in 2017. The rate for MPH graduates with known outcomes was 93% for 2017 graduates.</p>	<p>The program initiated an alumni survey for BSPH students in 2017 and administered the survey online in Spring of 2018 (N=54) and Fall 2018 (N=69). The alumni survey includes questions about full- and part-time employment, graduate school enrollment, employment sector, place of employment, job functions, and whether the employment is located in a medically underserved area. We</p>	<p><a href="#">Click here to enter text.</a></p>
Chooses methods explicitly designed to minimize number of students with unknown outcomes		<p>Eight of the 38 2017 MPH graduates had unknown outcomes. The program collects outcomes from MPH graduates through the alumni surveys distributed at 12</p>		

<p>Achieves rates of at least 80% employment or enrollment in further education for each public health degree</p>		<p>months following graduation. Departmental office staff attempt to gather data through social media and website searches for non-respondents. The self-study provides two years of data (2016 and 2017 graduates), and unknown rates are 26% and 21% for the two years reported.</p> <p>Despite efforts to distribute a BSPH Annual Survey and efforts of staff to review student social media accounts to determine graduate outcomes, the program has a high level of unknown post-graduation outcomes for bachelor's degree students. The self-study indicated the program began sending an alumni survey in the fall of 2017, and plans to continue with an annual approach. Site visitors inquired about future plans for soliciting data, and faculty shared a thorough plan for future data collection, including survey response follow up at the two- to four-week post-deployment mark, Facebook and LinkedIn account queries, and additional administration of the survey request.</p> <p>The concern relates to the high rates of unknown student post-graduation outcomes for the bachelor's degree level. The program's efforts to date produced unknown outcomes for more than 50% of students for the single year of data available since the bachelor's degree was added to the unit of accreditation. Though the program reports attempts to supplement the survey responses with web and social media searches, data were unavailable for 125 of the 245 students who graduated in 2017.</p>	<p>also included numerous questions to assess student satisfaction with the program and self-reported achievement of the 8 BSPH competencies and ability to apply the competencies. See attached BSPH alumni survey and summary.</p> <p>To increase our follow up rate on the BSPH alumni survey, we now require students to enter their updated contact information and an alternative email address, if available, on the exit survey. Additionally, we will require students to complete the BSPH exit survey in their final course before graduation and administer the survey at two time points: 4- and 8-months post-graduation. The second wave of data collection should result in additional responses. We expect to see a significant increase in our response rate for the 2019 graduates.</p>	
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**B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The program administers post-graduation surveys to alumni for the BSPH degree program regarding their perceptions on curricular effectiveness, specifically inquiring about their confidence in achieving and applying competencies for the degree.	In fall 2018, the program administered a revised exit survey to Fall 2018 MPH graduates and a revised alumni survey to MPH graduates from Fall 2017 and Spring 2018. Both of these surveys include questions on job placement, self-reported achievement of core competencies and ability to apply their skills in practice, career advising, program evaluation, and perception of the climate and diversity for the program and campus at large. See attached MPH exit and MPH alumni surveys. The program will continue to use these revised surveys moving forward each semester.	Click here to enter text.
Documents & regularly examines its methodology & outcomes to ensure useful data		The bachelor’s degree survey was administered for the first time in October 2017 and reached graduates from 2014-15, 2015-16, and 2016-17. The survey yielded 54 respondents, and returned favorable (strongly agree and agree) responses to questions regarding achievements and application of bachelor competencies. The average ranking for achieving each foundational area was between 3.98 and 4.50 on a Likert scale of one to five. The average ranking for applying each foundational area beyond graduation was between 3.98 and 4.45.	In Fall 2018, we had 33 students respond to the MPH alumni survey (see Alumni survey summary attached). To increase our follow up rate on the alumni survey, we began requiring students to enter their updated contact information and an alternative email address, if available, on the MPH exit survey.	
Data address alumni perceptions of success in achieving competencies				
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements		Data for campus-based MPH students is collected through an exit survey administered prior to graduation in conjunction with the culminating experience. This survey collects student perceptions regarding attainment of the core competencies defined by ASPPH. Graduates of the distance-based MPH were surveyed online in October of 2017 on their perceptions of competencies from the National Commission for Health Education Credentialing Responsibilities and Competencies for Health Education Specialists. The ERF contains survey results for 2015 to fall 2017.		

		<p>Data generally indicated positive perceptions of MPH graduates' competency attainment. The 61 responses available from the fall 2015 through fall 2017 graduating classes reflect high levels of confidence in achieving competencies in most areas, particularly those relating to public health data, evaluation, team building and ethics. Graduates reported lower levels of confidence that they had attained competence relating to risk management, policy processes, and systems thinking.</p> <p>Faculty noted that the assessment coordinator, in conjunction with department- and university-level assessment committees, reviews the surveys on an annual basis to ensure inclusion of required reporting material and appropriate questions to elicit meaningful feedback from students. Specifically, the assessment coordinator informed the site visit team that one of the most recent revisions to the MPH exit survey focused on ensuring that it meets accreditation requirements.</p> <p>The program provided evidence that it has updated the MPH survey to reflect the updated MPH competencies. The new survey will begin for campus-based students in the fall of 2018 and for distance-based students (who enter in a cohort model) in the 2018-19 academic year.</p> <p>The concern relates to the lack of data from the campus-based MPH regarding students' ability to apply competencies in their post-graduation placements. The program acknowledges that the MPH exit survey is administered to students in their final semester of enrollment, and thus does not have the capacity to collect data on how well students can apply competencies in a</p>	<p>Second, we will administer the survey at two time points: 4- and 8-months post-graduation. The second wave of data collection should result in additional responses. Third, we will post the link to the survey on the alumni Facebook page in addition to sending the link via email twice at each time-point. We expect to see a significant increase in our response rate for the Spring 2019 graduates.</p>	
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		post-graduation setting. Site visitors learned that the program is in the process of reviewing the alumni survey, as this is the last survey in the sequence of student surveys to be reviewed and revised. The program anticipates that this survey will be updated within the next academic year.		
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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		<p>The program has defined sufficiently specific and appropriate evaluation measures. The measures encompass the program's four goals related to instruction, service, and research.</p> <p>The program's eleven measures track progress in advancing the field of public health and promoting student success. For example, the goal of student and faculty contributions to service activities at the local level through engagement in public health practice is measured through unit tracking of participation in service-related events, program sign-in sheets, the MPH exit survey, and faculty CVs.</p>	BSPH: The program is now administering an exit survey in the final course in the BSPH program and an alumni survey 4- and 8-months post-graduation. The program developed an online BSPH exit survey in 2016 and revised the survey in 2017 to align with CEPH requirements. The program administered the revised BSPH exit survey in Fall 2018 (N=32). Starting Spring 2019, the program will require graduating BSPH students to complete the exit survey, which will increase our sample size and provide updated contact information for the alumni survey. The program initiated an online BSPH alumni survey in 2017 and administered the survey in Spring 2018 (N=54) and fall 2018 (N=69). The exit survey assesses student satisfaction with	The Council reviewed the team's report, program's response, and self-study document. Based on the totality of the evidence, particularly the updated information in the program's response, the Council found that the program has implemented sufficient processes to constitute compliance with this criterion. Therefore, the Council changed the team's finding of partially met 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 responsible parties & cycles for review		<p>Over the past three years, the program has systematically improved the exit and alumni surveys, though challenges still remain, as indicated in Criteria B3 and B4. The department has also established a practice for primary instructional faculty (PIF) faculty to lead reviews of all course sections to ensure uniformity in course objectives and assessment.</p>		



		<p>The program has developed an evaluation plan with clearly defined responsible parties, review processes, and practical and functional methods to discuss and consider data. A faculty lead for assessment serves to link the unit's evaluation goals with the department, college and university-level goals and processes.</p> <p>During the site visit, faculty mentioned that evaluation is discussed two times per month in program- and department-level meetings. These discussions are led by the directors of the degree programs and involve all faculty. Various curriculum-related indicators are discussed in an ongoing and semester frequency. The unit makes most evaluation decisions during semester and annual cycles.</p> <p>The concern relates to the lack of consistent documentation and reporting of data by the program. The program is at a state of transition regarding compliance with the 2016 criteria and, as such, several reporting systems have gone through revision to provide required data. The program has retroactively surveyed BSPH students to seek information related to several criteria elements (student competency attainment and academic and career advising). The program is also in the process of updating survey materials for distance-based students to provide complete information related criteria elements in regards to academic and career advising. The program is also in the process of updating language in existing surveys to align with criteria requirements related to MPH student competency attainment, alumni perceptions of competency usefulness post-graduation, and MPH student feedback regarding faculty availability.</p>	<p>the program and self-reported achievement of the 8 BSPH competencies and ability to apply the competencies. The alumni survey includes questions about full- and part-time employment, graduate school enrollment, employment sector, place of employment, job functions, and whether the employment is located in a medically underserved area. We also included numerous questions to assess student satisfaction with the program and self-reported achievement of the 8 BSPH competencies and ability to apply the competencies. See attached BSPH exit and alumni surveys.</p> <p>MPH: In Fall 2018, the program administered an exit survey to Fall 2018 MPH graduates and an alumni survey to graduates from Fall 2017 and Spring 2018. Like the BSPH alumni survey, the program will administer the MPH alumni survey 4- and 6-months post-graduation. Both the MPH exit and alumni surveys include questions on job placement, self-reported achievement of core competencies and ability to apply their skills in practice, career advising, program evaluation, and perception of the</p>	
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			climate and diversity for the program and campus at large. Starting Fall 2018, the campus and distance-based MPH programs are using the same surveys. See attached MPH exit and alumni surveys.	
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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.		The unit engages in regular, substantive review of all evaluation findings and a systematic process to ensure that that changes are implemented.	Click here to enter text.	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 provides several examples illustrating the process of translating evaluation findings into programmatic plans and changes.</p> <p>For example, the program developed a "Site Secure Form" to ensure that students were being placed into their internships as soon as possible. Prior to this form and process existing, students were beginning their internship well beyond week 10 of the semester. Since the form and process were instituted, 85% of MPH students registered to start their internship within the first two weeks of the semester. During the site visit, faculty discussed their roles in evaluation discussions held within faculty meetings, specifically providing details about the "Site Visit Secure" form and its role in significantly improving the placement rate.</p>		

		The program also used evaluation findings to modify the format of the comprehensive exam to address key concepts more comprehensively. Specifically, feedback from internship completion surveys and preceptor surveys guided faculty in the unanimous decision to change the format of the comprehensive exam. Using this feedback, the comprehensive exam was broken into two parts; one multiple choice portion in alignment with the CPH exam requirements, and one short essay response format in alignment with the NCHEC competencies.		
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**C1. FISCAL RESOURCES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The program is growing, both in the campus-based and distance-based platforms. Financial resources are sufficient, stable, and increasing. The budget includes input from the program and department levels. Needs are adequately assessed and addressed in the budget.	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
Financial support appears sufficiently stable at time of site visit		The program's budget is centrally housed within the department budget. The budget for 2017-2018 includes approximately \$2.5 million in revenues, an increase from approximately \$1.6 million in FY13-14. Although the budget table presented in the self-study had a number of gaps and missing data, the program provided an updated budget table and narrative response clarifying budget allocations and indicated that the department will be coding expenses for all programs within the department		

