

California State University, Long Beach



Self-Study Report for the Master's of Public Health Program

Prepared for the Council on Education for Public Health

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Introduction

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

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

California State University, Long Beach (CSULB), is a large, public, comprehensive, university founded in 1949. CSULB is one of 23 campuses that are part of the California State University system. The CSU system, known for being both the largest and most diverse system of universities in the U.S., is driven by the mission of offering students an affordable avenue for the pursuit of their educational goals (California State University Office of The Chancellor, 2021).

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

The Division of Academic Affairs at CSULB consists of seven colleges: Arts, Business Administration, Education, Engineering, Health and Human Services, Liberal Arts, and Natural Sciences and Mathematics. The university offers 86 baccalaureate degrees (139 programs), 67 master's degrees (92 programs), a joint engineering Ph.D. degree, and three professional doctorates (in Physical Therapy, Nursing and Education). The university also offers 71 minors, 51 certificate programs, and 18 programs leading to educational credentials (CSULB, n.d.).

- c. number of university faculty, staff, and students

CSULB employs approximately 1,034 full-time and 1,338 part-time faculty (of which, 566 are tenured and 269 tenure-track faculty), 1,836 staff, and 216 administrators. With an enrollment of approximately 39,360 students (33,919 undergraduates and, 5,441 graduate students), its student population is equally diverse (3% African American, 20% Asian American, 18% Caucasian, 43% Latino/Hispanic, 0.7% Native American, 0.3% Native Hawaiian/Pacific Islander, 4% Two or More Races, 7% Visa, non-citizen, 3% unclassified; CSULB, n.d.).

- d. brief statement of distinguishing university facts and characteristics

CSULB is designated as a Hispanic Serving Institution, as well as an Asian, Native American, and Pacific Islander Serving Institution, by the U.S. Department of Education. As shared on the CSULB website (2020), Education Reform Now ranked CSULB No.1 for its impact in driving social mobility, Collegenet ranked CSULB No.5 on its Social Mobility Index, and Money.com placed CSULB in its Top 1% of public universities in the U.S. Moreover, the campus ranks fourth for diversity, and is among the top universities nation-wide for conferring degrees to Latinx students (CSULB, 2020). The continuing recognition of outstanding quality at CSULB has attracted intense student interest. Total applications to CSULB have increased overtime -for example, Fall 2015 applications totaled 84,220, whereas Fall 2021 applications totaled 100,860 (CSULB, 2021).

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

The California State Board of Education and the Western Association of Schools and Colleges (WASC), a regional accrediting body, both accredit CSULB. The last WASC review occurred in October 2020, and in February 2021 CSULB's accreditation was re-confirmed until 2031. The American Association of University Women lists CSULB as an approved institution.

The following is an all-inclusive list of accrediting bodies that CSULB responds to across its various programs (CSULB, n.d.):

Program	Accrediting Body
American Language Institute, CCPE	Commission on English Language Program Accreditation
Art	National Association of Schools of Art and Design (NASAD)
Athletic Training	Commission of Accreditation for Athletic Training Education (CAATE)
Business Administration	ACSB International – The Association to Advance Collegiate Schools of Business (AACSB)
Chemistry (undergraduate)	American Chemical Society, Committee on Professional Training
Child and Family Center (no degree)	National Association for the Education of Young Children (NAEYC)
Construction Management	American Council for Construction Education (ACCE)
Dance	National Association of Schools of Dance (NASD)
Design	National Association of Schools of Art and Design (NASAD)
Dietetics (didactic program)	Accreditation Council for Education in Nutrition and Dietetics (ACEND)
Education	National Council for Accreditation of Teacher Education (NCATE)
Engineering (undergraduate: Aerospace, Chemical, Civil, Computer, Electrical, Engineering Technology, Mechanical)	Accreditation Board for Engineering and Technology, Inc. (ABET)
Family and Consumer Sciences	American Association of Family and Consumer Sciences (AAFCS)
Family Life Education	National Council on Family Relations (NCFR)
Health Care Administration	Association of University Programs in Health Administration (AUPHA)
Health Science (graduate)	Council on Education for Public Health (CEPH)
Hospitality, Foodservice & Hotel Management	Accreditation Commission for Programs in Hospitality Administration (ACPHA)
Journalism and Mass Communication	Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)
Music	National Association of Schools of Music (NASM)
Nursing	Commission on Accreditation of Healthcare Management Education (CAHME); Commission on Collegiate Nursing Education (CCNE)
Physical Therapy	American Physical Therapy Association (APTA); Commission on Accreditation in Physical Therapy, Education (CAPTE)
Public Policy and Administration	National Association of Schools of Public Affairs and Administration (NASPAA); Commission on Peer Review and Accreditation (COPRA)
Recreation and Leisure Studies	Council on Accreditation for Parks, Recreation, Tourism & Related Profession (COAPRT)
Social Work	Council on Social Work Education (CSWE), Office of Social Work Accreditation and Educational Excellence
Speech-Language Pathology (graduate)	Council on Academic Accreditation in Speech-Language Pathology and the American Speech-Language-Hearing Association (ASHA)
Theatre Arts	National Association of Schools of Theatre (NAST)
University Art Museum	American Association of Museums

