REVIEW FOR ACCREDITATION

OF THE

MPH PROGRAM

AT

CALIFORNIA STATE UNIVERSITY, LONG BEACH

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
October 13 – 14, 2022

SITE VISIT TEAM:
Amy Lee, MD, MPH, MBA, CPH—Chair
Aisha Siddiqui, DrPH, MPH, MS

SITE VISIT COORDINATOR:
Cara Damico Smith, MPH

CRITERIA:
Accreditation Criteria for Schools of Public Health & Public
Health Programs, amended August 2021

Table of Contents

INTRODUCTION

California State University, Long Beach (CSULB) was founded in 1949, then known as Los Angeles-Orange County State College. It became part of the now 23-campus California State University System in 1972. The university is a federally designated Hispanic-Serving Institution and Asian American, Native American, and Pacific Islander-Serving Institution. In 2019, 71% of CSULB graduates identified as Black, Asian American, Hispanic, Native American, or two or more races, and in 2020, the Wall Street Journal/Times Higher Education ranked CSULB fourth in the country for campus diversity.

Degree offerings at CSULB are housed within the following eight colleges: College of Arts; College of Business; College of Education; College of Engineering; College of Health and Human Services; College of Liberal Arts; College of Natural Sciences and Mathematics; and the College of Professional and Continuing Education. The university holds institutional accreditation by the Western Association of Schools and Colleges and the California State Board of Education and responds to 27 professional accreditors, including the Association to Advance Collegiate Schools of Business, the Accreditation Board for Engineering and Technology, and the Council on Social Work Education.

CSULB offers bachelor's degrees in 86 majors, master's degrees in 67 majors, and four doctoral degrees. As of fall 2021, the university enrolls 39,435 students, including approximately 6,000 graduate or post-baccalaureate students, and employs approximately 2,400 full- and part-time faculty.

The MPH program is housed within the Department of Health Science. The department also offers a Bachelor of Science in Health Science, which is not included in the unit of accreditation. The department resides in the College of Health and Human Services (CHHS) alongside schools of criminology, criminal justices, and emergency management; nursing; and social work and departments of family and consumer sciences; health care administration; kinesiology; recreation and leisure studies; speech-language pathology; physical therapy; and public policy and administration. The MPH program launched in 1973 and was first accredited in 1984. It has offered several concentrations over the years and currently confers degrees in community health, global health, and Latino health. The global health and Latino health concentrations were first offered in fall 2022 and enroll two and four students, respectively. The program has offered its concentration in community health since 1984 and currently enrolls 51 students.

The program was last reviewed for accreditation in 2015 and was not required to submit any interim reports related to that review.

Instructional Matrix - Degrees and Concentrations				
			Place-based	**Distance-based**
Master's Degrees	**Academic**	**Professional**		
Community Health		MPH	MPH	
Global Health		MPH	MPH	
Latino Health		MPH	MPH	

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Designates appropriate committees or individuals for decision making, and implementation		The program's committee structure provides an effective decision-making and implementation framework.	The Department strives for faculty input for both undergraduate and graduate programs. Proposed changes are discussed by respective committees prior to faculty vote (e.g., undergraduate or graduate curriculum committees), and when more time is requested prior to making a vote, the request is granted (e.g., as requested during course proposal for our undergraduate PHIT curriculum). This philosophy and implementation of shared decision making will be retained moving forward. During the December 2022 faculty meeting, faculty brainstormed possible solutions related to raising and thoroughly addressing faculty concerns related to the graduate program. One suggestion we would like to pilot starting in Spring 2023 is adding a section to each faculty meeting agenda that is called "MPH Program Concerns". When a program concern (e.g., related to curricula, accreditation, evaluation,	The Council appreciates the program's response and encourages the program to continue to implement measures to ensure broad engagement in decision making.
Faculty have opportunities for input in all of the following: • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities		The Department of Health Sciences in the College of Health and Human Services (CHHS) houses the program. The program has four standing committees: Graduate Committee, Graduate Curriculum, Accreditation Committee, and the Program Improvement Panel (PIP). Committees are led by faculty and comprise four to seven faculty who meet monthly. The program also employs a Community Advisory Board (CAB) and a Health Science Graduate Association, which represent community stakeholders and current students.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The Graduate Committee proposes changes in degree requirements, curriculum design, student assessment policies and processes, and admissions policies and decisions. In all cases, these changes are faculty-initiated, and the faculty complement approves the implementation plan. The department can also propose minor changes, and college committees, academic senate committees, and the Academic Senate must review major changes. The Graduate Curriculum Committee consistently assesses the MPH curriculum, competency mapping, rubric implementation, and curricular and faculty effectiveness. The Program Improvement Panel comprises all Graduate Committee members and holds sessions every spring with		

		current students. Sessions are semi-structured focus groups in which the committee solicits direct student feedback on the program. The committee chair emails all students each spring to ask for volunteers to attend the PIP meeting. The PIP is considering incorporating future sessions within the program's culminating seminar to increase participation. The PIP shares summaries of these sessions with the full faculty complement at faculty meetings or retreats. The department chair submits new hire requests, and faculty review position descriptions and comprise search committees. The department elects a Retention, Tenure, and Promotion (RTP) Committee comprising tenured faculty. Faculty also revise the department RTP policies, which dictate research and service activities. Program faculty serve on departmental, college, and university-level committees. Service examples include the College Faculty Council, the College Research Committee, the University Provost Search Committee, and the University Student Union Board of Trustees. Part-time faculty are invited and some attend monthly department meetings, faculty retreats, and other committee meetings. The program recently revised its bylaws to give part-time faculty voting rights during faculty meetings. The Health Science Graduate Association invites all faculty, including part-time faculty, to social mixers each semester. Site visitors reviewed meeting minutes that demonstrate both full and part-time faculty participation. Meetings are well documented and reflect monitoring and decisions	admissions, etc.) is raised during the meeting (or privately, to the Department Chair and/or Graduate Coordinator), it will be added to the minutes, and each subsequent meeting minute will provide a status update on the concern (when applicable). To protect faculty privacy and/or anonymity, the name of the faculty reporting the concern will not be shared in the minutes.	

| | | made by attendees. Site visit conversations confirmed that faculty discuss policies and decisions at meetings.

The commentary pertains to faculty members' voiced desire for a more engaged role in aspects of program planning and decision making. The committee structure described above appears to function effectively for many day-to-day decisions about curriculum and students; however, faculty also noted concerns about their level of engagement with and input on significant and future-focused decision making, such as assessing the program's current most pressing needs and capacity for planned expansion.

Faculty acknowledge that the department chair is open to suggestions and meetings with them but perceive that their feedback may not always be considered when program decisions are made. For example, faculty reported that though the program bylaws describe the process for reviewing policies and voting, votes may be called at faculty meetings without sufficient review time, leading to rushed and potentially ill-informed decisions. The faculty acknowledge the great strides the recently appointed department chair has made in growth initiatives for the department but reported that the program needs more support with its current operations including accreditation, evaluation, and admissions. | | |

A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Students clearly have formal methods to participate in policy making and decision making within the program via a variety of committees, organizations, and processes.	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate		The program's PIP invites all MPH students to participate in PIP sessions each spring semester. The program uses PIP sessions as one of its formal methods to solicit student feedback in addition to a variety of student surveys distributed throughout the curriculum.

All MPH students are also eligible to participate in the Health Science Graduate Association (HSGA), which holds social events, interacts with the undergraduate students, performs community service, hosts lectures, and discusses topics such as capstone options and job preparation. Students hold elections for five HSGA board members in March or April, and if all five positions are not filled, first-year students are invited to put forward their names at orientation in the fall. HSGA board members also serve as members of the CAB. | | |

		Aside from HSGA, PIP, and CAB participation, students are invited to meet with candidates during faculty searches. Additionally, students who met with site visitors indicate that faculty consistently ask for their feedback to improve the program. Students gave examples like providing class time to fill out teaching evaluations (SPOTs), interactions with the department chair and graduate director who always ask for input, and the opportunity to fill out mid-semester quality improvement surveys during specific courses.		

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's guiding statements reflect aspirations, are sufficiently specific to rationally allocate resources,	Click here to enter text.	

Taken as a whole, guiding statements address instruction, scholarship, service		respond to the needs of the intended service area, and guide evaluation of outcomes. The program's vision is "equitable health for all, locally and globally."	
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success			
Guiding statements reflect aspirations & respond to needs of intended service area(s)		The mission is to "provide the best graduate education and training in a multiethnic and urban environment to develop highly competent professionals and leaders in community and global public health. The program strives to afford excellence in teaching, conduct research and provide service to local, regional, national, and international populations living within the surrounding communities, while making a significant contribution towards increasing health equity for underserved populations." The program lists values of collaboration, equity, excellence, and leadership.	
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes			
		The program's instruction goal is to achieve excellence in teaching and learning to bolster competency in the fields of community and global public health in a multiethnic and urban environment to develop diverse professionals and leaders. The program's research goal is to foster research and intervention programs that tend to the health needs of underserved populations in our community. The program's service goal is to engage in service activities across various sectors of public health practice, addressing the needs of the profession, university, and the community. The program also defines a success goal to promote student success through competence-based instruction as well as opportunities for research and service that address	

		the health of the community.		
		The program revisits its guiding statements every two to three years and ensures that they address instruction, scholarship, and service with an emphasis on advancing health equity. During the site visit, faculty, students, alumni, and community stakeholders all confirmed that they had opportunities to comment on the program's guiding statements.		