		<p>moving forward. This will enable a more accurate record of accounting for program revenues and expenses.</p> <p>Site visitors learned that the increase in expenditures, which generally match revenues, is due to several factors. Part of the increase is due to an increase in student and faculty travel awarded. In general, though, the budget allocated to faculty salaries and benefits has shown a general increase as the program grows (up \$473,131 from 2013-14). Staff salaries and benefits have similarly increased (up \$136,791 from 2013-14). The distance-learning budget, which is tracked separately due to the administrative structure, shows a four year average net gain of \$90,832.</p> <p>The College of Health and Human Development (CHHD) is provided a faculty and staff budget allocation through Human Affairs based on an incremental budget analysis. The department is funded based on actual positions, students, and an operations formula. Full-time faculty are fully funded at the time of hire, part-time positions depend upon the budget and class offerings. Class enrollments and professor rank impact salary. The budget process for obtaining new faculty is participatory and based on an identification of need at the program director level. The program director submits a request to the department chair, who then submits a request to the dean of the college. The dean submits a request to the provost, and the provost recommends and discusses the final hiring budget with the dean of the college and makes a final decision.</p> <p>The campus-based operational budget is based on actual full-time student equivalents, full-time faculty equivalents,</p>		
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		<p>department targets, and a formula set by the university. The program includes in its operations line item general supplies required for program operations (postage, equipment under \$2,000, etc), training and professional development costs, accreditation expenses, classroom and lab expenses, etc. Funding for student scholarships and student support comes from community donations to the CSUN Foundation, as well as faculty grants which are directed to the program. Faculty are provided with \$1000 for faculty development and travel, which was supplemented this year by the dean's fund of \$1,500 per faculty member. Student tuition and fees for campus-based programs are returned to central administration for allocation decisions as described above.</p> <p>Additional funding comes from the partnership with the university's Tseng College of Extended Learning to operationalize the distance-based MPH program. Revenues are split between Tseng, CHHD, and the department. Distance learning tuition is collected by Tseng College. A budget for operations is agreed to at the beginning of each cohort and transferred to CHHD at the end of each cohort on a cost basis. If there is a profit gained by Tseng College, this is transferred to the CHHD; if there is a loss, this is absorbed by Tseng College.</p> <p>Indirect costs recovered are returned to the university from grants, not to the department or program directly. Faculty have the opportunity to compete through the Large Grant Release program for faculty release from instruction in relationship to the amount of money brought in from grant funds.</p>		
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**C2. FACULTY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		<p>The program employs at least three primary instructional faculty for each concentration. The MPH community health education concentration contains three named PIFs who are fully allocated to the program, 11 additional PIFs, and one non-PIF. The MPH applied epidemiology concentration contains three named PIFs who are fully allocated to the program, 11 additional PIFs, and one non-PIF. The BS in public health contains three named PIFs who are fully allocated to the program, 13 additional PIFs, and 16 non-PIFs. The total named PIFs for the program is nine, so no named individuals are associated with more than one concentration.</p> <p>The total PIF count for the program is 16, and the total non-PIF count is 16. The program defines FTE status by the university's definition for tenured/tenure-track faculty, which is 12 weighted teaching units, along with this criterion's requirements for responsibility for program instruction and dedication of .50 FTE or greater to program activities.</p> <p>Ratios for BSPH student advising are appropriate for the degree level and consistent with ratios for other bachelor's degree areas at the university. BSPH career and general counseling is done by public health faculty and averages 104 students per advisor, with a minimum of 93 and a maximum of 133. The program noted for this academic</p>	Click here to enter text.	Click here to enter text.
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				
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				
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable				

<p>Students' perceptions of class size &amp; its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)</p>		<p>year data, two faculty were in the process of being hired, and two were on sabbatical and not advising, yielding a total of 10 PIF and 1 non-PIF for student advising this year. The program notes that BSPH students also have access to advisors through the college's student services staff, but that these services are mostly used by freshmen and students under academic probation. Supervision and advising of the bachelor cumulative activity is done by one faculty member who is the designated internship coordinator. The average number of students supervised by the internship coordinator was 123, with a minimum of 96 and a maximum of 150. The self-study notes that students are also supervised and advised by their internship preceptors.</p>		
<p>Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)</p>		<p>MPH faculty advising ratios are also appropriate for the degree level. Faculty advising for MPH students is based on campus-based or distance-based status. Campus-based students are advised by one of two graduate co-coordinators depending on their last name. Distance-based students are advised on academics and career development primarily by the program lead, though students also have two Tseng College staff members available for academic advising. The average advising ratio for campus-based general advising is 59 students, and for distance-based advising the average is 31 students.</p> <p>The program defines career advising ratios for MPH students based on the PIF who teach in the program. Many of the program's PIF advise both campus-based and distance-based students. On average, PIF advise approximately nine campus-based MPH students and/or 10 distance-based MPH students.</p>		

		<p>MPH students are supervised on their integrative learning experience (which is a comprehensive exam) by one of the two graduate coordinators and a primary instructional faculty member. The average number of students supervised was 27, with a minimum of 16 and maximum of 37.</p> <p>The program included questions related to student perceptions of class size and faculty availability in alumni surveys (BSPH) and exit surveys (MPH). Quantitative results from the bachelor's alumni survey administered in fall 2017 (for graduates 2014-15 to 2016-17) indicated that a majority of students either strongly agreed or agreed (77%) that faculty were accessible, and that class sizes were beneficial to learning (89%). The 15 BSPH students who provided narrative comments on the survey made both positive and negative feedback regarding class size and faculty availability. For example, some students praised faculty availability, but others stated that faculty were not in their offices during office hours.</p> <p>The MPH exit survey indicated that a majority of students strongly agreed or agreed that faculty were accessible (80%) and that class sizes were conducive to learning (87%). Students in the distance-based program relayed positive feedback in their narrative responses, indicating that class sizes "were just right," and that there was "a good number of students to exchange ideas." Distance-based students echoed positive support for faculty availability indicating in the self-study that faculty were "very reachable," and "always willing to communicate in various forms such as phone, email, zoom, and text."</p>		
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		Students at both degree levels who met with site visitors provided very positive responses. Students informed site visitors that class sizes assist students in collaboration with peers and facilitate discussion and that faculty often go above and beyond to be available for students.		
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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 resources are currently adequate to support the program and are stable and growing.	Click here to enter text.	Click here to enter text.
Staff & other personnel resources appear sufficiently stable		<p>For academic year 2017-2018, the Department of Health Sciences had 3.0 FTE assigned to support all programs within the department, including public health. The positions are department coordinator, class schedule coordinator, and financial coordinator. Six student assistants also support the department.</p> <p>The distance-based MPH program is supported by five Tseng College staff support assigned to management, fiscal and instructional design functions. These staff also provide support to other distance-based degree programs, but a program manager and program assistant each dedicate approximately one-third of their total time and effort to the MPH program.</p> <p>Faculty and students shared favorable feedback regarding the adequacy of staff support The program has also surveyed faculty on their satisfaction with staff support</p>		

		specific to the program, and 100% (n=13) of faculty agreed or strongly agreed that staff support was sufficient.		
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**C4. PHYSICAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Physical resources adequate to fulfill mission & goals & support degree programs		The physical resources available to the program appear to be sufficient and adequate to fulfill the program's mission, goals and support degree programs.	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
Physical resources appear sufficiently stable		<p>There are 16 individual offices, 16 cubicles in a shared open space for faculty, and a conference room. All full-time faculty have individual offices. Staff offices include an individual office for the department coordinator and two cubicles for the other staff. The six student assistants share four desks.</p> <p>The Health Sciences Department has seven classrooms, each seating between 33 and 72 individuals, a computer lab, and access to other campus classrooms through a central reservation system. One computer lab has capacity for 25 students and has SAS and GIS software. The program notes that these labs are heavily used by students to support their coursework and progression. The program also notes that systems are in place to access university-wide resources if needed.</p> <p>There is one shared student space for use during campus hours.</p>		

		<p>The commentary relates to feedback provided by students about the lack of shared workspace availability. Students shared with site visitors that, while there are shared areas for students to work, students often find that they require larger and more private areas to facilitate group projects. The students noted that workspace is available in the university's library, but that these spaces frequently fill up quickly.</p>		
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**C5. INFORMATION AND TECHNOLOGY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources , including personnel, for students & faculty		The university and program provide adequate and sufficiently stable library and IT resources for students.	Click here to enter text.	Click here to enter text.
Adequate IT resources, including tech assistance for students & faculty		The university's Oviatt Library is state-of-the-art. It is in walking distance from the program, and resources are accessible online. The library coordinator is responsive to faculty requests for resources. Librarians answer 25,000 reference questions per year. The library contains master's-level study rooms available by reservation. There are three computer labs, 100 desktops located in various locations, and 120 laptops available for lending. The collection contains 2.1 million volumes, and the library subscribes to 53,000 periodicals from various discipline.		
Library & IT resources appear sufficiently stable		The library is open 85 hours per week and accessible online 24/7. The library has a newly remodeled learning commons, which has an IT help desk and creative media studio. There are over 2,500 seats for in-house study.		

		<p>The department has a state-of-the-art iPad cart with 40 iPads equipped with public health-related apps. Students have access to numerous computer labs throughout campus, computers located in various locations, and laptop and iPads for lending. Computer lab hours range from five to 15 hours per week.</p> <p>“Smart” classrooms are equipped with desktops containing appropriate software and projector systems. Students have access to, and can download, numerous software programs for free such as Microsoft, SPSS, Zoom, and ArcGIS.</p> <p>Each faculty member has a desktop equipped with relevant software such as SPSS, STATA, and SAS, purchased with development funds by individual faculty.</p> <p>The college has a technical assistance team of 2.0 FTE and five assistants. Technical assistance is available to faculty and students during daytime hours and from 7pm to 10pm. Faculty have access to the faculty technology center, which provides training and support for the online platforms such as Moodle and CANVAS. The technical assistance staff regularly provides updates to campus computers and faculty assigned computers.</p>		
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**D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>The site visit team reviewed the program’s curriculum related to coverage of each of the required foundational knowledge areas. The program provides grounding for students in foundational knowledge areas through a blending of courses (some concentration-specific and some required for all students).</p> <p>The concern relates to insufficient evidence provided in the self-study matrix and additional documents provided on site, that clear didactic or experience-based preparation exists for one of the foundational knowledge areas. Reviewers could not validate foundational knowledge area 11: “explain how globalization affects global burdens of disease.” The program maps this objective and several others to the course HSCI 541 Administration, Supervision and Consultation in Public Health. Site visitors learned that this course is being remodeled to include curriculum and assessments aligned with several foundational knowledge areas and competencies. The program provided an updated syllabus that will be implemented in fall 2019. The site visit team was able to validate several other learning objectives through the course syllabus and discussion with faculty on site but could not validate coverage of this area.</p>	<p>Upon review of the foundational competencies, the Public Health program faculty agreed that students are best exposed to foundational knowledge area 11: “explain how globalization affects global burdens of disease” in HSCI 587 Epidemiology, rather than HSCI 541 Administration, Supervision and Consultation in Public Health. The HSCI 587 Fall 2019 syllabus is attached. Specifically, “Effects of Globalization” will be discussed in Week 2, and readings are assigned that relate to how globalization has impacts on infectious, chronic, and occupational disease burdens.</p>	<p>The Council reviewed the team’s report, self-study document, and information in the program’s response. Based on the program’s response, the Council acted to change the team’s finding of partially met to a finding of met, as the program’s updated syllabus reflects appropriate coverage.</p>

## D1 Worksheet

<b>Foundational Knowledge</b>	<b>Yes/CNV</b>
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 site visit team reviewed the school’s curriculum and assessment opportunities for each of the required foundational competencies. The program addresses foundational competencies through the MPH core curriculum and through several concentration-specific courses. For foundational competencies mapped to concentration-specific courses, the program provided separate assessments for each concentration, documenting coverage for all students. Site visitors inquired with faculty regarding the nature of some assessment opportunities for distance-based students, and were provided an additional template D2 for distance-based students during the site visit.</p> <p>The concern relates to the inability of the site visit team to validate that all MPH students are assessed on each of the foundational competencies at least one time. The site visit team was unable to validate appropriate assessment opportunities and/or didactic preparation for several competencies through review of course syllabi and additional documentation provided during the site visit. Examples are outlined below, and a summary of all findings can be found in worksheet D2.</p> <p>Two competencies (15 and 22) in the distance-based track are not yet mapped to courses and thus could not be validated.</p>	<p>The CSUN MPH program has completely updated the HSCI 541: Administration, Supervision and Consultation in Public Health course to better address foundational competencies #5, #15-17, and #22 for both the campus-based and distance-based MPH programs. The attached HSCI 541 syllabus is to be implemented Fall 2019, and clearly includes lectures focused on these competencies. The syllabus also shows assignments validating the assessment of such competencies: The “Organizational Analysis” assignment validates competency #5; the “Policy Brief” assignment validates competency #15; the “Analysis of International Organization” forum post validates competency #16; the “Negotiation and Leadership” forum post validates competency #17; and the “Systems Thinking” assignment validates competency #22.</p>	<p>The Council acknowledges the program’s response concerning the updating of a course to address foundational competencies. 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 HSCI 541 syllabus did not support verification of alignment of any of the listed assessment activities with the designated competencies.</p>