This list is also available in **ERF (ERF/Intro/1e. Accrediting Bodies)**

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

The Masters of Public Health (MPH) program in the Department of Health Science, within the College of Health and Human Services (CHHS) at CSULB, was developed in 1973 by Dr. Marion B. Pollock. The program, which at the time had one sole concentration in Community Health, became accredited in 1984. The program was developed within the context of the growing understanding that the “health of a nation is the wealth of a nation”. Moreover, the development of the program aligns within the historical context of different public health crisis (e.g., the HIV/AIDS epidemic) and the growing recognition by places that traditionally focused on tertiary care (e.g., hospitals) of the need for experts in health education.

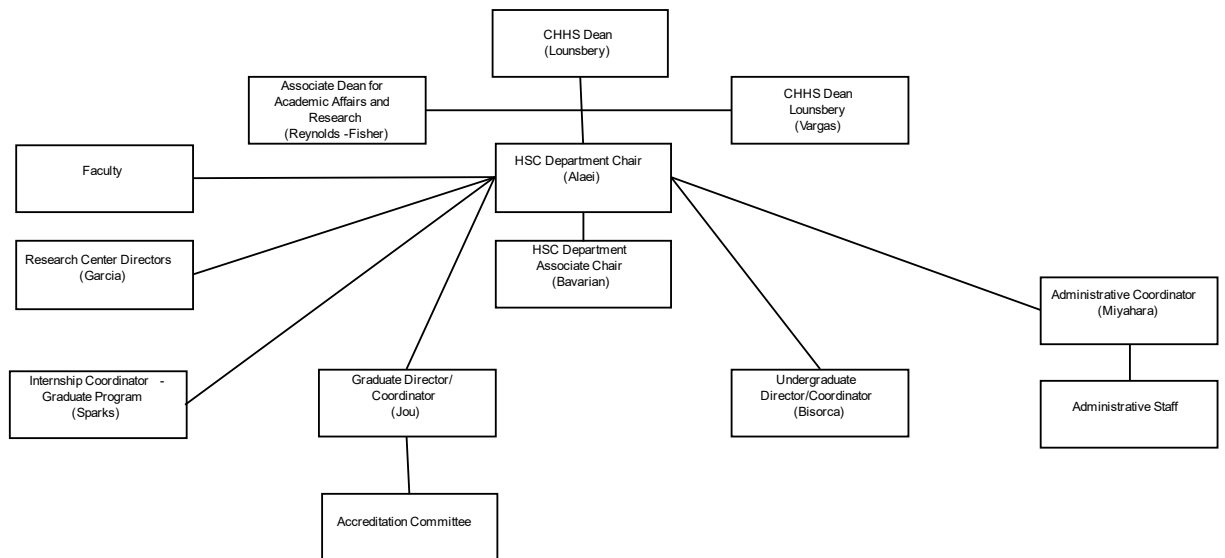
The MPH program has always been housed within the Department of Health Science. Although the program previously offered a joint MPH/MSN, as of the 2021-2022 Academic Year, the program offers a professional MPH degree with concentrations in Community Health, Latino Health and Global Health. In addition, the Department of Health Science also offers a Bachelor's of Science in Health Science, with options in Community Health and School Health. Because of its strategic location, cultural diversity, experienced faculty, and collaborations with local health departments, the Department of Health Science at CSULB is an optimal home for the professional MPH degree and its concentrations.

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

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

The Program organization charts are provided below and, in the ERF, **(ERF/Intro/2a. Organization Charts Dept)**

Figure Intro-2a. Organization Chart of the Department of Health Science



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

Please see ERF **(ERF/Intro/2b Organization Charts College)** for the Organizational chart of the College of Health and Human Services

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

Please see ERF **(ERF/Intro/2c Organization Charts University)** for the Organizational chart of the University.

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

Not Applicable.

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

Instructional Matrix-Degrees and Concentrations (Intro-1)

			Categorized as public health*	Campus based	Distance based
Master’s Degrees	Academic	Professional			
Community Health		MPH	X	MPH	
Global Health		MPH	X	MPH	
Latino Health		MPH	X	MPH	

*Note: The Latino Health and Global Health concentration became available starting Fall 2021

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

Enrollment (Intro-2)

Degree		Current Enrollment
Master's*		
	MPH Community Health	51
	MPH Global Health	2
	MPH Latino Health	4

*Note: Data are based on Fall 2022 data; as the semester is beginning, 25 students (the incoming cohort for the Fall 2022 semester) are undecided on their concentration.