B2. EVALUATION AND QUALITY IMPROVEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects & reviews all measures in Appendix 1		The program has an evaluation plan that details various measures, data collection processes, and review plans. The plan allows the program to measure its progress toward advancing its mission and goals and addresses the program's unique context. Various data sources contribute to the evidence that committees review and then integrate feedback and data into relevant areas. For each goal, the program defines data sources and people or committees responsible for review. For example, for student enrollment, the program coordinator retrieves the data from the university student administration system and reports the information at the faculty meeting after the student acceptance deadline each semester; the department chair also reviews the data and makes recommendations. The program's Curriculum Committee and Graduate	Click here to enter text.	
Measures mission & goals & addresses unit's unique context				
Reviews & discusses data				
Makes data-driven quality improvements				
Consistently implements evaluation plan(s) over time				

Committee annually review various data sources and metrics related to the instructional goal including the following: review of syllabi for currency, student and preceptor competency assessment, and faculty participation in diversity-focused instructional training. The department chair is responsible for collecting and collating data related to the program's research goal using the annual faculty survey. Metrics related to this goal include diversity-focused research agendas, number of faculty presentations at professional meetings, diversity-focused service projects, and student opportunities for collaboration in both service and research. Metrics defined to measure the program's student success goal include student self-assessment of competency, student participation in department-led service and research, faculty peer review of syllabi, faculty participation in professional development related to instruction, and consistent implementation of grading rubrics.

The program developed 14 of its own performance measures, though five are redundant to measures listed elsewhere in appendix one. Unique measures that are consistent with the mission include student opportunities for exposure to diversity-focused research, diversity focus of faculty service activities, faculty diversity-focused training to support instruction, and student use of technology.

The evaluation plan measures student success and progress in advancing public health, especially regarding diversity and health equity. The program includes student- and faculty-related measures in instruction, research, and service to support the program's mission to increase health equity. The department chair is responsible for

presenting committee-collected evaluation data at faculty meetings. Faculty then discuss and vote on improvements based on the data.

The program has made improvements based on student and other feedback. For example, both alumni and the CAB suggested that the program should consider courses focused on human rights. In response, the program created HSC 520: Global Health Policy and Human Rights: An Interdisciplinary Approach. In response to findings from the alumni survey relating to areas in which students felt less prepared, faculty have made changes to the curriculum over the past year, including adding leadership and negotiation workshops in the course that accompanies the program's APE.

Faculty gave another example related to foundational competency 3. Students have consistently asked for more statistical training over the years, and this issue has been an ongoing conversation at faculty meetings and retreats. In the short term, the program directs students to take advanced psychology statistics for electives; faculty note this is a not a good long-term solution, as students are not always able to enroll in courses reserved for other majors. Faculty stated that if they had fewer administrative duties, they would hold a statistics workshop, but the program does not currently have the staff or faculty support to follow through with this plan.

The program has also made non-curricular changes based on stakeholder input. For example, based on faculty feedback, the program recently revised the RTP policy to give greater consideration to research and service efforts related to diversity, equity, and inclusion.

B3. 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 presents graduation rates that meet or exceed the established threshold for all its cohorts that have reached the maximum time to graduation.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		The program allows students seven years to graduate. The self-study reports on seven cohorts of students, starting with students who matriculated into the program in 2015. The 2015 cohort reports a 100% graduation rate. Despite not having reached the maximum allowable time to graduation, all subsequent cohorts of students through those who entered in 2019 have exceeded this criterion's threshold with the following graduation rates: 88%, 95%, 94%, and 83%.

Based on the small number of withdrawals to date, the 2020 and 2021 cohorts are on track to meet this criterion's threshold of 70%. | | |

B4. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education		The program collects and presents positive post-graduation placement information for students who have graduated since 2017, with 94% known outcomes (six	Click here to enter text.	

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
post-graduation for each public health degree offered		individuals).		
Chooses methods explicitly designed to minimize number of students with unknown outcomes		The program coordinator collects post-graduation data from a variety of sources including the alumni survey, email outreach, information from social media, and web-based searches. The program reports positive post-graduation outcomes for its MPH graduates in the last three years (2019, 2020, and 2021). 94% of graduates are employed or seeking continued education.		
Achieves rates of at least 80% employment or enrollment in further education for each public health degree				
		Site visitors asked about the numbers presented in the self-study document, which did not appear to accurately represent the graduating students over the past three years. The program provided additional materials that supplant those provided in the self-study. The program coordinator indicated that the program would benefit from reviewing the methods for collecting post-graduation outcomes to prevent missing students in the future.		

B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The program collects alumni perceptions of curricular effectiveness via the alumni survey sent every two years. The program sent the latest alumni survey in summer 2021 to 61 graduates and presents a 91% (n=56) response rate. The program uses direct social media messaging, text messaging, and personalized requests from faculty to obtain high response rates. The program asks open-ended	Click here to enter text.	
Documents & regularly examines its methodology & outcomes to ensure useful data				

Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation		questions to encourage qualitative data responses. The survey asks students to rate their satisfaction with the overall academic program, quality of course content, and academic preparation, among other topics. These results are shared out at the next full faculty meeting. The survey also asks students to rate their competence level for all 22 foundational competencies, and if the Graduate Committee identifies any data of concern, those results are presented to the full faculty complement and discussed at faculty meetings. Examples of changes the program has made based on these results are further described in Criterion B2. Results provided to site visitors for review indicated that graduates feel well prepared across most skills and generally view the program's competencies as applicable to their current positions. Graduates who met with site visitors praised the program's emphasis on job-relevant skills, particularly grant writing, health behavior theory, and evaluation. Alumni noted that they saw immediate application of program courses in their work both while they were working students and post-graduation. The site visit team noted that the most recent alumni survey results showed that 20-30% of respondents indicated they had little to no competency in five foundational competencies (3, 12, 15, 16, and 17). Faculty gave several examples of how these competencies were addressed and strengthened throughout the curriculum (further discussed in Criterion B2). Alumni also stated that the program has very strong theory and program planning courses but indicated that		

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
		applied training in statistics and policy could be strengthened. A stakeholder and employer of program graduates who met with site visitors stated that during a recent hiring cycle they hired a student from a different program because, with all other qualifications equal, the CSULB candidate lacked a depth of training in public health policy.		

C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The program has adequate financial resources to complete its mission and goals. Every year, the California legislature and governor allocate the CSU system budget. The chancellor's office allocates an approved budget for each CSU campus. Campus budgets are enrollment-driven so campuses with higher enrollments receive higher budget allocations. CSULB's Office of Academic Affairs determines funding allocated to each department based on full-time faculty and staff salaries and student needs.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		The university fully funds faculty salaries and does not require faculty fundraising. If tenured or tenure-track faculty have research grants, their salary is partially supported through those funds. Full- and part-time lecturers are paid based on the instructor's academic credentials. Faculty are eligible to receive extra service compensation for department-related service like development of new degrees or graduate certificates. Lecturers do not have release time or specific service requirements in their position descriptions but are		

14

compensated for departmental service they provide, for example, serving on committees.

The program defines operational costs to include basic office supplies, maintenance, and furniture; technology and any updates that may be required; accreditation expenses; student incentives; and overages in grant spending. The department submits a budget for all expected spending. If the program requires additional funding, the department may submit a 'New Funding Request' that the college dean reviews and approves. The department chair is responsible for working with the college dean and administrative services manager to review and manage the program's budget and any on-going needs.

The department and college provide student support through scholarships and graduate research fellowships. The department offers two scholarships that MPH students can apply for, one of which is specific to MPH thesis students. The college also offers a Graduate Research Fellowship to CHHS students engaged in scholarly and creative activity and in 2019-20, an MPH student won this award. Faculty can apply for additional training grants made available by university centers, like the Center for Latino Community Health. These can be used to fund student tuition, stipends, and travel costs.

A portion of the university lottery fund supports faculty professional development, and the amount allocated is based on the tenure/tenure-track headcount of the department. One thousand dollars is provided for each tenured or tenure-track faculty member. These funds do not have to be used by tenured or tenure-track faculty and

| | | any faculty member (full- or part-time) may request a portion of these funds to use for travel, conference presentations, membership to various organizations, and subscriptions to journals and periodicals.

The university sets tuition prices for place-based graduate programs at a standard rate that are the same across all programs. Tuition and fees paid by MPH students during the academic year (fall and spring semesters) are not returned to the department. There is a separate, slightly higher tuition for graduate courses offered during summer and winter sessions; in these instances, the department receives a portion of the tuition if the courses have over 65% of their enrollment capacity.

The program has access to indirect costs from grants through a research stimulation account that the Office of Research and Economic Development manages. The amount that is returned to the university depends on the rate negotiated with the funding agency. In general, the facilities and administrative return of grants and contracts has an effective rate of 26% and above. Of that, the Office of Research and Economic Development returns 30% to the college, 30% to the department, 30% to the principal investigator, and 10% to the Division of Academic Affairs. The program demonstrates successful acquisition of external funding to allow for faculty to advance their research agendas, as well as involve students in meaningful research activities.

The program provided the site visit team with an updated Template C1-1 that supplants the data presented in the self-study. | | |

C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The program offers three MPH concentrations and meets the minimum PIF requirements defined in parts one and two of this criterion's three-step analysis of faculty resources; these parts focus on the minimum required faculty (nine) for three concentrations with one degree level. As of fall 2022, there were eight PIF and 11 non-PIF. The program defines non-PIF as departmental faculty who teach fewer than 10 courses each academic year.

Weighted teaching units (WTU) determine a faculty member's FTE. Full-time faculty (1.0 FTE) have 15 weighted teaching units per academic year, 12 of which are dedicated to instruction, and the remaining three are required service time. Departmental PIF do not have significant instructional or advising responsibilities in the undergraduate program.

Faculty advise six students on average (with a minimum of four and a maximum of seven) for career advising. The graduate coordinator serves as the academic advisor for all students in the program. This position is done on a volunteer basis and does not receive release time or compensation to fill this role.