		In some instances, reviewers were able to validate didactic preparation but not assessment for the specific competencies mapped. For example, several competencies are mapped to one course, HSCI 541 Administration, Supervision and Consultation in Public Health. As noted in Criterion D1, the course is currently being revised, and, even with the proposed syllabus, reviewers could not validate all elements mapped to this course.		
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D2 Worksheet

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

**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		The program offers two MPH concentrations, one in community health education and the other in applied epidemiology. Each MPH concentration contains six concentration-specific competencies that are appropriate for the degree type. Concentration competencies range in skill from "Identify threats to internal and external validity..." to "Demonstrate the ability to write specific and measurable process, impact, and outcome objectives for health programs."	In response to the site visit team comment that community health education concentration competency #3. "Identify strategies to evaluate community-based programs" is not distinct from one of the foundational competencies (#9), the CSUN MPH Faculty revised concentration competency #3 as well as reformatted some of the other concentration competencies to be more specific and measurable, and to better reflect the rigor of the MPH Program in Community health Education. These changes are shown in the attached table as well as a revised Table D4-1.1 so that the methods of assessment are aligned with the revised MPH community health education concentration competencies.	The Council reviewed the team's report and program's response. The team's report did not identify an issue that warrants a partially met finding, and the program's response highlights additional improvements to the concentration competencies. Therefore, the Council changed the team's finding of partially met to a finding of met.
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)		Site visitors found at least five distinct concentration competencies for the community health education concentration, although one of the defined competencies (#3) defines the same (or lower level) skill as that required by one of the foundational competencies (#9).  Site visitors also found at least five of the concentration competencies for the applied epidemiology course to be distinct, and appropriate in rigor for the degree type.		

		The program does not explicitly indicate preparation for CHES or CPH certification, but does provide learning objectives aligning with these certifications within course syllabi.		
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D4 Worksheet

<b>MPH Community Health Education Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Describe evidence-based program planning models (such as PRECEDE-PROCEED, MAP-IT, MAPP, etc.) and the advantages to using such models for program planning.	Yes	Yes
2. Demonstrate the ability to write specific and measurable process, impact, and outcome objectives for health programs.	Yes	Yes
3. Discuss the differences between health behavior theories and how to apply theory constructs within a health education program.	Yes	Yes
4. Synthesize health education curriculum that is culturally competent and appropriate for learners' level of readiness, cognition and skills.	Yes	Yes
5. Design and apply tools to illustrate the relationships between resources, activities, outputs, outcomes, and impact of a program.	Yes	Yes
6. Identify and facilitate community partnerships, community involvement, community engagement, community assets, ethical and regulatory process in community building.	Yes	Yes

<b>MPH Applied Epidemiology Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Demonstrate proficiency in using statistical software to triangulate data from multiple sources, appropriate coding using syntax and data management.	Yes	Yes
2. Demonstrate the ability to perform multivariate analyses using generalized linear models and describe and perform tests for model assumptions and interpretation of appropriate model fit statistics.	Yes	Yes
3. Develop and generate technical statistical reports of evaluation or research findings appropriate for providers and stakeholders.	Yes	Yes
4. Collaborate with community providers and provide expertise in evaluation methods and statistical analysis to a) build data collection infrastructure b) develop technical reports and c) disseminate findings to stakeholders.	Yes	Yes
5. Identify threats to internal and external validity in evaluating and critiquing the epidemiologic literature.	Yes	Yes
6. Utilize statistical and methodical techniques to identify and adjust for bias in epidemiologic studies.	Yes	Yes

**D5. MPH APPLIED PRACTICE EXPERIENCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		The applied practice experience is completed over two semesters of internship in the students' final year, fulfilling the program's requirement of 300 hours. Students and preceptors have input into the objectives and learning activities. Evaluation and feedback are comprehensive and outcome-based.	As of Spring 2019, the MPH program implemented an updated HSCI 693A: Internship course syllabus to address the concerns identified by CEPH. The updated and attached HSCI 693A syllabus now clearly states that students must identify at least 5 competencies, 3 foundational and 2 concentration-specific competencies to be achieved through the applied practice experience. Additionally, HSCI 693A is now implementing a new "Preceptor Competency Deliverables" document (see attached) whereby students clearly indicate the selected competency and identify the deliverable that is produced through the internship experience. Both the preceptor and internship coordinator validate completion of said deliverable with commentary on how each deliverable provides evidence of competency attainment. For additional faculty oversight, the program director will also review the completed deliverables and	The Council acknowledges the program's attention to the applied practice experience and the need to have student achievement of competencies clearly evaluated and documented. The Council looks forward to reviewing data regarding the effectiveness of these changes.
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		Students select their own practicum sites and have the option to select from a list of preapproved sites. Practicum sites on this list have been oriented to the expectations of preceptors. Practicum sites and preceptors have access to the internship handbook and the internship coordinator for resources and support throughout the practicum process. Preceptors who met with site visitors indicated that their preparation for the internship experience was adequate, and they felt that their feedback on the process had been received and integrated by the program.		
All students demonstrate at least 5 competencies, at least 3 of which are foundational		Once a practicum site has been identified, students must submit the site selection forms to the internship coordinator. The internship coordinator is the faculty instructor for the practicum course.		
If applicable, combined degree students have opportunities to integrate & apply learning from both degree programs	n/a	Students must identify and submit three to five measurable objectives (in collaboration with their preceptor) that align with at least three foundational competencies. These measurable objectives were linked to student deliverables.		

		<p>Student grades for the practicum are credit/noncredit and determined by the preceptor's evaluation of student work at the end of the course, and student submission of all required materials and assignments through the online system CANVAS. Students must submit weekly logs and attend four in class and one on-line class sessions.</p> <p>The program provided sample documents mapping the competencies to student work products for assessment, as well as associated work products. The program shared six student examples from community health education students and three from the applied epidemiology concentration. Student work product examples included a barrier analysis (HbA1c and Retinal Eye Testing in Hmong Populations: A Barrier Analysis), design and implementation of a training manual and survey instruments (Health &amp; Fit Together Pre-Test), and the design and implementation of resource manual and tool kit for providers (Providing Inclusive Care for LGBTQ).</p> <p>The first concern relates to the fact that current practice for the internship only requires students to address three competencies, rather than the five required by this criterion. The program notes that, starting in spring of 2019, students will be selecting a total of five competencies that map to the work products.</p> <p>The program provided templates mapping student deliverables to five total competencies for the associated student samples but confirmed with site visitors that the mapping was performed after the fact, for illustration purposes. Site visitors' review of the sample documents and the illustrative mapping indicate that the linkages</p>	<p>competency mapping for each student upon completion of their internship. Two student samples of the Competency Deliverables form from Spring 2019 are attached.</p>	
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		<p>appear to be appropriate; the work products do appear to link to at least five competencies, including at least three foundational competencies.</p> <p>The second concern relates to the lack of assessment of competency attainment. The program provides preceptor evaluations that require preceptors to acknowledge and assess students on their achievement of the identified goals and completion of deliverables. However, the preceptor forms and documentation do not provide clear assessment of student's competency attainment, and faculty members' assessment at the internship's completion consists of verifying that all required materials are submitted, rather than assessing competency demonstration.</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
	Partially Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		At the time of the site visit, MPH students were required to complete an integrative learning experience that demonstrates synthesis of program competencies through	The new Integrative Learning Experience (ILE) for the MPH program is a comprehensive project called Application of Concepts (AC)	The Council reviewed the program's plans for a new integrative learning experience and looks forward to

Project occurs at or near end of program of study		either a comprehensive examination or thesis/graduate project.	<p>paper. The ILE course was piloted Fall 2018 with the distance-based CHE students. The piloted course included both self-directed learning and mentored feedback. First, students reviewed videos and lectures that were collaboratively developed by public health faculty on various topic areas. Second, students had the option to submit drafts of various sections of the AC paper for feedback. The draft submissions were optional but provided an opportunity for students to receive pertinent feedback for improving their final product. Lastly, the class met virtually five times during the semester to go over concepts and answer questions related to sections of the AC paper.</p> <p>The AC paper built on the core curriculum requirements of the MPH program and was intended to be a culminating experience for students, requiring synthesis and integration of knowledge acquired through coursework and internship. Two examples of student AC papers from Fall 2018 are attached, as is the ILE guidelines and rubric from Fall 2018 used for grading. The aim was for students to develop a high-</p>	reviewing the program's data regarding its effectiveness.
Students produce a high-quality written product		The comprehensive exam, administered at the conclusion of coursework and the internship, provides assessment of students through, first, a test of multiple choice questions addressing the core curriculum. This exam is based on the five core public health knowledge areas defined in pre-2016 accreditation criteria. Second, the exam involves a take-home essay question examination that addressed concentration competencies. Faculty have been meeting after each administration of the exam to consider students' results and have regularly revised the exam questions as needed.		
Faculty reviews student project & validates demonstration & synthesis of specific competencies		Students completing the thesis/project option must submit a formal proposal for approval before proceeding. The sample theses provided to site visitors follow the standard format associated with academic theses, with chapters including a literature review, methods, results, and discussion. The thesis/project option, which is pursued by relatively few students, does not explicitly map to foundational or concentration competencies, though it implicitly requires application of concepts from the former core courses such as epidemiologic or biostatistical methods.		
If applicable, combined degree students incorporate learning from both degree programs	n/a	The program is in the process of updating the ILE requirements for students. Faculty completed a retreat in summer 2018 and produced a curriculum proposal for a new class, HSCI 697 Comprehensive Project – Application of Concepts. Because this is a new course, it must gain approval through all university channels, a process that typically takes one year. The program has requested an		