During the site visit, the program coordinator explained that prior to 2010, there were two faculty positions dedicated to day-to-day program operations and student advising. The college stopped funding the staff position | Thesis ILE advising was most recently discussed during the November and December 2022 faculty meetings. At the December 2022 meeting, the Department Chair shared a table that showed Faculty Thesis Committee allocation over the past few years in order to illustrate the discrepancy and encourage a more equitable distribution. During the past three years, five faculty members (out of 12 faculty members) including the department chair have served as thesis chair for 1 to 2 students per year. Although these faculty traditionally do not have a full 5-course load, this is still a major time commitment that needs addressing. The department chair has reached out to the Dean of CHHS on several occasions to get more support from the college for faculty members to get either compensation or course release.

During Spring 2023, the Department Chair plans to continue discussions | The Council appreciates the program's response and looks forward to reviewing future program changes. |
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable	N/A			
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A			
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	N/A			
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)				

| Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities) | | around that time and granted the program coordinator six units of release time to manage the program and advising. After two years, the college stopped allocating extra release time to the program coordinator. Since then, survey data shows a steady decrease in student satisfaction with academic advising. However, students who met with site visitors expressed high satisfaction with advising and stated that their career advisors regularly provided academic advising as well.

PIF advise an average of two (with a minimum of one and a maximum of three) ILE thesis students. These numbers represent self-imposed maximums set by faculty rather than a true number of students interested in or actually completing the thesis ILE option. During the site visit, faculty explained that chairing a thesis committee for a student's ILE requires the student to enroll in an independent study course under the department chair's name. Under this structure, faculty do not receive credit or compensation for teaching this course because it is not in their name. This means that, in additional to a full-time course load of five courses per semester, any faculty who chair thesis committees add an additional three-credit course per thesis student they advise without release time or compensation. The faculty member is responsible for creating a personalized course, including an individual syllabus and weekly class schedule, for each thesis student they advise.

Due to the heavy workload of creating independent studies for thesis students, faculty reported during the site visit that they have had to turn students away and encourage them to find faculty in other departments to chair their ILE projects. CSULB policy dictates that thesis | with the College to support release time for faculty based on number of Thesis ILE students served. In addition, we plan to meet with our CEPH Accreditation Coordinator to further discuss ways to improve this area. | |

	chairs must be tenured or tenure-track faculty in the student's home department. In cases in which faculty have turned students away, public health PIF serve as "chair" of these committees in name only and faculty from other departments agree to take on the formal responsibilities of chairing. When the department chair was hired in 2020, they recognized the heavy burden of ILE advising and have since worked to create close relationships with appropriate faculty in related disciplines to ensure that students interested in the thesis can still complete this option. However, the program reports that, each year, at least one or two students cannot complete the thesis due to lack of faculty resources. Students who met with site visitors and survey data from the past five years confirm this statement.

The program collects quantitative and qualitative data on class size and faculty availability from its student exit surveys and PIP sessions. The program presents survey data from 2018, 2019, 2020. The program reports a 45% (n=41) response rate on advising questions for MPH graduates between 2019 and 2021. Students were asked if they agreed that academic and career advising was helpful and readily accessible. Of those who responded, 88% (n=36) agreed that advising services were helpful and 90% (n=37) agreed access to their advisor was sufficient. Students also provided qualitative feedback through PIP sessions (described in Criteria A1 and A3) from 2019 through 2021. Students reliably reported during these sessions that they appreciated the small class size, and that faculty were readily available to them.

Students and alumni who met with reviewers during the site visit confirmed these data and stated that the small | | |

class size allows faculty to get to know their students well. Students described their interactions with their career advisors as helpful, occurring often throughout the program, and reported that their advisors are quick to respond and set up meetings if needed.

The concern relates to a lack of sufficient advising resources for the thesis ILE option. The site visit team noted several years of student feedback indicating that the program does not have sufficient advisors for the ILE thesis option. Students stated they were unable to choose the thesis option because they could not find a faculty member to chair their committee. Though the university requires that departmental faculty must chair thesis committees, public health faculty do not have sufficient resources, release time, or compensation to chair all interested students' thesis committees. In these cases, students must find a tenure-track faculty member from another department who agrees to take on the chair responsibilities, or students must choose the other ILE option (currently, the comprehensive exam).

C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The program does not have adequate or stable personnel resources required to fulfill its mission and goals.	During the Spring 2023 semester, the Department Chair intends to meet with both the CHHS Dean and University Provost to share CEPH findings with respect to staffing inadequacies, as a means of	The Council appreciates the program's response and looks forward to reviewing future developments.
Staff & other personnel resources appear sufficiently stable		The department has one administrative support coordinator (ASC) to support all degree offerings and administration. The program estimates that the ASC		

dedicates 12% of their time to the MPH program.

In addition to the ASC, the program has a program coordinator position that is filled on a volunteer basis by full-time faculty or lecturers who receive three units of release time. The program coordinator holds the following responsibilities: academic record management; monitoring student progression through the program; advancing students to candidacy for APE and ILE courses; coordinating comprehensive exam grading; overseeing admission processes; managing outreach and student recruitment activities; chairing two standing program committees (Graduate Committee and Graduate Curriculum Committee); weekly meetings with the department chair; providing academic advising for all MPH students; and managing the APE and ILE. Prior to 2020, one full-time lecturer had filled this role for the previous 20 years. Since 2020, the person in the coordinator position has changed three times.

Because the program coordinator position is filled on a volunteer basis and is responsible for managing the program's day-to-day operations, the program relies heavily on student workers to accomplish the responsibilities outlined above. Each semester, students provide at least twenty hours of work per week in program administration and operations. Due to the nature of student employees, this support is not stable or consistent.

The self-study indicates that by 2022-23, the program hopes to have hired another staff support person. During the site visit, reviewers asked for an update on this process. The department chair reported that the college

advocating for and obtaining more stable staff support. Additionally, during these meetings, the Department Chair will advocate for continuation of the Associate Chair position. The Associate Chair position, which was implemented by the Department Chair during the 2020-2021 academic year, has allowed for more administrative support for the graduate (and additional) program.

	has since taken over hiring all staff. The chair reported that due to a university-wide shortage in staff positions, CHHS decided that no staff person would be hired for a specific program or department. Instead, any hired staff would serve as "float staff" who could spend a maximum of three months supporting a program before rotating to a different department or program. During the site visit, university leaders stated that there are many departments currently functioning without any support staff and the current focus is on filling those positions. When asked about reported faculty burnout due to the high administrative burden, university leaders stated that they are hopeful that float staff will address this issue, because while not stable or consistent, the staff support will be in addition to what the program already has. The first concern relates to a lack of stability in staff resources. The college has no plans to hire department-specific support staff in the near future. University leaders who met with site visitors explained that the college's float staff will accommodate programs during busy times; however, by definition, this resource is not stable or consistent. The program also relies heavily on work-study students for administrative management, but students are also temporary resources. The second concern pertains to the current staffing inadequacy, which does not support the program in accomplishing its mission and goals. Both PIF and lecturers face a high administrative burden due to lack of staff support. Reviewers' analysis of the self-study and information provided during the site visit suggests that this lack of adequate personnel support has negatively affected student satisfaction with academic and ILE	

		advising, accreditation and evaluation efforts, assistance with grant budget allocations, support for the HSGA, and administration of the CAB.		

C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The program does not have sufficient physical resources to accommodate its mission and goals.	To clarify, four lecturers are involved in our MPH program. Each of these lectures teach one graduate course. Among them, two of them have their own space alone or shared with another faculty. The other two only teach online. Every faculty member for our MPH program can have access to a private room to meet with their students. During the Spring 2023 semester, the Department Chair intends to meet with both the CHHS Dean and University Provost to share CEPH findings with respect to physical inadequacies, as a means of advocating for and obtaining more dedicated space within the new CHHS building for research, lecturers, and student study spaces. In addition, the Department will better promote existing student study spaces on campus during the	The Council appreciates the program's response and looks forward to reviewing future developments. Information in the program's response addresses the second concern identified in the team's report, relating to office space for adjunct and lecturer faculty, but the other aspects of the concern remain.
Physical resources appear sufficiently stable		The department has 18 classrooms available for undergraduate and graduate degree offerings with varying time slots. All rooms dedicated to the department are smart rooms, which include projectors, projection screens, CD/DVD equipment and Ethernet or wireless connection. Faculty who met with site visitors reported that there is not enough classroom space within a reasonable walking distance to support the program. In many cases, professors reported adjusting class times (ending early or starting late) to accommodate student and faculty travel time to a new classroom. This does not allow for informal advising or student assistance after class, so professors often invite students to walk and talk with them on their way to the next course. Students do not currently have a dedicated space to study or work. During the site visit, faculty reported that students often come to their offices to spend time together and work between classes. The college is in the process of designing a new building that will hopefully become available in three years. The program is hopeful		

| | | the new building will have a dedicated student space to avoid students using faculty offices. Students who met with site visitors described frustration due to lack of available workspace. Many MPH students are working professionals who commute to campus and rely on safe and appropriate campus space to work between classes. Several students described an issue that arose during the previous semester when one class was offered in-person and another class, offered 15 minutes later, was offered online. Due to the lack of private or quiet space available, students had to commute home between these two courses, which made them late to the online course. The professor was very flexible and adjusted start times to accommodate commuting students.

Tenure-track faculty have private offices and program lecturers share office space. Occasionally, program instructors share common spaces like the copy room or closets due to insufficient office space for the department as a whole. Faculty who met with site visitors reported that this has affected student advising due to the lack of a confidential space for lecturers and students to meet.

Three university computer labs are available for use by all departments. The Kinesiology Building has a computer lab that contains 690 square feet of space, tables, chairs, storage areas, computers with various software, and a printer. The Horn Center contains study areas and an open computer lab, as does the College of Business Administration.

During the site visit, faculty reported not having dedicated space for research. The lack of research space has required faculty to be resourceful and collaborative to figure out | Spring 2023 semester via an e-mail/posting on Graduate website early in the semester. | |

| | | how to successfully carry out their research programs. For example, one PIF conducted confidential interviews with students about substance use and illegal activities. Because no research space was available, the chair of the department petitioned the college for their private office to be used for these interviews. CSULB policy states that faculty offices are not to be used for research activities but concerns about student confidentiality allowed for an exception. Two PIF worked out a schedule to use the chair's office every day of the week in order to carry out their research programs. Faculty gave another example in which one faculty member had to keep a freezer with research specimens in the open and shared office space.

The first concern relates to the lack of dedicated research space for PIFs. The college requires faculty to maintain an active program of scholarship, but physical resources are inadequate to consistently support research activities.

The second concern relates to a lack of appropriate office space for lecturers. Occasionally, due to overall limitations on space, faculty instructors use communal spaces like the copy room or closets if they need a private office area. Students who met with site visitors reported feeling uncomfortable seeking advising sessions with professors in open space areas.

The third concern relates to the lack of sufficient space for students to work or attend place-based and virtual classes. CSULB is primarily a commuter school, and many MPH students work full-time and commute to campus. Program faculty currently adjust class times, cutting instructional time short to allow students to travel between classrooms or travel home between place-based and virtual courses. | | |

| | | Lack of physical space for students and faculty additionally cuts into informal advising time that naturally occurs before and after class.

Though plans are in motion to build a new health sciences building sometime in the future in which the MPH program would be housed, current physical resources are not adequate to support the program's mission and goals. | | |

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 college provide sufficient information and technology resources to fulfill the program's stated mission and goals. The university's library is open 96 hours per week and offers ample resources to the program necessary for the campus community to locate, retrieve, and evaluate information effectively. Electronic journals and books are also available online. The library's collections are easily accessible through the online catalog and the program's research is adequately supported by the resources and collections available at the library. A web-based digital video delivery service is also available for the viewing of streaming videos, and course-required books are available to students without charge. Students, faculty, and staff can search the research databases remotely. Computers are available to students for searching the library catalog and the research databases and to use	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable				

		Microsoft Office products and other software programs. A broad range of adaptive devices, software, and facilities make the library a hospitable environment for students with special needs. The library offers interlibrary service to obtain materials not at CSULB. The library website can be used to search journal articles and deliver them to any web address.		
		Free internet is available across campus, and each faculty member is provided with a computer and/or laptop, printer, and software. The university replaces computers every three years to maintain the state-of-the-art technology. The university has site licenses with major software vendors.		
		The university's Active Learning Classrooms (ALCs) allow instructors and students to experience a flexible, student-centered learning environment. Instructors using the ALCs are required to receive training in the use of the equipment and facilities. Departmental faculty can apply to use these rooms.		
		Faculty and students have access to technical assistance through CHHS IT and the university's Academic Technology Services.		
		Students who met with site visitors expressed appreciation for library services, especially the graduate-specific editing center. Students also reported a desire for more graduate-specific resources, as much of the campus caters to undergraduate students.		

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)		MPH students are grounded in the 12 foundational public health knowledge areas through five courses: the CSULB MPH Bootcamp, HSC 696: Research Methods, HSC 500: Epidemiology, HSC 528: Advanced Environmental Health, and HSC 570: Theoretical Concepts and Issues in Health Science. The curriculum provides grounding through a combination of lectures, exams, and assignments. Site visitors validated appropriate coverage for all 12 learning objectives, as indicated in the D1 worksheet. In fall 2020, the program required all incoming MPH students to enroll in and complete its MPH bootcamp. The bootcamp facilitates entrance into the MPH program with an understanding of public health basics. The bootcamp is a five-module introduction to public health and the program with topics including: What is public health?; What is culturally competent community health education?; key public health resources; tips for success in the program; and primers for epidemiology, biostatistics, and health behavior theory. Faculty designed this bootcamp and pilot-tested it with current students in spring 2020. Students who met with site visitors reported that the bootcamp was especially useful for students coming from a non-public health background, undergraduate study, or professional experience.	Click here to enter text.	

D1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., 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)		The program ensures didactic preparation and assessment opportunities for MPH students in most foundational competencies, as shown in the D2 worksheet. All MPH students take the eight core courses, which cover most of the 22 foundational competencies: HSC 500: Epidemiology; HSC 503: Advanced Community Health Statistics; HSC 508: Public Health Leadership & Policy; HSC 528: Advanced Environmental Health; HSC 570: Theoretical Concepts and Issues in Health Sciences; HSC 585: Health Education Internship; HSC 624: Seminar in Community Analysis and Program Planning; and HSC 696: Research Methods. Students who elect to take the comprehensive exam for	During the December 2022 faculty meeting, and during follow-up correspondence, the faculty brainstormed how to address the issues with the assessments for the following four competencies (16, 18, 20, 21). In consultation with our CEPH, this is how we plan to proceed: 16: A lead instructor for H SC 585 has developed leadership scenarios	The Council appreciates the program's response and looks forward to reviewing specific evidence and documentation demonstrating that planned curricular changes have been implemented in a way that aligns with this criterion's requirements.

the ILE also take HSC 626: Integrative Seminar in Public Health. Students who elect to complete a thesis for their ILE take HSC 698: Thesis.

Examples of assessments include community-based activities, case studies, data analyses, program and evaluation plans, and exams. Site visitors reviewed self-study documentation and syllabi and were able to validate nearly all competencies based on written documentation.

During the site visit, reviewers asked about assessments for foundational competencies 16, 18, 19, 20 and 21.

The instructor for HSC 585: Health Education Internship described the assessment mapped to foundational competency 16. Students complete a self-reflection of a leadership workshop they attend during class. Students answer questions designed to prompt them to consider their own leadership styles which are purely reflective in nature without application.

The instructor for HSC 624: Seminar in Community Analysis and Program Planning described the assessment mapped to foundational competencies 18 and 20. Students prepare a program plan to address a community health problem with accompanying cultural competence statements. Students can choose to include communication strategies as an intervention in the program plan but are not required to do so.

Reviewers validated that the oral component of foundational competency 19 is appropriately assessed but asked about the written component of this competency during the site visit. Faculty described an assessment in

for students to respond to based on the theory and content presented in the Leadership workshop. The assignment would be a way for students to apply the content they are learning in the class and during their internship experience. Our coordinator believed this seemed acceptable.

18: The instructor of H SC 624 has agreed to make the communication strategy a requirement for all groups. Per our coordinator's suggestion, each group member will develop a communication strategy individually (so that each student can be assessed), and the group will proceed by selecting one strategy.

20: The instructor of H SC 624 has agreed to include explicit instructions in the current assignment to discuss the importance of tailoring materials to be culturally competent for their target population. Our coordinator believed this seemed acceptable.

21: This competency will be incorporated into H SC 508, as the class already spends a week on Health in All Policies where they focus on how policy/practice in

| | | HSC 500: Principles of Epidemiology where students write a report using epidemiological data targeting a lay audience.

Reviewers noted that only students who elect the comprehensive examination ILE take HSC 626: Integrative Seminar in Public Health. Students in this course participate in an intensive interprofessional case-study that appropriately assesses competency 21; however, students who elect to do a thesis as their ILE project do not take this course. Thus, thesis students are not assessed on foundational competency 21. Discussions during the site visit confirmed this to be true.

The concern relates to the lack of an assessment opportunity that appropriately aligns with the intent of foundational competencies 16, 18, 20, and 21. Although the program provided documentation, reviewers were unable to validate that students are adequately assessed on every facet of these competencies. | different sectors can contribute to population health. This initial plan appeared appropriate to our CEPH coordinator, and the H SC 508 instructor will work amending the existing assignment to match the competency. | |

D2 Worksheet

MPH Foundational Competencies	Yes/CNV
1. Apply epidemiological methods to settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy, or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & systemic levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design, implementation, or critique of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes

10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	Yes
12. Discuss the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply leadership and/or management principles to address a relevant issue	CNV
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	CNV
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	CNV
21. Integrate perspectives from other sectors and/or professions to promote & advance population health	CNV
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or		The program enrolls students in three distinct concentrations: global health, Latino health, and community health. The program's concentrations in global health and Latino	Click here to enter text.	

enhancement beyond foundational competencies		health first enrolled students in fall 2022. All concentrations define at least five distinct competencies that articulate an appropriate depth of knowledge beyond the foundational competencies. Each concentration requires three courses that teach and assess its competencies, as demonstrated in the D4 worksheet. Students in the global health concentration choose from multiple courses to meet their competencies.
Assesses all students at least once on their ability to demonstrate each concentration competency		
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	N/A	Students are didactically prepared through a combination of lectures, readings, and class discussions. The assessments for each concentration are distinct and include assignments such as nutrition program design, policy debates, a global health policy comparison paper, and a photovoice research project.