		<p>expedited review with the goal of initiating the new course in spring of 2019.</p> <p>The program proposes an ILE that is intertwined with the applied practice experience and that is specific to each concentration.</p> <p>Students in the applied epidemiology concentration will complete a highly structured paper called the Applied Concepts (AC) Paper. The proposal for the AC paper requires the student to complete sections addressing epidemiology, program planning and evaluation, research methods and biostatistics, health behavior theory, health administration, environmental health, and community health action. Students respond to a series of prompts in these areas for the proposal and are required to link these concepts with areas from their internship. For example, the health administration section of the proposal requires students to address the following issues:</p> <p>“Describe the administrative structure and organizational leadership of your internship site. How does this organization fit into the healthcare system? What are the strength and barriers of the organization considering the services that are provided? Discuss strategies that minimize critical weakness, decrease exposure to threats, and leverage strengths.”</p> <p>The proposed rubric for final evaluation of the paper includes the same headings presented in the proposal and lists the foundational or concentration-specific competencies that would be associated with the proposal prompts. While the prompts and competencies aligned well in some areas, this was not always true. For example,</p>	<p>quality written product that could be useful to external stakeholders, such as their internship site. After submission of the final AC paper, three public health faculty members blindly graded the papers (two reviewers per paper).</p> <p>The results of the distance-based pilot course and AC papers were presented during the Public Health program meeting in January 2019. Feedback and comments from public health faculty were utilized to improve the CHE ILE moving forward. Concentration-specific sub-committees were formed to update the ILE paper based on pilot feedback. The updated ILE Guidelines and rubric for Spring 2019 are attached. The new Applied Epidemiology ILE guidelines and rubric for Spring 2019 are also attached.</p> <p>As a result of the pilot feedback and Public Health program meeting sub-committees, a new course proposal was submitted in Spring 2019 to College Curriculum for “HSCI 698E: Public Health Culminating Experience”. This new course is designated as the new required ILE, and will replace HSCI 697:</p>	
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		<p>the program posits that the set of prompts for the health administration section, provided above, address the competency “Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.”</p> <p>At the time of the site visit, the program still enrolled students who enrolled under a previous set of requirements. These requirements allowed community health students to opt out of completing the AC if they passed both the CPH and CHES exams. While laudable to encourage certification, neither exam sufficed to meet the requirement of a high-quality written product or integration of foundational and concentration competencies. This option was removed, beginning with students who entered in fall 2018.</p> <p>The concern relates to the lack of evidence that students are completing a high-quality written product that synthesizes foundational and concentration competencies as required by this criterion. The program’s ILE format is in transition. The existing (current) model does not require completion of a high-quality written product that synthesizes foundational and concentration competencies, since the written portion addresses concentration competencies only. The proposed, future format is not yet approved or implemented, and the available documents do not provide sufficient evidence to allow reviewers to verify compliance with this criterion. Since the documents are still drafts and no samples were available, reviewers could not fully enumerate which aspects would or would not comply with this criterion.</p>	<p>Comprehensive Exam. This new ILE course is approved for early implementation to begin Fall 2019, and will be applied to both the campus- and distance-based programs. The HSCI 698E instructor(s) will report results of the course to public health faculty at the last Public Health program meeting of each semester, and faculty will collaboratively discuss and delegate tasks to make any necessary changes moving forward to ensure student success.</p>	
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**D8. DRPH INTEGRATIVE LEARNING EXPERIENCE**

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

**D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students introduced to all domains:		The BSPH degree requires that all students complete a minimum of 120 semester credit units.	Click here to enter text.	Click here to enter text.
1. Foundations of scientific knowledge, including biological & life sciences & concepts of health & disease		The program ensures that the public health bachelor's degree students are introduced to the four major domains through a series of required major courses and additional required relevant general education courses. In addition, public health faculty advisors review students' degree progress reports to ensure that coursework in each domain has been completed.		
2. Foundations of social & behavioral sciences				
3. Basic statistics				
4. Humanities / fine arts		Students are introduced to foundations of scientific knowledge, including biological and life sciences, and concepts of health and disease through the requirement of General Biology and Lab, Human Physiology, and Principles of Chemistry. Students also take a natural science lab as a general education course.  Students are introduced to the foundations of social and behavioral sciences through required major courses, Introduction to Psychology and Introductory Sociology.		

		<p>Students also take two relevant general education courses in comparative cultural studies.</p> <p>Students are introduced to basic statistics through the required major courses Introductory Statistics and Biostatistics (with lab).</p> <p>Students are introduced to the humanities/fine arts through required general education courses in arts and humanities.</p>		
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**D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		The program introduces and covers the nine foundational domains for the BSPH degree over the course of 10 required courses. These courses include Public Health Education, Public Health Issues, Biostatistics and Lab, Health Behavior, Community Health Education, Senior Seminar In Health Education, Strategies for Making Health Decisions, Community Health Action, and Epidemiology: Study Of Disease. The nine domains are each introduced and covered through multiple courses, ensuring students receive the appropriate depth of information.	Click here to enter text.	Click here to enter text.
If curriculum intends to prepare students for a specific credential (eg, CHES), curriculum addresses the areas of instruction required for credential eligibility		The program lists NCHEC competencies in several associated syllabi but does not expressly indicate the intention to train students for the CHES certification.		

D10 Worksheet

Public Health Domains	Yes/CNV
1. History & philosophy of public health as well as its core values, concepts & functions across the globe & in society	Yes
2. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice	Yes
3. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations	Yes
4. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course	Yes
5. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities	Yes
6. Fundamental concepts & features of project implementation, including planning, assessment & evaluation	Yes
7. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries	Yes
8. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government	Yes
9. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology	Yes

**D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		The site visit team reviewed the program's curriculum related to each of the required foundational competency areas to ensure grounding through appropriate methods.	Click here to enter text.	Click here to enter text.
1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences		The site visit team verified didactic coverage of all areas through the course syllabi and the materials provided to site visitors by the program.		
2. ability to locate, use, evaluate & synthesize public health information		<p>The program submitted a template that lists courses, activities, and other learning experiences with details about specific assessment opportunities for each skill.</p> <p>Students are assessed on their oral communication abilities through required presentations in four of their required core courses. Students are assessed on their written communication skills through several required writing assignments (health issue paper, needs assessment summary, literature review on selected topic, and evaluation report design). Students are assessed on their ability to communicate with diverse audiences through presentations to students of different majors and through key informant interviews. Students are assessed on their ability to communicate through a variety of media through the production of an informational brochure, video clips, and through the design of workbooks.</p> <p>Students are assessed on their ability to locate, use, evaluate, and synthesize information through a series of assignments in core courses that require students to</p>		

		research and incorporate information related to health issues, education and interventions. Students work together on assignments such as the development of a needs assessment for the Community Health Education course, which requires students to research and integrate findings and information learned into the design of a needs assessment appropriate for their health area.		
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D11 Worksheet

Competency Elements	Yes/CNV
<b>Public Health Communication</b>	
Oral communication	Yes
Written communication	Yes
Communicate with diverse audiences	Yes
Communicate through variety of media	Yes
<b>Information Literacy</b>	
Locate information	Yes
Use information	Yes
Evaluation information	Yes
Synthesize information	Yes

**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
	Met			
Students complete cumulative & experiential activities		Students in the bachelor's degree have several opportunities to integrate, synthesize, and apply knowledge.	Click here to enter text.	Click here to enter text.
Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies		<p>BSPH students are required to complete a 135-hour internship and complete the internship course (HSCI494). The internship provides the opportunity to observe and participate in professional health education practice. The experience allows students to synthesize knowledge and apply health education skills. Students practice health education competencies and prepare for employment in various community and educational settings. The internship has three objectives, which include the development of student professional readiness, the skills to be successful in the job market, and personal and career identity.</p> <p>Students also participate in HSCI445: Senior Seminar in Health Education Final Paper. This course is organized around a group project to implement and evaluate a health promotion program focusing on a health topic of interest among a target population of focus. Students conduct a pilot test in class and receive process-oriented feedback to improve their final program and evaluation proposal.</p> <p>Students have been affiliated with over 100 public health agency sites in the last three years. During the site visit,</p>		

		<p>students remarked on knowing of many opportunities for engagement and connection to a variety of public health professionals.</p> <p>Examples of student cumulative and experiential activities include program evaluations of several interventions including teen pregnancy prevention, childhood obesity, and nutrition wellness. Experiential learning examples include student internships with a mobile diabetes-focused unit, a child development organization, and a disaster preparedness organization.</p>		
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**D13. PUBLIC HEALTH BACHELOR’S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team’s Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		<p>Students in the bachelor’s degree program are exposed to the 12 cross-cutting concepts and experiences through a comprehensive curriculum and co-curricular experiences to further public health education and lifelong learning.</p> <p>Students are introduced to the concepts and experiences through a variety of courses and co-curricular experiences such as HSCI 331: Public Health Education, HSCI 314: Organization and Delivery of Health Service, and HSCI 439: Community Health Action. In HSCI 331, students are introduced to advocacy for the protection and promotion of the public’s health at all levels of society. In HSCI 314, students learn about systems thinking through its role in feedback delivery and process mapping. In HSCI 494: Internship, students are invited to participate in various</p>	Click here to enter text.	Click here to enter text.



		<p>events including guest speaker series, training, and other networking opportunities.</p> <p>During the site visit, BSPH students discussed their enjoyment in participating in the Health Education Student Association activities and their appreciation for hearing from real-world public health practitioners in their HSCI 494: Internship course.</p>		
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D13 Worksheet

<b>Cross-cutting Concepts &amp; Experiences</b>	<b>Yes/CNV</b>
advocacy for protection & promotion of the public's health at all levels of society	Yes
community dynamics	Yes
critical thinking & creativity	Yes
cultural contexts in which public health professionals work	Yes
ethical decision making as related to self & society	Yes
independent work & a personal work ethic	Yes
networking	Yes
organizational dynamics	Yes
professionalism	Yes
research methods	Yes
systems thinking	Yes
teamwork & leadership	Yes

**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 requires all students to complete a minimum of 42 semester credit units.</p> <p>The university and the program define a semester credit unit as one hour of classroom or direct faculty instruction and a minimum of two-hours of out-of-class student work each week for approximately 15 weeks for one semester. This equates to 15 contact hours in class and a minimum of 30 out-of-class hours.</p>	Click here to enter text.	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
	Met			
Required credit hours commensurate with other similar degrees in institution		The BSPH requires all students to complete a minimum of 120 semester credit units, of which 23 units are from lower division public health major course requirements, 10 units	Click here to enter text.	Click here to enter text.

<p>Clear, public policies on coursework taken elsewhere, including at community colleges</p>		<p>are upper division health sciences core requirements, and 27 units are upper division public health major course requirements.</p> <p>The credit definition for the bachelor's degree level is the same for the master's degree level, following the university's definition. The program validates that similar bachelor degree programs require the same 120 units requirement for degree completion. The program provides data on the BS in Health Administration and the BS in Environmental and Occupational Health as examples.</p> <p>The university accepts transfer credit for coursework completed at another qualifying institution, such as the California Community Colleges offerings of General Education-Breadth and Intersegmental General Education Transfer Curriculum approved courses. These courses may be transferred to fulfill lower division general education requirements. The university allows 70 semester units of transferable units from a community college and a maximum of 90 units overall. The university has a 30-semester unit residency requirement.</p>		
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**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		The program offers the MPH degree in a completely distance-based format for the community health education concentration.	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated		<p>The distance-based MPH degree is delivered through the online Canvas system. Courses are the same as those offered in the campus-based MPH concentration and are offered asynchronously, over the course of eight weeks. HSCI 694 Research Design in Health Sciences and HSCI 693A Supervised Field Training are offered over 12 weeks to adjust for learning objectives, time requirements, and more complex competencies. In addition to required coursework online, distance-based students are required to attend a one-to-two-hour, synchronous, Adobe Connect session of each course one time per week. Faculty uses these synchronous sessions to review lecture content and provide paper and project requirements.</p> <p>The program began offering the distance-based MPH degree based on internal data mechanisms that indicated demand for such a degree (to accommodate work schedules, etc.) and in response to a market analysis performed by the program. Site visitors also learned from community members who met with the team that the online MPH offering responded their needs for a flexible learning approach for working professionals.</p> <p>The distance-based MPH degree is administered through the University's College of Extended Learning (Tseng College), which provides several staff to support the online program and assist in coordinating admissions applications. The online program has an academic lead in the department (faculty lead) who is responsible for administrative needs, mentoring, coordination of annual information, orientation, internship sessions for online students, coordination of comprehensive exam processes, assisting in course development, faculty management, and student advising for the three cohorts that run</p>		
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>simultaneously each year. The online degree is also supported by a course development specialist.</p> <p>Students in the online degree are provided with IT support that is offered in addition to the university's campus-based IT services, allowing support via phone and email between the hours of 9am and 10pm Monday through Friday (weekends via email). Students have access to all student support services available to campus-based students (i.e., library services, student health, etc.).</p> <p>All courses associated with the distance-based program are taught by campus-based program faculty. Assignments and content for the distance-based program are the same as those of the campus-based cohort, with the exception of assignment adaptations to accommodate an online learning environment (e.g., discussion posts rather than in-person discussions); thus, the online degree has the same level of rigor as the on-campus degree.</p> <p>The program assesses outcomes for distance-based students through course grades (as assessment of learning objectives), student self-assessment of competency levels on the MPH exit and post-internship surveys, completion of culminating experience and preceptor evaluations, and through the comprehensive exam.</p> <p>Identity validation for students occurs through several mechanisms. The program requires students to have a unique login and password for all email and electronic accounts at the university. Students are also required to sign contracts verifying their identity and understanding of program responsibilities and requirements upon admission, for their internship placement and for their</p>		
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		<p>comprehensive exam. Students are required to attend one-hour synchronous classes for each class online, allowing faculty to verify and validate identity. The program plans to interview prospective students for admissions in the next academic year, adding to an early establishment of student identity.</p> <p>The program reviews academic effectiveness for the online program as it does for the campus-based program through identified methods for measures related to student satisfaction, internship preceptor surveys, MPH exit and alumni surveys, etc. and incorporates feedback from student surveys as appropriate. Distance-based students shared with site visitors that they enjoyed the flexibility that the distance-based program provided and appreciated the faculty support throughout the program.</p>		
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**E1. FACULTY ALIGNMENT WITH DEGREES OFFERED**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The CSUN Public Health Program has a robust and diverse faculty body that teaches and supervises students in the areas of knowledge with which they are thoroughly familiar and qualified by the totality of their education and experience.	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
Faculty education & experience is appropriate for the degree level (eg, bachelor's, master's) & nature of program (eg, research, practice)		PIF in the program possess a variety of degrees aligned with the focus of the unit's education including the following; epidemiology, community health sciences, health promotion, community health education, and biostatistics. All PIF have doctoral degrees, and almost		