The program provided site visitors with updated concentration competencies during the site visit which supplant the information provided in the self-study. Discussion during the site visit revealed the iterative process of refining and finalizing the new concentration competencies. The department chair expressed enthusiasm for the partnerships these new concentrations will foster within the college, specifically in the global health track, which draws on courses in nursing and gerontology. Students who met with site visitors expressed appreciation for the new concentrations but also reported that concentration courses, particularly in global health, "need to be more fleshed out," with more courses offered in the department and more options for concentration-relevant APE and ILE projects. |

D4 Worksheet

MPH in Community Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess needs relevant to achieving health equity for underserved communities.	Yes	Yes
2. Identify and discuss socio-cultural factors affecting the health of underserved communities, utilizing theory as appropriate.	Yes	Yes
3. Develop research skills that enhance the ability to work effectively in communities experiencing health disparities.	Yes	Yes
4. Implement a qualitative research study to illustrate health disparities within a certain population, using results to propose culturally competent interventions.	Yes	Yes
5. Adapt community health intervention curricula to be culturally competent for underserved communities.	Yes	Yes

MPH in Global Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess needs relevant to achieving health equity in global communities.	Yes	Yes
2. Identify and discuss socio-cultural factors affecting the health of global communities, utilizing theory as appropriate.	Yes	Yes
3. Demonstrate research skills research skills that enhance the ability to work effectively with global communities.	Yes	Yes
4. Design ethical and culturally relevant practices in global health and human rights education.	Yes	Yes
5. Demonstrate understanding of the core functions of global health policy competencies.	Yes	Yes

MPH in Latino Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess needs relevant to achieving health equity for underserved Latino populations.	Yes	Yes
2. Identify and discuss socio-cultural factors affecting the health of Latino individuals and populations, utilizing theory as appropriate.	Yes	Yes
3. Develop research skills that enhance the ability to work effectively with Latino communities from diverse backgrounds.	Yes	Yes
4. Apply culturally sensitive methods to identify and improve priority health issues related to Latino Health.	Yes	Yes
5. Debate the impact of health policy on Latino populations.	Yes	Yes

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		The program requires all MPH students to enroll in an internship course that facilitates the APE. Students must complete an internship at an organization in the community setting. A health agency or organization, located in a community setting, is considered an appropriate internship site. All students must complete at least 240 hours, equivalent to three credits. A student must apply to advance to candidacy, address any incomplete or outstanding grades, demonstrate a minimum of a 3.0 overall GPA, and complete at least half of the required units for the program before beginning their APE.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least five competencies, at least three of which are foundational		The program maintains a list of community partners that continues to develop over time. Students who met with site visitors recalled seeing this list and reported that they could identify their own internship sites if they preferred. Students who identify their own APE site facilitate communication between their preceptor and the course instructor. All students complete a scope of work document at the beginning of the semester in HSC 585: Health Education Internship. Students identify three foundational and two concentration competencies that they intend to address during their internship. The course instructor and site preceptor must sign off on the scope of work before the internship begins. APE preceptors complete mid-semester		

	and final student evaluations. Many preceptors meet with students at the end of the internship to complete required evaluation forms and documentation to be included in the student's final report. Students must submit and present their two APE work products at the Career Fair. Faculty, preceptor, and self-assessment methods are used to assess student internship performance. Students are required to submit their work products, resume/CV, and a pre/post survey via Qualtrics. Preceptors can provide feedback upon reviewing the work products after submission. Students can edit their work products for future presentations or share their products if they wish. The course instructor is ultimately responsible for evaluating both the work products and oral presentation at the end of the semester and ensures that identified competencies are addressed. Site visitors reviewed five student samples of the APE report from the community health education concentration. All included at least two work products of high quality that clearly addressed foundational and concentration competencies. Examples included: social media campaigns, research manuscripts, food pantry community report, data analysis prepared for policy recommendations, data collection and research project management, and online curricula for cannabis vendors. As of fall 2022, no students had completed internships in the global health or Latino health concentrations.		

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		All students have the option of selecting one of two integrative learning experiences (ILE): a thesis or a comprehensive exam (COMPs).	The concern raised relate to the old comprehensive exam. As shared with the committee, changes have been made for the Spring 2023 exam and rubrics to allow for an iterative process and more direct assessment of competency attainment, respectively. Additionally, the Spring 2024's ILE will take the form of a capstone project.	The Council appreciates the program's response and looks forward to reviewing evidence demonstrating that planned changes to grading procedures have been implemented in a way that aligns with this criterion's requirements.
Project occurs at or near end of program of study		COMPs students enroll in HSC 626: Integrative Seminar in Public Health, which they take during the last semester. The exam is a 100-item multiple choice test with an accompanying article critique and integrated essay. Faculty develop questions specific to the courses they teach. The article critique assesses students' ability to analyze an article grounded in health behavior theory in terms of epidemiology, biostatistics, and research methods. The integrative essay requires the student to create a health promotion program and answer all questions on a specific topic and population, integrating concepts in health disparities, environmental health, curriculum development, community organizing, program planning and health administration. Multiple-choice questions generally address foundational competencies.		
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				
		Faculty use rubrics to score the article critique and		

integrative essay on four areas—responsiveness to questions, accuracy and depth of response, use of evidence, and writing quality. Students must pass at least two of the three activities. This exam is not currently iterative; students are not provided with feedback on their written products, and foundational and concentration competencies are not explicitly identified or assessed.

The program is planning an overhaul of the comprehensive exam that will occur in two steps: 1) In spring 2023, students will complete the integrated essay and article critique over the course of a semester, with two planned revisions throughout the course. Faculty will use new rubrics that specifically identify both foundational and concentration competency integration in the article critique and integrated essay; and 2) In spring 2024, the program plans to implement a capstone experience that will require students to develop a culturally competent program plan that addresses foundational competencies 7 and 9 in addition to the concentration competencies related to cultural competence. Students will begin planning their projects at the end of HSC 624: Seminar in Community Analysis and Program Planning. To begin their capstone, students must complete all core courses and have no more than three courses left in the program.

The program provided eight student comprehensive exams, article critiques, and integrative essay results. In these examples, there was no evidence of how faculty could assess student synthesis or integration of competencies.

Students interested in the thesis ILE option begin to form their thesis committees the first semester they enroll in

the program. The thesis generally takes at least four semesters to complete so the program advises students to start immediately. Students are responsible for forming their committees to include a chair and two committee members whom the department chair must approve.

Students enroll in HSC 590: Independent Study in their second semester. The thesis chair is responsible for this independent study though the department chair is the only faculty who can instruct independent studies on CSULB's LMS. Thus, students enroll under the department chair's independent study course but work solely with their thesis chair to develop the three-credit course. During this course, students complete a thesis proposal comprising the first three chapters of their thesis: Introduction/Background, Literature Review, and Research Methods. The thesis chair provides iterative feedback throughout this semester and must approve the student progressing to HSC 698: Thesis in their third semester.

Students finish their five-chapter thesis in HSC 698 and sit for an oral examination in which they present their thesis and answer questions that assess their knowledge and integration of competencies through their thesis project. The student may then revise the thesis and submit it for final approval by the committee. Faculty assess the oral presentation, oral defense and the five-chapter thesis based on program competency attainment. The thesis grade form includes five competencies with an evaluation rating column.

Site visitors reviewed five student theses from the community health track. Two of the projects were

| | | secondary data analysis, and three of the projects included primary data collection and data analysis including mixed method approaches. These samples provided evidence that students carry out high-quality work in their thesis projects.

During the site visit, alumni who completed the thesis option praised this experience and appreciated the iterative process. One alumnus stated that the thesis experience made the program even more comprehensive and provided professional development opportunities to which COMPs students were not exposed, for example, the chance to submit abstracts and present research at conferences. Another stated they "could not speak highly enough about the thesis experience" and appreciated making connections with community agencies during the process. Another alumnus mentioned feeling ill-prepared in statistical analysis, but through their thesis project, they were able to apply theoretical concepts to real life data and described the experience as invaluable.

When asked what alumni would change about the program, one stated that it would be nice to have a course dedicated to the thesis instead of completing the ILE as an independent study. Another mentioned that while they did not experience trouble forming their thesis committee, they had friends in the program who were not able to complete their thesis "because professors were too overextended."

Discussion about thesis advising during the site visit revealed that faculty have had to be creative in accommodating student requests for assembling thesis committees, since the chair of the committee must be a | | |

| | | departmental PIF. Some faculty have had to decline students requests to chair the committee, although they always assist in trying to connect the student with another faculty member. The work is time intensive since the chair of the committee meets with the student nearly every week. As noted in Criterion C2, faculty do not receive credit or time-release to serve as chair or member of a committee, since the course is under the department chair's name. Aside from not receiving credit for teaching an independent study, faculty are unable to submit grades for their ILE students and must go through the department chair.

The concern relates to the inadequate assessment of integration and synthesis of both foundational and concentration competencies for the current comprehensive exam and thesis projects. Both projects plan to change grading procedures beginning in spring 2023 to ensure that at least two foundational and one concentration competency are integrated and synthesized into a high-quality written product. | | |

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 FOUNDATIONAL DOMAINS

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

D11. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

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

D12. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

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

D13. 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		Students must complete 42 credit hours to earn the MPH degree. All CSU degree programs define one credit hour as no less than 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.	Click here to enter text.	

D14. DRPH PROGRAM LENGTH

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

D15. BACHELOR'S DEGREE PROGRAM LENGTH

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

D16. ACADEMIC AND HIGHLY SPECIALIZED PUBLIC HEALTH MASTER'S DEGREES

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

D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

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

D18. ALL REMAINING DEGREES

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

D19. DISTANCE EDUCATION

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and well qualified by the totality of their education and experience.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)		Both PIF and non-PIF teach courses, and their training and expertise are consistent with the topic areas that they teach. All PIF members hold terminal degrees and are tenured (eight) or tenure-track (three) faculty. Disciplines include health policy and management, international health, health promotion, health behavior, community health sciences, public policy and administration, educational psychology, health services research, epidemiology, biostatistics, and preventive medicine.		
		The program's 11 non-PIF are professors, part- or full-time lecturers, associate professors, or assistant professors. All but two hold terminal degrees. Disciplines include curriculum and instruction, HIV/AIDS, health promotion science, biostatistics and epidemiology, community health sciences, health education, international population health, educational psychology, nursing, anthropology, and higher education leadership.		
		Concentration track faculty have expertise consistent with the subjects they teach. The community health track includes faculty with health promotion and community health education backgrounds. The global health track		

	<td style="background-color:green"></td>	includes faculty with international health and international human rights law background and faculty with expertise in preventive medicine and community health research support the Latino health concentration. During the site visit, students shared perspectives on their appreciation of the diversity of faculty training and experiences. One student indicated that diverse faculty experience was one of the reasons they chose to attend this program.		

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	<td style="background-color:green" rowspan="3"></td>	The program employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice. Several tenured faculty (four) have local, state, or international public health experience, outside of academia. The program also uses non-PIF with practice experience in medicine and nursing. The department chair, who has previous employment experience outside of academia, often gives practice-related guest lectures in core courses, though the program does not regularly use other practitioner guest lectures in required courses. The program regularly invites practitioners in a variety of positions to serve as guest lecturers in the Community Health concentration course HSC 507: Health Equity and Health Disparities Research in the United States. For	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

46

| | | example, a guest lecturer recently spoke on Cambodian health and health disparities in California.

Faculty are encouraged to maintain ongoing practice links with state and local public health agencies. Discussions during the site visit revealed that this is mostly achieved through service that PIF provide to the local community, as described in Criterion E5. | | |

E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		The program has systems in place to ensure that faculty are current and expert in their teaching. The program ensures faculty effectiveness through course evaluations, peer teaching observations, and through program exit surveys and interviews. University policies require that students evaluate faculty at the end of the semester using a standard evaluation form, Student Perceptions of Teaching (SPOT). Faculty and the department chair review these results. The program requires both part-time and full-time faculty to have peer teaching observations. The university requires peer evaluations for tenured and tenure-track promotion procedures. The university's Office of Institutional Research and Assessment collect and analyze SPOTs before sending results to the department chair. The department chair reviews new faculty and part-time lecturer SPOTs	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				

| | | annually, full-time lecturers every three years, and full professors every five years. New faculty receive a college-level mentor with whom they meet regularly for the first three years. New faculty also receive one course release each semester for three years. The department completes annual "mini-reviews" with tenure track faculty and the college dean to provide feedback on their promotion progress.

The university provides instructional support for both part- and full-time faculty. Both PIF and non-PIF complete diversity-focused training, including instruction on accessibility, to support instruction. Other trainings include Equity Mindedness Workshop, Implicit Bias Training, Safe Zone Ally Training, Vulnerable Populations Training, and others. The Faculty Center provides programming on instructional effectiveness and inclusive practices on scholarship and service. Tenure-track faculty can receive up to $1,000 for conference travel if they are presenting research. The program also provides memberships to APHA for all faculty, including non-PIF.

The program selected the following three indicators that demonstrate its performance in areas of instructional effectiveness: peer internal review of syllabi/curricula for currency; faculty participation in professional development related to instruction; and implementation of grading rubrics. Data presented in the self-study indicate positive performance on all indicators, including a consistent and ongoing syllabi and grading rubric | | |

		evaluation plan and active faculty participation in professional development.		
		During the site visit, faculty discussed the various resources available to them to maintain currency and improve instructional effectiveness. Faculty felt supported in their tenure-track progressions and appreciated the formal and informal mentoring that occurs between colleagues. Newer faculty expressed great appreciation for their more experienced colleagues and praised the collegiality among the faculty cohort.		

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 involvement in research and scholarship are outlined in the university faculty RTP policies and procedures. Faculty are required to have a scholarly agenda that includes contributions to the profession and field, such as publishing and presenting these contributions.

The program does not explicitly state expectations for the FTE dedication to research. The department's RTP document requires that tenure-track faculty going up for associate professor produce at least four publications, and those going up for full professor must produce at least one publication for every year they were an associate professor. Discussions during the site visit revealed that, in general, about 30% of department's faculty time is dedicated to research. Faculty do not have release time | Click here to enter text. | |
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		for scholarship and must buy out WTUs (further described in Criterion C2) to maintain productive research programs. Faculty who met with site visitors expressed frustration that, although research is required, they must buy out their own time to successfully manage research expectations. The university supports research by offering sabbatical leaves to full-time faculty to work on their research programs. The university's Office of Research and Economic Development coordinates faculty and staff efforts to develop research proposals, informs faculty of funding sources, and oversees funding activity. In 2021-22, the university started offering awards of $15,000 of the President-Provost Initiative Faculty Research Awards in Equity, Diversity, and Inclusion. The university also recognizes faculty research through annual achievement awards. Four MPH PIF members have won this award in as many years. The college supports faculty research through its Grant Ready program. The program supports faculty in various stages of their research with funding from $10,000 to $15,000 to support revising unfunded proposals or external grant-writing efforts. The department supports scholarly work by providing funding for conferences to faculty and students and by informing faculty of research opportunities. Program faculty regularly integrate research into their instruction. For example, one faculty member who teaches the HSC 570 class on health behavior theory incorporates their research on how the Theory of Triadic Influence can explain behavior related to prescription		

		stimulant misuse. Another faculty who teaches the HSC 624 class on community analysis and program planning uses examples of their research to demonstrate the process of developing research proposals. Another faculty uses their research to explain how racism contributes to poor health outcomes in the HSC 500 epidemiology class. Faculty provide opportunities for student involvement in research. The program reports that 16 students have been involved in a faculty member's NIH/NIDA-funded project that examines deterrents of prescription stimulant misuse and diversion among college students. Students led interviews and used qualitative data analysis techniques, and some presented their work through conferences and publications. In another NIH-funded community-based study aiming to understand the influence of sleep in Latinx children, students administered surveys and analyzed data and one student was eventually hired as a project coordinator. To demonstrate its progress in faculty scholarship, the program selected the following indicators: at least one grant submission annually per faculty member; total amount of extramural funding; publication of at least one scholarly publication every two years; and at least one conference presentation annually. The program has been successful at meeting targets in all indicators. For example, faculty published, on average, four to five scholarly manuscripts between 2018 and 2021. Students who met with site visitors described research opportunities as one of the best ways to apply the program's competencies using real-world data and praised faculty members' meaningful scholarly work.		

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
		Though faculty described numerous resources available for support, at least one PIF reported frustration with lack of sufficient staff resources to assist with processing extramural funding. All faculty members who met with site visitors described general frustration with a lack of release time or additional programmatic support for their research programs.		

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 program's expectations for faculty extramural service are comprehensive and aligned with those set forth by the university. All tenured and tenure-track faculty have specific FTE dedication to service written into their appointments.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		The department requires candidates for reappointment, tenure, and promotion to the rank of associate professor to make service contributions either in the community or to the profession. Candidates for promotion to the rank of professor are expected to provide significant service and leadership in the community or to the profession. The program defines service as contributions of professional expertise to the community, including professional practice. The program expects that service is done for the betterment of the community and completed outside of instruction. The program provided several examples of faculty extramural service activities for review. The department		

chair leads several international service initiatives including health education for internally displaced medical students in Syria and delivering women's health training in Iraq. The department chair gives guest lectures in the core course HSC 520, specifically detailing their work on community-based initiatives on HIV, STI, and drug use for LGBTIQ populations in the Middle East. Another PIF provides service to the city of Long Beach's framework for racial reconciliation as a consultant. This instructor integrates these experiences into the program's core course on epidemiology (HSC 500). The instructor who teaches theory in HSC 570 also includes this service work as an example of community organizing principles.

One non-PIF serves as a WHO consultant and provided technical support to the Tajikistan Ministry of Health and Social Protection of Population during the COVID-19 pandemic. This non-PIF highlights this work in a required course for the global health concentration.

The program chose the following indicators to illustrate its progress in extramural service: percent of faculty engaged in extramural service; number of faculty-student service collaborations; and percent of faculty participating in community-based service projects. The program provides data for these measures but noted an opportunity to refine its data collection methods to better track its selected service indicators. The program has made changes to its faculty survey to better capture this data.

Program faculty show a clear commitment to extramural service, and the university has recognized the service efforts of three PIF in the previous three years with prestigious college service awards. Students who met

		with site visitors praised faculty involvement in the community, especially with underserved populations. One student stated that one of the reasons they chose CSULB's MPH program was the extensive faculty connections to the local community. Another student said that the faculty were clearly leaders in the community and teach from experience in their service work.		

F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program engages with community partners primarily through its CAB, which consists of leaders at various community organizations, some of whom are internship preceptors and/or MPH employers, and CSULB students and alumni. The CAB meets annually in the fall and attends the program's spring mixer with students.	Click here to enter text.	
Ensures that constituents provide regular feedback on all of these: • student outcomes • curriculum • overall planning processes • self-study process		The program uses the CAB's diverse range of perspectives to gather feedback on guiding statements, changing practice and research needs, professional development opportunities, program policies and practices, and the curriculum. Reviewers validated that these discussions occur through a review of recent CAB meeting minutes. Recent examples of CAB feedback included a review of the new MPH bootcamp, new concentration offerings, and plans to develop a DrPH. CAB members who met with site visitors confirmed they reviewed the self-study and regularly discuss the program's curriculum.		
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback				

| | | The program also solicits feedback from supervisors, employers of MPH alumni, and alumni. The department chair began forming an alumni association in 2020-21 and held a series of meetings with interested alumni. During the site visit, the chair reported that efforts to formalize an alumni board were still underway.

The program surveys both employers of alumni and current student preceptors. Topics include application of systems thinking on the job; how the intern or employee can/could have become a stronger public health professional; and how satisfied the supervisor is with the CSULB student or alumnus. Faculty who met with site visitors noted that employers and preceptors consistently suggest enhancing statistical and research skills. The program is working on addressing these needs, but faculty reported that certain barriers (e.g., low course enrollment numbers, expenses related to creating and requiring a new course) have slowed down progress.