		<p>90% have master's or doctoral degrees from CEPH-accredited schools or programs.</p> <p>Non-PIF in the program possess a variety of degrees aligned with the focus of the unit's education and training including the following: community health education, anthropology, molecular cellular physiology, and education.</p> <p>During the site visit, students discussed how much they appreciate the qualifications and experience of their faculty members. Several students remarked that the qualifications and education of the faculty have inspired some to pursue graduate and doctoral studies. Students in the community health education and applied epidemiology concentrations discussed how faculty instruction and supervision is enhanced by the formal education and real-world, applied experiences of their faculty members.</p>		
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**E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		Over the past three years, the program has employed more than 10 individuals who are currently employed full-time as public health practitioners to teach courses in the program. This includes the Los Angeles County area health officer, two individuals working as county epidemiologists in the region, a health department GIS manager, and a	Click here to enter text.	Click here to enter text.
Encourages faculty to maintain ongoing practice links with public				



health agencies, especially at state & local levels		program officer at a local foundation. Most of these individuals teach courses in the BSPH program.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		<p>The program also fosters practice links with community health agencies through the regular provision of faculty lecturers from the county health department and maintains an active relationship with health department employees.</p> <p>The site visit team also learned that tenure-track status can be granted to public health practitioners who provide instruction to the department at least half-time for three years.</p> <p>The program prides itself on the diverse offerings of its faculty complement, and noted in the self-study that it will be adding more public health practitioner faculty for graduate courses in the next few semesters. Students who met with site visitors commented on their satisfaction with knowledgeable guest lecturers and practice faculty.</p>		

**E3. FACULTY INSTRUCTIONAL EFFECTIVENESS**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		The program ensures that full and part-time faculty maintain currency in their areas of instructional responsibility related to professional preparation, teaching effectiveness, contributions to the field of study, and contributions to the university and community.	<a href="#">Click here to enter text.</a>	The Council could not identify any information in the team's report to support a finding of met with commentary, so the Council acted to change the finding to met.
Systems in place to document that all faculty are current in pedagogical methods				

Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction		Faculty are supported to maintain excellence in what they teach and how they teach. The program has established procedures for evaluating faculty instructional effectiveness for full-time and part-time faculty including peer evaluation of teaching and student course evaluations.		
Tracks indicators that provide meaningful information related to instructional quality				
Supports professional development & advancement in instructional effectiveness for all faculty		<p>Student course evaluations are required for all faculty who teach. The department requires that all probationary faculty have at least two classes evaluated each semester and all tenured faculty are required to have at least two classes evaluated each year. Student evaluation of instruction summaries and comments are provided to faculty and included in the faculty personnel review.</p> <p>The department requires that peer evaluation with the same form occur for full-time and part-time faculty. Peer evaluation of the probationary faculty member occurs each fall semester by one member of the Department Personnel Committee and the department chair. The visitors complete the peer evaluation to assess and evaluate the faculty member's instructional effectiveness. A written report of the class visit is provided to the faculty member, and the candidate may request a meeting to discuss the report. Non-tenure track faculty receive a peer evaluation during the first semester they are employed. Subsequent visits occur every 24 units taught by the faculty members, or at least every three years.</p> <p>Various university supports exist to provide continuous improvement in faculty instructional roles, including the Office of Faculty Development, New Faculty Orientation, Teaching Toolkit, faculty development events, Faculty Learning Committees, and the eLearning Institute.</p>		

		<p>The department identified several indicators to assess faculty instructional quality including the following: peer/internal review of syllabi, peer evaluation of teaching, student satisfaction with instructional quality, courses that integrate technology in innovative ways to enhance learning, and implementation of grading rubrics.</p> <p>In regards to peer/internal review of syllabi, the self-study notes that program has established a faculty lead to review all courses and their syllabi prior to the start of each semester and ensure they are consistent, updated and include competencies addressed. Over the last three years, the program noted that the syllabi review process has been achieved successfully and consistently.</p> <p>The program requires peer evaluation of teaching for all probationary tenure-track faculty. The program requires each faculty member to receive two separate peer evaluations on teaching effectiveness, one from a tenured faculty member in the department and one from the department chair. The program noted that over the last three years, peer evaluation processes have occurred consistently every fall and that all probationary faculty reviewed in this time frame have retained probationary status and/or been promoted in this timeframe.</p> <p>The program elected to monitor student satisfaction with instructional quality. The program uses course evaluations to measure instructional effectiveness, and these instruments have been discussed and modified based on faculty input and alignment with other department assessment; revised instruments were</p>		
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		<p>implemented in spring 2017. The program intends to monitor this measure moving forward.</p> <p>Faculty are required to conduct student evaluations of a minimum of 50% of their courses per semester, although several faculty remarked that they have chosen to have 100% of their courses evaluated.</p> <p>In regard to monitoring at the program level, the measure “courses that integrate technology in innovative ways to enhance learning” was selected. The program noted in the self-study that significant integration has occurred in the last three years, including the transfer of online learning management systems from Moodle to Canvas. The program notes the integration of online components or hybrid options for five courses.</p> <p>The program also monitors the implementation of grading rubrics across the program. The self-study notes that a majority of faculty members have implemented grading rubrics over the last three years as the syllabi review process has been standardized through faculty leads. Rubric examples are provided in the ERF online and include seven rubrics for final papers and projects in required courses.</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		Expectations for faculty research and scholarly activities require that faculty demonstrate continued growth as a recognized scholar and contributor to the field of study.	Click here to enter text.	The Council could not identify any information in the team’s report to support a finding of met with commentary, so the Council acted to change the finding to met.
Faculty are involved in research & scholarly activity, whether funded or unfunded		The department states that “retention, tenure and promotion require establishing a continuing accumulation of scholarly and creative activities throughout the candidate’s entire academic career and must include a research agenda.”		
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities		The Office of Research and Sponsored Projects and probationary faculty grants support faculty in obtaining research support.		
Students have opportunities for involvement in faculty research & scholarly activities		Examples of faculty research include phone-based breastfeeding education with pregnant low-income Latinas, health behavior research focused on American Sign Language, community-based needs assessment, and program evaluation.		
Tracks measures that are meaningful and demonstrate success in research and scholarly activities		During the site visit, the team learned that university leaders have been very supportive of faculty research including establishing a competitive seed grant program and making available travel monies for research dissemination. Leaders remarked on university-level supports for creating an environment that supports the “teacher-scholar.” Examples of this support include college-negotiated reduced teaching loads, faculty cross-college cluster-hires focused on research, and working		

		<p>within college structures to help foster creative solutions to support research.</p> <p>While several policies and practices were shared during the site visit regarding the ability for faculty to buyout of course instruction for research conduct and development, site visitors understand that the program is still in transition of implementing these systematically. Faculty shared with site visitors the desire to conduct more research and indicated that policies to facilitate buyout and the allowance of time for such activities would be helpful.</p> <p>Faculty research activities are integrated into instruction, examples include the following: MPH students in HSCI 535: Curriculum Development in Health Education learning through a live example of an NIH grant-funded smoking cessation curriculum and MPH Students in HSCI 533: Advanced Concepts of Health Behavior exploring ecological approaches to public health through faculty research on Latina family food decisions.</p> <p>During the site visit, students and faculty shared examples indicating that there are opportunities for research engagement in the classroom, at faculty/student mixers, and through advising and mentoring sessions.</p> <p>The unit has selected three indicators for measuring faculty research and scholarly activities. These indicators include percent of primary instructional faculty who participate in research activities, number of research articles published in peer-reviewed journals, and presentations at professional meetings. The unit's outcomes have met or exceeded the targets, while</p>		
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		balancing university and college commitments to service and grant writing. Ninety-three percent of PIF participated in research activities in the most recent year, 11 articles were published in peer-reviewed journals, and faculty made 17 presentations at professional meetings.		
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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		The university does not have a formal expectation of community service contributions, but faculty are recommended to play a "steady and significant role in extramural community service."	Click here to enter text.	Click here to enter text.
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		<p>The Office of Community Engagement (OCE) at CSUN develops civic responsibility, and The Institute for Community Health and Wellbeing is a collaborative group of campus and community affiliations focused on strengthening individuals and communities through creative partnerships and education.</p> <p>The program provided specific examples of community involvement and direct service by faculty members including committee members of the LA County Lesbian &amp; Bisexual Women's Health Collaborative, Valley Care Community Consortium, and at several domestic violence agencies; board members at non-profit community-based organizations; and a grant reviewer for Health Resources and Service Administration/Bureau of Primary Health Care.</p>		

		<p>The program has chosen to track and report on the percent of PIF participating in extramural service activities and reports that among the 14 primary instructional faculty, 86% have engaged in continuous extramural service activities over the last three years.</p> <p>The program also measures public/private or cross-sector partnerships for engagement and service. The program's goal is to be actively involved in community service activities, and over the last three years the number of cross-sector partnerships has increased as the program has hired more faculty. The program provides six examples of partnerships, which include Meet Each Need with Dignity (homeless youth and adults), Vision of Breast Health (lactation education), and Tarzana Treatment Centers (HIV/AIDs research grants).</p> <p>The program also monitors the number of faculty-student service collaborations and reports in the self-study that over the last three years, primary instructional faculty have engaged in 16 collaborations and that this number has increased due to more faculty and grant funding for service activities.</p>		
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**F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from		Community involvement in the program's evaluation and assessment is accomplished through the Community Advisory Board (CAB), which consists of industry	Click here to enter text.	Click here to enter text.



supervisors of student practice experiences		professionals, alumni, current students and faculty from the Department of Health Sciences.		
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> <li>• student outcomes</li> <li>• curriculum</li> <li>• overall planning processes</li> <li>• self-study process</li> </ul>		The CAB is composed of 15 volunteer members and meets at a minimum annually and focuses on identifying curricular needs, particularly around preparing graduates for the workforce, and overall program evaluation. Evidence of this interaction was provided in the CAB meeting minutes, which demonstrate the opportunity for community members to provide meaningful feedback. Standing items on the agendas include data on current student body; data on admissions from previous year; graduation rates; addition of new courses or concentrations; addition of new faculty; revisions to existing courses, internship requirements, etc.; and updates on student clubs and activities. Each agenda item documents evidence of constituent feedback and review of the data or update provided. Over the last few years, the CAB has been expanded to include more individuals external to the program and meet once every semester instead of only once a year.		
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback		<p>The program indicates in the self-study that CAB members provide input through their review of the program’s curriculum and feedback regarding current students and graduates. The CAB reviewed of the program’s self-study during CAB meetings. CAB members include individuals who have employed program graduates, and these individuals have been able to speak about the program’s curriculum based on that experience.</p> <p>Community members and stakeholders who met with the site visit team shared their appreciation for the program and ability of its faculty and students to truly be integrated</p>		

		with the community. Preceptors shared that students engaged in their practicum sites were always well-prepared, smart, and independent. Several preceptors indicated that they have hired CSUN alums at the bachelor's and the master's level, and that they would recommend these students based on their education and preparation for the workforce.		
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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 engaged in community and professional development through several mechanisms.	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		Student organizations and associations, such as the Health Education Student Organization (HESO), the Master of Public Health Student Association (MPHSA), and Eta Sigma Gamma (ESG) promote community engagement and professional development. Examples of student association events include participation in the AIDS Walk, facilitating CPR training course for students, hosting a career night for graduates, coordinating volunteer efforts with the local food pantry, facilitating donations for the local toy drive, and hosting a family health and resource fair for the local community. Students from the distance-based program have also participated in events and opportunities available through the student organizations, as a number of distance-based students live in the area.		