Reviewers noted that, in 2019, minutes showed that the CAB would like to meet more often or for longer periods of time to ensure their feedback is useful for the program. The site visit team asked for an update, and discussions revealed that engagement with the CAB has slowed during the pandemic. While the CAB continues to meet virtually, the faculty representative to the CAB reported that time has been a concern and high administrative needs elsewhere in the program have led to a scaling back of CAB engagement. For example, although the program invited the CAB to review the self-study and guiding statements, time ran out during the meeting at which CAB members were to present their feedback. Instead, the faculty representative invited members to email their | | |

		comments. The program received no commentary or feedback from CAB members and "assumed there was no feedback to be given." Faculty reported that it would be beneficial to have administrative support available to free up time to focus on increasing their engagement with the CAB.		

F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The program introduces students to community and professional service via emails, promotion on the student BeachBoard website, and through the HSGA.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		The self-study provides examples of recent professional and community service opportunities in which MPH students have participated. One PIF partners with the Boys and Girls Club of Long Beach to provide virtual health education to their youth members throughout the pandemic. Graduate students volunteered to deliver programming including baile folkorico sessions, in-home physical activity routines, and education on vaping. Another PIF included students in their service to the City of Long Beach Department of Health and Human Services. A group of undergraduate and graduate students assisted in creating an anti-tobacco social media campaign and facilitated community health education sessions focused on smoking cessation. Students engaged in this service highlighted culturally tailored messages and materials to Latino families in Long Beach.		

| | | During the site visit, reviewers asked faculty and students to further describe the HSGA and its function in providing service and professional development to students. The HSGA faculty advisor explained that before the pandemic, the HSGA facilitated in-person service activities like a beach clean-up or visits to local high schools to introduce students to public health. Since the pandemic, the HSGA has mostly focused on delivering professional development workshops for students. Every fall, the HSGA Board surveys the current cohort of MPH students to ask what topics they would most like to see offered as workshops with faculty or community members. Examples of recent workshops include finding and applying to public health jobs and interviewing/ negotiating skills.

The program works closely with the Center for Latino Community Health and the Center for Health Equity Research, where PIF serve as directors. These centers collaborate with students and provide mentoring on CBPR research, abstract and poster development, and presenting at professional conferences. Students often go on to publish or present research abstracts from these experiences. | | |

F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Provides activities that address professional development needs of the current public health workforce		The program draws on its faculty expertise and service to identify opportunities for workforce and professional development programming in the community.	Department faculty discussed this feedback during the December 2022 faculty meeting. Faculty agreed the	The Council appreciates the program's response.

| | | One PIF created the Black Health Equity Collaborative in 2020 after recognizing that Black-serving organizations in Long Beach have historically not been engaged in the delivery of health-related services to the community. The collaborative comprises 16 Black-serving organizations. This PIF hosted information sessions and workshops aimed at preparing health-related funding proposals for these community organizations. These workshops served between 25-30 participants and led to 16 successfully funded proposals to provide health-related services to Black residents in Long Beach.

In 2019, L.A. CARE (a local agency that provides health insurance to Los Angeles County residents) contracted a program PIF to develop a training series for community health educators in Los Angeles. This PIF trained 20 health educators on various topics including evaluation, data collection, and interviewing techniques.

The commentary pertains to feedback from community stakeholders who met with site visitors that indicated a lack of awareness of any professional development opportunities offered by the program. Site visitors asked CAB members, preceptors, alumni, and employers if they were aware or had attended any professional development offered by the program. All reported they were unaware that the program hosts professional development opportunities but stated that if the program were to offer training or workshops, they would eagerly attend. Two stakeholders volunteered to collaborate with the program to host professional development opportunities in the future. | Workforce Development Committee can strengthen its efforts of communicating opportunities with different stakeholders (CAB, Preceptors, Alumni, etc.). | |

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		The program defines its student, faculty, and staff priority populations as ethnic minorities, LGBTQ individuals, veterans, and persons with disabilities. These priority populations were chosen based on the university's non-discrimination policy, which identifies these groups. The identified underrepresented groups are particularly important to the program because students, faculty, and staff who have been historically excluded from higher education have the potential to contribute to the field through their understanding of barriers experienced by ethnic minorities, students with disabilities, LGBTQ persons, and veterans.

The program defines clear goals for increasing representation and supporting the ongoing success of its underrepresented populations. The program's goals for supporting success in the priority student population are to 1) ensure that students have opportunities to interact with diverse populations through the curriculum in class and practice experiences and 2) provide students with education and training in cultural competence.

The program outlines clear strategies for reaching these goals. For example, the new Latino health and global health concentrations represent programming that may attract diverse students and employ a heavy focus on cultural competence training. The Curriculum Committee is | Click here to enter text. | |
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				

responsible for reviewing syllabi to ensure cultural competency is woven throughout the program curricula.

Additional strategies to recruit students in the priority populations include going to other MSI-serving universities, recruiting from the university's own undergraduate population, and attending and advertising at the APHA annual meeting. The program recently received grants from the USDA and Public Health Informatics and Technology (PHIT) Workforce to support an undergraduate to graduate pipeline for diverse students.

The program presents examples of DEI-related initiatives at the university, college, and department levels to assist in reaching its goals. The university also employs policies and programming, including the Highly Valued Degree Initiative aimed at improving underrepresented student graduation rates. This initiative supports unmet needs of high-risk underrepresented freshmen and transfer students and focused on retention of Latino and Black students in its first year of implementation. The college has also committed to increasing the Black student population to better reflect the demographic representation within the city of Long Beach in its BEACH 2030 Initiative. Departmental efforts include removing the Graduate Record Examination admissions requirement and creating a recruitment video targeting current departmental undergraduate students.

The program identified a faculty and staff priority population as one that reflects the diversity of its students. To achieve this goal, the program prioritizes culturally appropriate recruitment materials that have been reviewed by a faculty equity advocate. The program then

advertises to MSI and/or HBCU classified schools. When the faculty is hired, they are matched with a peer mentor to support them.

The learning environment prepares students with broad competencies regarding diversity and cultural competence. The Center for Latino Community Health, run by a program PIF, provides training programs for underrepresented students and those who want to serve underrepresented populations. The MPH bootcamp, described in Criterion D1, includes a section on culturally competent community health education. Faculty were intentional when creating and revising the program's concentration competencies. Each concentration has a specific competency dedicated to cultural competence in a specific population. The APE and ILE also have required activities to enhance cultural competence.

The university offers campus training for faculty, staff, and students, such as Safe Zone Ally training, and trainings on being an ally for veterans and persons with autism.

The program coordinator collects quantitative data on the program's priority ethnic populations. In the two most recent years, the program has increased its populations of Black and Latino students and students of two or more races. Faculty include two males and nine females; four are Latino/a, one is Black, and two are Pan-Asian.

The program collects student feedback through the annual PIP (further described in Criterion A3). Student feedback on the program's culture has been positive over the last three years with no concerns raised. Reviewers validated PIP session minutes and noted that students appreciated the

| | | focus of the two new concentrations but added that they would like to see other communities highlighted, specifically the Black community.

An annual faculty survey collects information on faculty perceptions of the program climate. The most recent surveys from the past two years showed that faculty were satisfied with the program's climate, specifically diversity of the student population; involvement of underrepresented students in faculty research, which motivates them to apply to doctoral degrees; and opportunities to expose students to health equity issues. Several faculty suggestions included assessing all courses for the inclusion of cultural competence and creating more practical applications of DEI concepts.

During the site visit, faculty were positive about working with their diverse colleagues. Students praised the program for welcoming and supporting them specifically calling out the flexibility and personal approach that faculty employ. Multiple stakeholders who met with site visitors mentioned that they would like to see the program continue to expand its focus on serving underrepresented (specifically Black and LGBTQ) communities through education and practice. An employer mentioned that there is a high need in the workforce for more experience with diversity and inclusion-related public health efforts. | | |

H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		Advising resources are adequate to support the program's mission and goals. The graduate coordinator serves as the academic advisor for all MPH students.	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study		The graduate coordinator holds advising office hours each week. Students can also make advising appointments, which allows for flexibility best suited for graduate students. Students who met with site visitors explained that their career advisor (discussed in Criterion H2) often also provides academic advising. The graduate coordinator is also responsible for processing student applications to advance to candidacy for the APE and ILE. This monitors student progress through the curriculum.		
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students		The program offers student orientation each semester. This orientation goes over much of the information available in the student handbook, which the program developed to aid students in selecting classes and advancing to candidacy for the APE and ILE.

The program administers an exit survey to graduating students to assess satisfaction with advising. This survey and its results are further discussed in Criterion C2 but show general agreement that academic advising is helpful and readily accessible. Students who met with site visitors expressed great satisfaction with advising services and described consistent contact with the program | | |

		coordinator and their career advisor, especially in the first and last semesters.		

H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & provide career placement advice		Students and alumni have access to career advising at the program and university levels. The program assigns each student a tenured or tenure-track faculty member for career advising upon admission to the program. Students can request a change in advisor assignment at any time. The program encourages students to meet with their career advisors once a semester. Each faculty member has the same number of students assigned to them for advising.	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni		Prior to meeting with their career advisor for the first time, students complete a career worksheet that identifies their personal and professional interests, career goals, and personal traits that can be applied towards a career path. Students' first advising session focuses on this worksheet and establishes a relationship with their faculty advisor.

Students also have access to the CSULB Career Development Center throughout their program and for one-year post-graduation. The center offers workshops on writing resumes and cover letters, personal assessments, career counseling, employer information sessions, and job fairs. | | |

| | | The program has also built career advising into its curriculum and extra-curricular activities. For example, one PIF developed a doctoral program planning workshop for MPH students. The graduate internship course includes a lecture on professional development, including strategies to maximize professional development opportunities. Finally, the HSGA includes a professional development workshop in its schedule of events every year. Past topics have included cover letters, practicing responses to common interview questions, following up after an interview, and what to do if you do not receive an offer.

Faculty provide informal career advising to alumni when requested, though the university offers more formal support from the Career Development Center. Faculty frequently write letters of recommendation or review application materials.

The university does not provide any formal advising orientation for faculty; however, faculty use their experience in the field and local connections to provide career advising.

MPH Student Exit Survey results indicate that students are generally satisfied with career advising. In 2021 (81% response rate), 60% percent of students agreed that career advising was helpful, while 33% neither agreed nor disagreed. During the site visit, students shared perceptions that the career advising they received was useful, especially for those from a non-public health background. | | |

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern informal complaint resolution & formal student complaints & grievances		Student complaint procedures are clearly articulated on the CSULB website. The procedures for filing complaints are clearly documented, and links to procedures on how to file complaints with the college are also published on this website. New student orientation also highlights the website and policies for communicating program-related concerns.

PIP sessions also provide a platform for students to voice complaints or concerns and develop action plans, in conjunction with the faculty advisor, to reach resolution. The program also encourages students to raise concerns with leadership. The graduate coordinator maintains consistent contact with all students, and the department chair employs an open-door policy to support student communication and resolve concerns.

The university outlines formal procedures for addressing complaints on the CSULB website, which gives details for handling student complaints against non-students and student complaints against other students. The university directs students to discuss any complaints regarding grades with the professor or the department chair if necessary. If necessary, the student may file a complaint with the department Grade Appeals Committee. If no resolution can be reached, the associate dean of the college mediates. | 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				

		The program reports that no formal complaints or grievances have been submitted in the past three years.		

H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The program recruits students in various ways. The self-study describes recruitment strategies ranging from promoting the program among current CSULB undergraduates to career fairs.	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		The recruitment process locates qualified individuals through a multi-faceted approach. This includes recruiting using advertisements, distribution of brochures, and networking events. The graduate program coordinator developed a recruitment presentation targeting current students, which they present in CSULB undergraduate health sciences internship courses. The graduate coordinator also meets with various undergraduate student organizations to give recruitment presentations. This recruitment video is also shared on BeachBoard with all CSULB undergraduate students.

The program distributes its informational brochure at national meetings (e.g., APHA) as well as local public health, health education, and community health events in Long Beach. Faculty and alumni frequently recruit students to the program through their extensive local | | |

		connections. The graduate coordinator organizes and leads the student admissions process. Admissions are conducted twice a year, and students must meet one of two submission deadlines (October 1 for the spring semester or March 15 for the fall semester). The university catalog documents admission policies and procedures. Students complete two applications, one for CSULB and one for the department. Applications include transcripts, personal statements, resume, and three letters of recommendation. Because the program receives more applications than it can accommodate, admissions criteria are more rigorous than the university's Graduate School. For example, the program requires a higher minimum GPA and previous professional experience in the health sciences to be considered for admission. The program selected two outcome measures related to recruitment and admissions, which are as follows: average GPA for matriculating students and percentage of matriculating students that reflect the racial and ethnic diversity of Long Beach. The program has met or is close to meeting its targets for both outcome measures. For example, the program set a target to matriculate a student body in which the average GPA is 3.25. The average GPAs of matriculating cohorts in the past three years have been 3.3, 3.2, and 3.3.		

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 unit's catalogs and bulletins are publicly available. The academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements are all clearly described in the Graduate Program Handbook, policy statement, and self-study.

Information used for advertising, promotion, or recruitment is current and accurate. | Click here to enter text. | |
| Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements | | | | |
| Advertising, promotional & recruitment materials contain accurate information | | | | |

Wednesday, October 12, 2022

5:00 pm   **Site Visit Team Executive Session 1**

Thursday, October 13, 2022

8:20 am   **Team Setup on Campus**

8:30 am   **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
Selena Nguyen-Rodriguez, PhD, Associate Professor	*Guiding statements – process of development and review?* **(Criterion B1)**
Judy Jou, PhD, Assistant Professor and Outgoing Graduate Coordinator	*Evaluation processes – how does program collect and use input/data?* **(Criterion B2)**
Karen Miyahara, Department Coordinator Kamiar Alaei, DrPH MD, Professor & Department Chair	*Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?* **(Criteria C2-C5)**
	Budget – who develops and makes decisions? **(Criterion C1)**
Total participants: 4	

9:30 am   **Break**

9:45 am   **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
Kamiar Alaei, DrPH MD, Professor & Department Chair	*Foundational knowledge* **(Criterion D1)**
Niloofar Bavarian, PhD., Associate Professor (remote)	*Foundational competencies – didactic coverage and assessment* **(Criteria D2 & D3)**
Amber Johnson, PhD, Associate Professor	*Concentration competencies – development, didactic coverage, and assessment* **(Criterion D4)**
Judy Jou, PhD, Assistant Professor	
Javier Lopez-Zetina, PhD, Associate Professor	
Selena Nguyen-Rodriguez, PhD, Associate Professor	
Toni Espinoza-Ferrel, MPH, Department Lecturer and Incoming Graduate Coordinator	
Fiona Gorman, EdD, Associate Professor	
Laura D'Anna, DrPH, Associate Professor	
Lucy Huckabay, PhD, Professor and Outgoing Director, School of Nursing	
Iveris Martinez, PhD, Professor, Archstone Foundation Endowed Chair in Gerontology	
Total participants: 12	

11:00 am **Break**

11:15 am **Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
Toni Espinoza-Ferrel, MPH, Department Lecturer and Incoming Graduate Coordinator	*Applied practice experiences* **(Criteria D5 & D6)**
Lisa Sparks, EdD, Department Lecturer and Internship Leader	*Integrative learning experiences* **(Criteria D7 & D8)**
Kamiar Alaei, DrPH MD, Professor & Department Chair	*Public health bachelor's degrees* **(Criteria D9-D12)**
Niloofar Bavarian, PhD., Associate Professor (remote)	*Academic public health degrees* **(Criteria D16 & D17)**
Fiona Gorman, EdD, Associate Professor	*Distance education* **(Criterion D19)**
Amber Johnson, PhD, Associate Professor	
Judy Jou, PhD, Assistant Professor	
Selena Nguyen-Rodriguez, PhD, Associate Professor	
Total participants: 8	

12:15 pm **Break & Lunch in Executive Session**

1:00 pm **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
Kamiar Alaei, DrPH MD, Professor & Department Chair	*Currency in areas of instruction & pedagogical methods* **(Criteria E1 & E3)**
Laura D'Anna, DrPH, Associate Professor	*Scholarship and integration in instruction* **(Criteria E4)**
Niloofar Bavarian, PhD., Associate Professor (remote)	*Extramural service and integration in instruction* **(Criterion E5)**
Amber Johnson, PhD, Associate Professor	*Integration of practice perspectives* **(Criterion E2)**
Judy Jou, PhD, Assistant Professor	*Professional development of community* **(Criteria F1-F3)**
Javier Lopez-Zetina, PhD, Associate Professor	
Selena Nguyen-Rodriguez, PhD, Associate Professor	
Total participants: 7	

2:00 pm **Break**

3:00 pm   **Students via Zoom**

Participants	Topics on which participants are prepared to answer team questions
Ani Mgdesyan (HSGA President, 2nd year, CH)	*Student engagement in program operations* **(Criterion A3)**
Montzerrat Garcia Bedolla (2nd year, CH)	*Curriculum* **(Criterion D)**
Myriah Kunipo-Aguirre (2nd year, CH)	*Resources (physical, faculty/staff, IT)* **(Criteria C2-C5)**
Sreyroth Loa (1st year, CH)	*Involvement in scholarship and service* **(Criteria E4, E5, F2)**
Michelle Nguyen (HSGA Board, 1st year, CH)	*Academic and career advising* **(Criteria H1 & H2)**
Elodia Mercado (1st year, LH)	*Diversity and cultural competence* **(Criterion G1)**
Juanita Amaro Barrios (2nd year, LH)	*Complaint procedures* **(Criterion H3)**
Halena Nguyen (1st year, GH)	
Norreen Chau (HSGA Board, 2nd year. GH)	
Gabrielle McCormick (HSGA Board, 2nd year, GH)	
Total participants: 10	

4:00 pm   **Break**

4:15 pm   **Stakeholder/ Alumni Feedback & Input via Zoom**

Participants	Topics on which participants are prepared to answer team questions
<u>Alumni</u>	*Involvement in program evaluation & assessment* **(Criterion F1)**
Allison Borwell, MPH, Health Educator	*Perceptions of current students & school graduates* **(Criteria D5, D6, F1)**
Patricia Trinidad, MPH, Program Manager	*Alumni perceptions of curricular effectiveness* **(Criterion B5)**
	Applied practice experiences **(Criteria D5 & D6)**
<u>CAB</u>	*Integration of practice perspectives* **(Criterion E2)**
Carlos Torres, Executive Director, The LGBTQ Center of Long Beach	*Program delivery of professional development opportunities* **(Criterion F3)**
Ana-Alicia Carr, Community Advocacy Director, American Heart Association (Alumni)	
Alicia Coulter, Co-Founder & CEO, Advantage Health Now	
<u>Preceptors & Employers</u>	
Julie Friedman, MPH, Director, Iris Cantor-UCLA Women's Health Education & Research Center	
Esmeralda Garcia, MPA, Long Beach Department of Health and Human Services	
Total participants: 7	

5:15 pm   **Site Visit Team Executive Session 3**

6:00 pm   **Adjourn**

Friday, October 14, 2022

8:30 am   **University Leaders via Zoom**

Participants	Topics on which participants are prepared to answer team questions
Jody Cormack, DPT, Vice Provost for Academic Programs, Dean of Graduate Studies	*Program's position within larger institution* **(Criterion A1)**
Tiffanye Vargas, PhD, Associate Dean, Student Success and Academic Affairs	*Provision of program-level resources* **(Criterion C)**
	Institutional priorities
Total participants: 2	

10:00 am   **Site Visit Team Executive Session 4**

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

1:00 pm **Exit Briefing**