		<p>Students are exposed to opportunities through coursework, including the internship courses, as well as through contacts with faculty and program announcements.</p> <p>Students shared with site visitors their satisfaction in the activities available on campus and through these associations. Students shared that they have participated in some of these activities even though they were not formal members of the student association.</p>		
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**F3. ASSESSMENT OF THE COMMUNITY’S PROFESSIONAL DEVELOPMENT NEEDS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a professional community or communities of interest & the rationale for this choice		<p>CSUN has identified communities of interest to include local public health entities, hospitals and other healthcare facilities, public health government agencies, non-profit and private health organizations, and other service organizations located in the San Fernando Valley as well as similar organizations outside the area.</p> <p>The program engages with stakeholders to seek professional development needs in a variety of formalized and informal ways. The program seeks input from CAB members and preceptors regularly (through meetings and feedback surveys in the case of preceptors) and conducted a market assessment in 2011, which provided workforce training data in addition to the data that supported development of the distance-based MPH.</p>	Click here to enter text.	Click here to enter text.
Periodically assesses the professional development needs of individuals in priority community or communities				

		<p>The program listed several professional development needs that were identified by community members: applied practice skills, technology training, and qualitative and quantitative data analysis using specific software.</p> <p>Faculty indicated to site visitors that they are in the process of developing and implementing a yearly preceptor survey aimed at gathering professional development needs by the community data. The program also noted that it will conduct a market research report every 10 years to identify changes in the profession and job trends, in addition to the data and feedback they currently collect through their meetings with the Community Advisory Board.</p>		
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**F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team’s Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		<p>The program coordinates several professional training and development events throughout the year on various public health topics and skills in response to the identified needs of the community.</p> <p>The self-study notes that the program has co-sponsored an annual Nutrition and Health Public Policy Forum, in response to the need for Latino populations in the region to address obesity and Type II diabetes. The event provides updates on current health policies and bills and showcases CSUN students’ and community partners’</p>	In order to address this requirement, the program has taken several steps to address the professional development needs of students, alumni, and faculty. These include partnering with the Public Health Alumni Chapter, consultation with the program’s Community Advisory Board (CAB), and community based organizations to begin planning professional	<p>The Council acknowledges the program’s response to F4 and F3 as well as information in the self-study and team’s report. The program has documented that it has gathered information and delivered responsive programming.</p> <p>Therefore, the Council acted to change the team’s finding of partially met to a finding of met.</p>

		<p>public policy efforts in these areas. The event draws close to 300 community attendees each year.</p> <p>Stakeholders provided several additional examples of trainings and projects that CSUN has hosted or deployed to assist with their professional needs. One example related to lactation education, in which the university created undergraduate and graduate courses to train students on how to be lactation consultants. This course was also open to community members to register and attend during the summer. The self-study describes a 2016 one-day seminar on lactation that was attended by over 100 community members seeking continuing education or professional development to become or maintain certification as a lactation consultant or educator.</p> <p>Another example provided by community members was a training on LGBTQ health and cultural competency considerations, which was facilitated by the program's alumni chapter in cooperation with five community partners. Over 100 people attended, including program students. The program offered continuing education credits to health educators and clinical social workers.</p> <p>The concern relates to the lack of documented opportunities provided for the community in response to areas of need identified specifically in Criterion F3, as required by this criterion. The program provides documented evidence of actions taken by the program in response to identified community needs as shared by the CAB. The examples provided, however do not directly link or respond to the needs delineated in F3. Additionally, these responses appear to be student-centered, in that the solutions focus on enhancing the curricula for the</p>	<p>development and continuing education.</p> <p>The Public Health Alumni Chapter (in spring 2019 and ongoing into summer 2019) is offering CEUs (CHES/MCHES, etc.) via "APHA Live" to community members, alumni, and current students. A total of 19 CEUs will be available through this event (with a separate, reduced cost for students/alumni).</p> <p>Beginning academic year 2019-2020, we will be partnering with community-based organizations and the alumni chapter to assist in the planning, delivery and organization of such professional opportunities for the workforce</p> <p>In addition to the assessment of the professional development of the community through CAB meetings, the program will also assess needs in public health alumni meetings, survey of chapter members, and preceptor surveys. Once needs are identified, future events will be developed to meet these needs. Continuous delivery and support for these events will occur through yearly preceptor surveys, annual CAB input, and the public health</p>	
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		<p>program's existing degrees or bringing additional support to the community through internships or service delivery. For example, stakeholders spoke of a community consortium that required support in evaluation methods. The program assisted the consortium by supporting students to complete an internship that involved designing and implementing a protocol and data infrastructure.</p>	<p>alumni chapter. Documentation for addressing professional development needs will include gathering data through CAB and public health alumni meetings and survey of chapter members, and the preceptor survey as well as minutes from planning sessions, event agendas, event sign in sheets, and evaluations. The most recent CAB meeting minutes from Spring 2019 are attached.</p>	
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**G1. DIVERSITY & CULTURAL COMPETENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		<p>The unit has defined priority populations to include students, staff, and faculty who identify as African-American, American Indian, Latino, and Pacific-Islander, and gender minorities.</p> <p>The unit's goals to advance diversity and cultural competence include attention to sustaining a diverse population of students and faculty, providing students with a wealth of resources to support success, using a holistic admissions process, and providing equal opportunities for all faculty applicants.</p> <p>The program employs various actions and strategies to create and maintain a culturally competent environment</p>	<p><a href="#">Click here to enter text.</a></p>	<p><a href="#">Click here to enter text.</a></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)		including data collection on a variety of demographic characteristics of students, promoting campus-wide diversity initiatives, and fostering linkages with student support centers, including the Pride Center and Veteran Resource Center.		
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		During the site visit, various stakeholders discussed the appropriateness and alignment of diversity policies and practices and shared their perceptions of the unit's climate regarding diversity and cultural competence. Several students remarked that they feel at home in the program because it matches the communities they come from. Students spoke of learning about cultural competence in the curriculum. Several students discussed applying knowledge from the cultural competence class in their work. One student remarked that students learn about cultural competence in multiple classes, even including the biostatistics class.		
Perceptions of climate regarding diversity & cultural competence are positive		<p>The program has achieved success in advancing diversity and cultural competence by sustaining and increasing the number of traditionally underserved students in the last five years among both the BSPH and MPH programs. Students report engagement in a wide range of diversity and cultural competence programming including events supported by: the Pride Center, Veteran's Affairs Center, National Center on Deafness, and educational opportunity programs.</p> <p>A preliminary survey of faculty perceptions of the program's climate indicate comfort with the environment, which faculty believe is successful in fostering diversity and cultural competence. Student perceptions of climate will be measured on exit surveys beginning in fall 2018.</p>		

**H1. ACADEMIC ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students have ready access to advisors from the time of enrollment		The program provides advising to students in the BSPH and MPH degrees in a variety of ways, starting at the time of enrollment.	Click here to enter text.	Click here to enter text.
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study		Bachelor's students are provided advising through one full-time public health lecturer (one faculty member who is available to all students); through their assigned faculty advisors (who are full-time faculty members); and through the College of Health and Human Development's Student Services Center and Educational Opportunities Program. General department advising by the faculty lecturer is available to assist students (via email or in-person) in areas such as course sequencing, graduation requirements, and holds related to registration. The assigned faculty advisor is based on the student's last name, and provides guidance on course sequencing and degree progression, and ensuring compliance with graduation policies and paperwork. The college's student services advisors primarily work with freshman, transfer, and continuing students in meeting academic goals, facilitating success at the university, and working with academically struggling students.		
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students		Faculty advisors currently learn their role through experience and mentorship, rather than through formal orientation. Faculty advisors for BSPH students receive mentorship on their advising roles when hired through		



		<p>the department chair, program director, and other full-time faculty. The university also ensures that advising documentation (e.g., course sequencing suggestions) is available online for both students and faculty advisors.</p> <p>Advising for the campus-based MPH students occurs through one of two graduate co-coordinators, who split advising duties based on concentration. Advising is available for students through office hours, phone-based and remote-based appointments. The graduate co-coordinators provide general advising regarding course registration at the midpoint of each semester and complete graduate advising forms for the Office of Graduate Studies. The graduate coordinators are oriented to their advising positions informally by the program director and the previous graduate coordinator when possible. The program notes in the self-study that a majority of advising training is done on the job and with the help of the Office of Graduate Studies.</p> <p>Campus-based students also have access to the MPH Advising Canvas site, which provides announcements and resources for students.</p> <p>General advising for the distance-based MPH students is done through the faculty lead, who is a full-time department faculty member. The faculty lead provides advising on course sequencing, internship, comprehensive exams, career interests, professional development, and graduation. The distance-based students are also supported by two Tseng College staff members who provide general advising about courses to all distance-based students. These staff members are oriented to their positions by Tseng College.</p>		
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		<p>The self-study provides satisfaction data for students at both degree levels. Of the 44 BSPH students who completed the most recent survey, a majority responded favorably regarding their satisfaction with their advisor's guidance (82% strongly agree and agree) and their overall advising satisfaction (80% strongly agree and agree).</p> <p>The program acknowledges the lack of advising satisfaction data for students in the distance-based program and confirmed with site visitors that this data would be collected starting in spring 2019.</p> <p>Campus based MPH students provided mixed responses in the MPH Exit Survey regarding their advisor's performance in understanding academic goals, assisting in creation of a program geared toward student goals and overall effectiveness as a mentor. Students indicated:</p> <ul style="list-style-type: none"> <li>• Advisor understanding of goals: for the 2015-16 cohort, 50% of students (9/18) ranked performance as good and outstanding; 48% ranked performance as average. For the 2016-17 students, 85% (24/28) ranked performance as good or outstanding.</li> <li>• Program geared toward goals: for the 2015-16 cohort, 37% of students (7/19) ranked performance as good and outstanding; 37% (7/19) ranked performance as average, and 26% (5/19) ranked performance as very poor or poor. For the 2016-17 students, 50% (14/28) ranked performance as good or outstanding, and 36% (10/28) ranked performance as average.</li> <li>• Overall effectiveness as mentor: for the 2015-16 cohort, 47% of students (9/19) ranked performance as good and outstanding; 37% (7/19) ranked</li> </ul>		
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		<p>performance as average, and 16% (3/19) ranked performance as very poor or poor. For the 2016-17 students, 78% (22/28) ranked performance as good or outstanding.</p> <p>Site visitors asked program faculty about the mixed results from MPH students regarding graduate coordinator satisfaction. Faculty shared with site visitors that data reflected satisfaction at the point when only one MPH coordinator functioned for students and when two coordinators split responsibilities based on student last names. The program now has two coordinators in place and advises students based on concentration, rather than last name.</p> <p>Distance and campus-based students who met with site visitors shared their overwhelming support and satisfaction with advising provided by faculty and the graduate co-coordinators.</p> <p>Program orientation for BSPH students occurs through the university's New Student Orientation, acquainting students with general university policies, resources, and requirements.</p> <p>Campus-based MPH students are required to attend the MPH Orientation, which provides information regarding program policies, graduation requirements, and campus resources. Distance-based students attend an online orientation as the first session of their program. The online session is offered in a synchronous format to allow students time for questions. The faculty lead and a Tseng staff member lead the online student session, with technical support included for additional questions.</p>		
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		The commentary relates to the program's acknowledgment of deficiencies related to updated advising materials and the history of challenges in documenting MPH student satisfaction with academic advising. The self-study notes that when course materials are updated and this information is delayed to faculty, it has presented a challenge in advising students. The program acknowledged plans to provide one comprehensive update to materials during the summer and post these materials to the department website prior to the start of the year. Additionally, the program believes that its new processes for assigning MPH students to advisors and for collecting information from distance-based students should allow for future improvements.		
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**H2. CAREER ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		Career services are offered for students and alumni at the department and university levels.	Click here to enter text.	Click here to enter text.
Variety of resources & services are available to current students		Bachelor's degree students receive career advising primarily through their faculty advisors. However, the Health Education Student Organization offers workshops and events throughout the year bringing public health professionals to speak with students about various careers. The program also hosts a professional panel during one of the required internship class sessions. In addition to these resources, students are able to access the Career Center on campus, which provides career exploration and advising, job-search strategies, resume		
Variety of resources & services are available to alumni				

		<p>writing workshops, and job and internship fairs. These services are available to undergraduate students for free and alumni of the university for free up to one year after graduation, and for \$25 per year after one year.</p> <p>Master's degree students are provided career advising and mentorship through the graduate coordinators and public health program faculty through advising sessions, and through the university's career center. The MPH Student Association provides a graduate career night each year for campus and distance-based students, which includes professionals and preceptors from the community. MPH students also have access to job opportunities, fellowship, and internship opportunities through the online website for all students.</p> <p>Faculty who provide career advising attend monthly program and department meetings, which provide an opportunity for faculty to learn from each other regarding career services for students and tips for advising. Public health faculty who provide career advising come from a variety of backgrounds and public health professional affiliations, adding to their advising expertise.</p> <p>The self-study notes several examples of career services provided to students in the last three years. These examples include career advising through the Career Center; 100 BSPH students have used this support. The program also provides students with resume building support, information on workplace professionalism, and exposure to public health professionals through their required internship courses for both the bachelor (270 students) and master's degree (25 students) levels.</p>		
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		<p>For distance-based students, the faculty lead provided resume feedback and revision for alumni (three) as well as job interview advice and mock interview practice for alumni (two). The program acknowledges that no formal career advising occurs for alumni but notes in the self-study that alumni often return for support in this area from faculty members. Alumni who met with site visitors also discussed this availability.</p> <p>The self-study provides satisfaction data for students regarding career services. Bachelor’s degree students reported satisfaction with career advising through the BSPH Alumni Survey. Students provided a mixed response:</p> <ul style="list-style-type: none"> <li>• 2014-15: of the 7 applicable responses, 58% strongly agreed or agreed they were satisfied, and 42% neither agreed or disagreed that they were satisfied</li> <li>• 2015-16 : of the 10 applicable responses, 40% strongly agreed or agreed they were satisfied, 40% neither agreed or disagreed that they were satisfied, and 20% disagreed that they were satisfied</li> <li>• 2016-17: of the 22 applicable responses, 45% strongly agreed or agreed they were satisfied, 27% neither agreed or disagreed that they were satisfied, and 27% either disagreed or strongly disagreed that they were satisfied.</li> </ul> <p>Campus-based MPH students responded in the MPH Exit Survey and also provided mixed responses regarding the graduate coordinators’ effectiveness as career mentors.</p> <ul style="list-style-type: none"> <li>• Graduate coordinator effectiveness: 2015-16 results (17 applicable responses) indicated that 47% strongly</li> </ul>		
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		<p>agreed or agreed they were satisfied, 23% neither agreed nor disagreed that they were satisfied, and 29% either disagreed or strongly disagreed that they were satisfied. 2016-17 (28 applicable responses) results indicated that 60% strongly agreed or agreed they were satisfied, 25% neither agreed nor disagreed that they were satisfied, and 14% either disagreed or strongly disagreed that they were satisfied.</p> <ul style="list-style-type: none"> <li>• MPH faculty accessibility for mentorship: 2015-16 results (21 applicable responses) indicated that 57% strongly agreed or agreed they were satisfied, 24% neither agreed nor disagreed that they were satisfied, and 19% either disagreed or strongly disagreed that they were satisfied. 2016-17 (28 applicable responses) results indicated that 82% strongly agreed or agreed they were satisfied.</li> </ul> <p>The commentary relates to the mixed feedback regarding career advising satisfaction at the undergraduate and graduate level reported through surveys. While students and alumni that met with site visitors provided positive feedback regarding career advising at the program and university levels, the self-study data for all students surveyed is varied. The self-study indicates that the program is working to provide more materials and website information regarding where students can access and locate career advising materials in spring 2019 to help remediate the feedback from students. Distance-based faculty lead will be providing an online webinar seminar for career advising resources available to students and alumni. The first session of this webinar was provided before the site visit.</p>		
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		Students and alumni who met with site visitors shared positive feedback regarding their career services options. Students and alumni noted that the resume preparation and feedback had been especially helpful.		
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### H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		The program has a clearly stated procedure for students to submit complaints or grievances, with reasonable response times and escalation options based on the nature and level of the complaint. Students are made aware of these policies through the CSUN catalog online, the CSUN Student Affairs website, and the MPH Student Handbook. The self-study indicates that starting in spring 2019, the student grievance process language will be added to the public health website for students to more easily access the forms and procedures for submission.  Formal complaints are brought to the program director and/or graduate coordinator, and then to the department chair. If mediation is unsuccessful, students may submit formal complaints using prescribed forms to the university's Student Affairs Office. Formal complaints filed in this manner are shared with faculty, who are provided an option for response (within 10 academic days), and may be escalated to the college dean and university levels as appropriate.	Click here to enter text.	Click here to enter text.
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				



		<p>The self-study indicates that no formal grievances have been submitted in the last three years but does provide documented evidence of 10 student grade appeals. Of these 10 grade appeals, three were returned to the student for improper filing, three were dismissed for lack of merit, two were terminated by the student, and two were resolved at the department chair and faculty level.</p> <p>In the meeting with site visitors, students shared their knowledge of complaint procedures and noted their comfort in approaching faculty and administration with any concerns.</p>		
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**H4. STUDENT RECRUITMENT & ADMISSIONS**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		<p>The program engages in recruitment and admissions policies designed to locate and enroll qualified students at the bachelor's and master's degree levels as validated by the program's admissions criteria and graduation rates.</p>	Click here to enter text.	Click here to enter text.
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		<p>The program uses the university's online platform for bachelor's-level outreach and recruitment information, Student Outreach and Recruitment (SOAR). This website contains information for prospective students, marketing materials for secondary school officials, and information on CSUN-sponsored community recruitment programs, Upward Bound and Educational Talent Search. The</p>		

<p>Tracks at least one measures that is meaningful and demonstrates success in enrolling a qualified student body</p>		<p>program has more specific resources for interested students on the BSPH program website, including specific recruitment and informational video for prospective BSPH students, called the Public Health Pathways. This video provides students with insights on public health career opportunities and the nature of the degree.</p> <p>Undergraduate admissions (first-time and transfer) are managed by the Office of Admissions and Record, and require students to apply directly to the university through the California State University application system. First time and transfer students are subject to the eligibility requirements associated with the university’s classified “impacted” degree requirements. These policies require students to hold a high school diploma or equivalent, complete college preparatory classes, submit an SAT or ACT score, and qualify through the CSU eligibility index (calculation based on GPA and SAT or ACT score). The “impacted” student eligibility requirements for CSUN change each year depending upon which degree levels are impacted. The program provides this information, including calculations and minimum requirements on the admissions website.</p> <p>Recruitment for campus-based master’s degree students occurs through the Department of Graduate Studies. University representatives attend recruitment events in Southern California and host tables or booths with information for prospective students. The Department of Graduate Studies also hosts an event for CSUN undergraduate students called the Advancement to Graduate Education Conference each fall. Students attending the AGE conference receive information on how</p>		
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		<p>to apply for graduate school, with workshops on finance, networking, keys to success, and more.</p> <p>The MPH program website provides links to program information, and each fall the graduate coordinators hold a live webinar for prospective students. Distance-based students are recruited through program advertisements and mailings to relevant organizations. Program management teams hold information sessions throughout the recruitment and application cycles and attend educational fairs, career fairs, and industry-relevant conferences. The program also uses recruitment specialists to respond to prospective student inquiries.</p> <p>The admissions process for the campus-based and distance-based MPH programs are the same. The MPH program requires students to submit the CSU Graduate Admissions Application online through the university's Admissions and Records Office. Student applications are reviewed on a rolling basis, using a holistic rating approach by the concentration-specific MPH admission committee. Students are evaluated based on overall GPA, GRE scores (for undergraduate GPA less than 3.0), previous work experience in health education or a related health field, letters of recommendation, and statement of purpose. International students are required to submit TOEFL scores as well. Reviewers' scores are averaged and applicant scores are identified as accept, waitlist, or deny.</p> <p>The program measures enrollment of traditionally underserved students as the indicator to demonstrate success in enrolling a qualified student body. This indicator is in alignment with the program's vision to enhance health and wellbeing in diverse communities and is</p>		
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		<p>meaningful to the program, as many graduates go on to serve in diverse communities. The program set a target of 60% for bachelor's degree students and 50% for both campus-based and distance-based students. The program has met and exceeded this goal at the bachelor's level for student populations entering 2014, 2015, and 2016 (62%, 73%, and 70%). The program has had varied success meeting the target at the master's level for entering students in 2014, 2015, and 2016 for the campus-based (54%, 50%, and 48%) and distance-based cohorts (44%, 34%, and 38%).</p> <p>The program acknowledges a decline in enrollment at the master's level in traditionally underserved populations, and intends to bolster recruiting efforts for these populations starting in Fall 2018.</p>		
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**H5. PUBLICATION OF EDUCATIONAL OFFERINGS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The program provides publicly available catalogs and bulletins online. Reviewers were able to validate accuracy in content and representation for degree completion requirements for all degrees, academic polices and calendar, grading policies, and academic integrity standards.	Click here to enter text.	Click here to enter text.
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				

Advertising, promotional & recruitment materials contain accurate information				
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## AGENDA

### Council on Education for Public Health Site Visit Agenda Public Health Program (PHP)

#### Monday, November 5th

- 8:30 am      **Site Visit Team Request for Additional Documents**  
**Vicki Ebin, PhD, MSPH**, Public Health Program Director  
**Bethany Rainisch, PhD, MPH**, Graduate Coordinator
- 8:45 am      **Site Visit Team Executive Session 2**
- 9:00 am      **Break**
- 9:15 am      **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
<b>Vicki Ebin, PhD, MSPH</b> – Public Health Program Director <b>Bethany Rainisch, PhD, MPH</b> – Graduate Coordinator <b>Louis Rubino, PhD, FACHE</b> – HSCI Department Chair	<i>Guiding statements – process of development and review?</i>
<b>Vicki Ebin, PhD, MSPH</b> – Public Health Program Director <b>Bethany Rainisch, PhD, MPH</b> – Graduate Coordinator <b>Suzanne E. Spear, PhD</b> – Assessment Liaison, HSCI Department	<i>Evaluation processes – how does program collect and use input/data?</i>
<b>Sloane Burke- Winkelman, PhD</b> – Online MPH Faculty Lead <b>Louis Rubino, PhD, FACHE</b> – HSCI Department Chair <b>Callie Juarez</b> – Manager of Academic Resources College of Health and Human Development <b>Ashleigh Larson</b> – Program Coordinator, MPH Online	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i>
<b>Sloane Burke- Winkelman, PhD</b> – Online MPH Faculty Lead <b>Louis Rubino, PhD, FACHE</b> – HSCI Department Chair <b>Callie Juarez</b> – Manager of Academic Resources College of Health and Human Development	<i>Budget – who develops and makes decisions?</i>
<b>Total participants: 8</b>	

- 10:15 am      **Break**
- 10:30 am      **Curriculum 1 – MPH**

Participants	Topics on which participants are prepared to answer team questions
<b>Kaitlin O. Bahr, PhD, MPH</b> – Assistant Professor <b>Sloane Burke- Winkelman, PhD</b> – Online MPH Faculty Lead <b>Vicki Ebin, PhD, MSPH</b> – Public Health Program Director <b>Bobbie E. Emetu, PhD, MPH, MLS</b> – Assistant Professor <b>Bethany Rainisch, PhD, MPH</b> – Graduate Coordinator <b>Ashleigh Larson</b> – Program Coordinator, MPH Online <b>Kathleen J. Young, M.P.H., Ph.D., M.S.</b> – Professor	<i>Foundational knowledge (MPH)</i>
<b>Kaitlin O. Bahr, PhD, MPH</b> – Assistant Professor <b>Sloane Burke- Winkelman, PhD</b> – Online MPH Faculty Lead <b>Vicki Ebin, PhD, MSPH</b> – Public Health Program Director <b>Bobbie E. Emetu, PhD, MPH, MLS</b> – Assistant Professor <b>Myriam Forster, PhD, MPH</b> – Assistant Professor <b>Patty Kwan, PhD, MPH</b> – Associate Professor <b>Bethany Rainisch, PhD, MPH</b> – Graduate Coordinator <b>Ashleigh Larson</b> – Program Coordinator, MPH Online <b>Kathleen J. Young, M.P.H., Ph.D., M.S.</b> – Professor	<i>Foundational competencies – didactic coverage and assessment for MPH program</i>

<b>Kaitlin O. Bahr, PhD, MPH</b> – Assistant Professor <b>Sloane Burke- Winkelman, PhD</b> – Online MPH Faculty Lead <b>Lawrence D. Chu, PhD, MPH</b> – Associate Professor <b>Vicki Ebin, PhD, MSPH</b> – Public Health Program Director <b>Bobbie E. Emetu, PhD, MPH, MLS</b> – Assistant Professor <b>Myriam Forster, PhD, MPH</b> – Assistant Professor <b>Patty Kwan, PhD, MPH</b> – Associate Professor <b>Bethany Rainisch, PhD, MPH</b> – Graduate Coordinator <b>Ashleigh Larson</b> – Program Coordinator, MPH Online <b>Kathleen J. Young, M.P.H., Ph.D., M.S.</b> – Professor	<i>Concentration competencies – development, didactic coverage, and assessment for MPH program</i>
<b>Total participants: 10</b>	

11:45 pm      **Break & Lunch Set-up**

12:00 pm      **Students**

Participants	Topics on which participants are prepared to answer team questions
<b>Viridiana Ortiz</b> – MPH Online <b>Regina Mance Ogunde</b> – MPH Online <b>Sarah Proctor</b> – MPH CHE <b>Nour Elauri</b> –MPH CHE <b>Steven Vetrone</b> – MPH Epi <b>Melissa Martinez</b> –MPH <b>Frida Endinjok</b> –MPH <b>Kimberly Mendoza</b> – BSPH <b>Kira Bunker</b> – BSPH <b>Catharine Mellon</b> – BSPH <b>Rachel Zadikov</b> – BSPH	<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>
<b>Total participants: 10</b>	

1:15 pm                      **Break**

1:30 pm                      **Curriculum 2 – Bachelor’s degree and MPH Continued**

Participants	Topics on which participants are prepared to answer team questions
<b><i>Rescheduled to 4:00pm</i></b>	
<b>Kaitlin O. Bahr, PhD, MPH</b> – Assistant Professor <b>Sloane Burke- Winkelman, PhD</b> – Online MPH Faculty Lead <b>Vicki Ebin, PhD, MSPH</b> – Public Health Program Director <b>Bobbie E. Emetu, PhD, MPH, MLS</b> – Assistant Professor <b>Myriam Forster, PhD, MPH</b> – Assistant Professor <b>Patty Kwan, PhD, MPH</b> – Associate Professor <b>Ashleigh Larson</b> – Program Coordinator, MPH Online <b>Kathleen J. Young, M.P.H., Ph.D., M.S.</b> – Professor <b>Mirna Troncoso Sawyer, PhD, MPH</b> –Assistant Professor	<i>Applied practice experiences for MPH</i> <i>Integrative learning experiences MPH</i>
<b>Kaitlin O. Bahr, PhD, MPH</b> – Assistant Professor <b>Grishma P. Bhavsar, PhD, MPH</b> – Assistant Professor <b>Vicki Ebin, PhD, MSPH</b> – Public Health Program Director <b>Bobbie E. Emetu, PhD, MPH, MLS</b> – Assistant Professor <b>Patty Kwan, PhD, MPH</b> – Associate Professor <b>Bethany Rainisch, PhD, MPH</b> – Graduate Coordinator <b>Suzanne E. Spear, PhD</b> – Assessment Liaison, HSCI Department <b>Carla Valdez, MPH</b> – Lecturer <b>Kathleen J. Young, M.P.H., Ph.D., M.S.</b> – Professor <b>Mirna Troncoso Sawyer, PhD, MPH</b> –Assistant Professor	<i>Public health bachelor’s degrees</i>
<b>Total participants: 14</b>	

2:30 pm                      **Break**

2:45 pm

**Instructional Effectiveness**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
<b>Patty Kwan, PhD, MPH</b> – Associate Professor <b>Bethany Rainisch, PhD, MPH</b> – Graduate Coordinator <b>Vicki Ebin, PhD, MSPH</b> – Public Health Program Director	<i>Currency in areas of instruction &amp; pedagogical methods</i>
<b>Lawrence D. Chu, PhD, MPH</b> – Associate Professor <b>Merav Efrat, PhD, MPH</b> – Associate Professor <b>Suzanne E. Spear, PhD</b> – Assessment Liaison, HSCI Department	<i>Scholarship and integration in instruction</i>
<b>Bobbie E. Emetu, PhD, MPH, MLS</b> – Assistant Professor <b>Myriam Forster, PhD, MPH</b> – Assistant Professor <b>Bethany Rainisch, PhD, MPH</b> – Graduate Coordinator <b>Vicki Ebin, PhD, MSPH</b> – Public Health Program Director	<i>Extramural service and integration in instruction</i>
<b>Carla Valdez, MPH</b> – Lecturer <b>Vicki Ebin, PhD, MSPH</b> – Public Health Program Director <b>Bethany Rainisch, PhD, MPH</b> – Graduate Coordinator	<i>Integration of practice perspectives</i>
<b>Carla Valdez, MPH</b> - Lecturer <b>Myriam Forster, PhD, MPH</b> – Assistant Professor <b>Merav Efrat, PhD, MPH</b> – Associate Professor <b>Bethany Rainisch, PhD, MPH</b> – Graduate Coordinator	<i>Professional development of community</i>
<b>Total participants: 10</b>	

3:45 pm      **Break**

4:00 pm      **Stakeholder Feedback/Input**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
<b>Sloane Burke- Winkelman, PhD</b> – Online MPH Faculty Lead <b>Susan Cohen, MPH</b> – Internship Coordinator, Public Health <b>Bethany Rainisch, PhD, MPH</b> – Graduate Coordinator <b>Ashleigh Larson</b> – Program Coordinator, MPH Online	<i>Applied practice experiences for MPH</i>
<b>Jeff Bailey, MPH</b> – Director of HIV Access of Communication-Based Services, APLA <b>Yaneth L. Rodriguez, MPH</b> – Hispanic/ Latino Coordinating Center, USC <b>Carla Valdez, MPH</b> - MPH Alumni/Lecturer	<i>Involvement in program evaluation &amp; assessment</i>
<b>Giovanna Lipow</b> - MPH Online Alumni <b>Valerie Leal, MPH</b> – MPH Alumni <b>Carla Valdez, MPH</b> - MPH Alumni/Lecturer <b>Tanya Wicks, MPH</b> – MPH Alumni/Lecturer <b>Christopher Rogers, MPH</b> – MPH Alumni/Lecturer <b>Tatiana Vardanyan, MPH</b> – MPH Alumni <b>Raul Figueroa, MPH</b> – MPH Alumni <b>Karla Brito, MPH</b> – MPH Alumni	<i>Perceptions of current students &amp; program graduates</i>
<b>Carla Valdez, MPH</b> - MPH Alumni/Lecturer <b>Tanya Wicks, MPH</b> – MPH Alumni/Lecturer <b>Jeff Bailey, MPH</b> – Director of HIV Access of Communication-Based Services, APLA <b>Yaneth L. Rodriguez, MPH</b> – Hispanic/ Latino Coordinating Center, USC <b>Anthony Ortiz-Luis</b> – Director, Valley Care Community Consortium	<i>Perceptions of curricular effectiveness</i>
<b>Anthony Ortiz-Luis</b> – Director, Valley Care Community Consortium <b>Giovanna Lipow</b> - MPH Online Alumni <b>Jeff Bailey, MPH</b> – Director of HIV Access of Communication-Based Services, APLA	<i>Applied practice experiences</i>



<b>Yaneth L. Rodriguez, MPH</b> – Hispanic/ Latino Coordinating Center, USC <b>Merritt Beckett</b> - Manager of Community Health Education, Health Net	
<b>Anthony Ortiz-Luis</b> – Director, Valley Care Community Consortium <b>Giovanna Lipow</b> - MPH Online Alumni <b>Valerie Leal, MPH</b> – MPH Stateside Alumni <b>Jeff Bailey, MPH</b> – Director of HIV Access of Communication-Based Services, APLA <b>Yaneth L. Rodriguez, MPH</b> – Hispanic/ Latino Coordinating Center, USC <b>Merritt Beckett</b> - Manager of Community Health Education, Health Net	<i>Integration of practice perspectives</i>
<b>Anthony Ortiz-Luis</b> – Director, Valley Care Community Consortium <b>Giovanna Lipow</b> - MPH Online Alumni <b>Valerie Leal, MPH</b> – MPH Stateside Alumni <b>Jeff Bailey, MPH</b> – Director of HIV Access of Communication-Based Services, APLA <b>Yaneth L. Rodriguez, MPH</b> – Hispanic/ Latino Coordinating Center, USC	<i>Program delivery of professional development opportunities</i>
<b>Total participants: 17</b>	

5:00 pm            **Site Visit Team Executive Session 3**

5:45 pm            **Adjourn**

**Tuesday, November 6<sup>th</sup>**

8:15 am            **University Leaders**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
<b>Dimitri Tamalis, PhD</b> , College of Health & Human Development Associate Dean <b>Stella Theodoulou, PhD</b> , Provost	<i>Program’s position within larger institution</i>
<b>Dimitri Tamalis, PhD</b> , College of Health & Human Development Associate Dean <b>Stella Theodoulou, PhD</b> , Provost	<i>Provision of program-level resources</i>
<b>Dimitri Tamalis, PhD</b> , College of Health & Human Development Associate Dean <b>Stella Theodoulou, PhD</b> , Provost	<i>Institutional priorities</i>
<b>Total participants: 2</b>	

9:00 am            **Break**

9:15 am            **Site Visit Team Executive Session 4**

12:00 pm          **Site Visit Team Working Lunch**

1:00 pm            **Exit Briefing**

2:00 pm            **Team Departs**