A1. Organization and Administrative Processes

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

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

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

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

Committee	Formula for Membership	Current Members (AY 22-23 or 21-22 if not yet finalized)
Graduate Committee	The graduate coordinator will serve as the Chair of the committee. Members are comprised of faculty who teach graduate courses and/or serve on graduate thesis committees.	2021-2022 Judy Jou (Chair) Melawhy Garcia Amber Johnson Selena Nguyen-Rodriguez Toni Espinoza-Ferrel
Graduate Curriculum	The graduate coordinator will serve on this committee. Members are comprised of faculty who teach graduate courses and/or serve on graduate thesis committees. From the members, a committee chair is appointed by the department chair, may be elected by the members, or may self-nominate.	2021-2022 Judy Jou (Chair) Gail Farmer Lyzette Blanco Lisa Sparks
Accreditation Committee	Committee is comprised of the department chair, graduate coordinator, accreditation evaluator and accreditation chair. Members are comprised of faculty who teach graduate courses and/or serve on graduate thesis committees. From the tenured/tenure-track members, a committee chair is appointed by the department chair or may self-nominate.	2021-2022 Niloofer Bavarian (Chair) Kamiar Alaei Toni Espinoza-Ferrel Melawhy Garcia Judy Jou Wendy Nomura Selena Nguyen-Rodriguez
Community Advisory Board (CAB)	The CAB consists of ten or more members who represent significant public health sectors of the community such as the city and county health departments, community organizations, health organizations and volunteer agencies.	2022-2023 Anabel Bolanos Ana-Alicia Carr Kelly Colopy Alicia Coulter Wilma Figueroa Eve Gelb Rose Chon Park Gwen Manning Vattana Peong Jessica Quintana Melani To

		Carlos Torres Student Members TBD
Health Science Graduate Associate (HSGA)	All MPH graduate students are eligible to participate in HSGA. The Board includes up to five positions (President, Vice President, Secretary, Treasurer, Public Relations) who are elected by peers through a voting process.	2022-2023 Ani Mgdesyan (President) Norreen Chau (Vice President) Savannah Romero (Secretary) Gabrielle McCormick (Treasurer) Michelle Nguyen (Public Relations)
Program Improvement Panel (PIP)	A committee chair is appointed by the department chair or may self-nominate. The committee is comprised of all members of the Graduate Committee.	2021-2022 Melawhy Garcia (Committee Chair) Judy Jou Amber Johnson Selena Nguyen-Rodriguez Toni Espinoza-Ferrel

*Note: The department holds monthly faculty meetings. During the meeting, time is allotted for each committee to provide updates (e.g., on progress towards achieving goals).

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

a. degree requirements

Following the CSULB tradition of shared governance, department faculty members actively participate in changes in academic policy, including degree requirements. Proposed changes in degree requirements relating to the program are first discussed during department faculty meetings, usually initiated by program faculty or the program director/ graduate coordinator. When changes are warranted, the Graduate Committee develops an implementation plan and presents it to the faculty for approval and to subsequently implement the changes. Proposed minor changes in degree requirements may occur at the department level. Proposed major curriculum changes are reviewed by appropriate college committees, standing committees of the Academic Senate, and by the entire Academic Senate.

b. curriculum design

Following the CSULB tradition of shared governance, department faculty members actively participate in changes in curriculum design. Proposed changes in curriculum design relating to the program are first discussed during department faculty meetings, usually initiated by program faculty or the program director/ graduate coordinator. When changes are warranted, the Graduate Committee develops an implementation plan and presents it to the faculty for approval and to subsequently implement the changes. Proposed minor changes in curriculum design may occur at the department level. Proposed major curriculum changes are reviewed by appropriate college committees, standing committees of the Academic Senate, and by the entire Academic Senate.

c. student assessment policies and processes

Following the CSULB tradition of shared governance, department faculty members actively participate in changes in student assessment policies and processes. Proposed changes in student assessment policies and processes relating to the program are first discussed during department faculty meetings, usually initiated by program faculty or the program director/ graduate coordinator. When changes are warranted, the Graduate Committee develops an implementation plan and presents it to the faculty for approval and to subsequently implement the

changes. Proposed minor changes in student assessment policies and processes may occur at the department level. Proposed major changes are reviewed by appropriate college committees, standing committees of the Academic Senate, and by the entire Academic Senate.

d. admissions policies and/or decisions

Following the CSULB tradition of shared governance, department faculty members actively participate in changes in admissions policies. Proposed changes in admissions policies relating to the program are first discussed during department faculty meetings, usually initiated by program faculty or the program director/ graduate coordinator. When changes are warranted, the Graduate Committee develops an implementation plan and presents it to the faculty for approval and to subsequently implement the changes. Proposed minor changes in admissions policies may occur at the department level. Admissions requirements are listed in the university catalog, and the College (CHHS) Grad Council reviews/approves catalog changes.

The program director/graduate coordinator leads the student admissions decisions process, in consultation with the Graduate Committee. The admissions decision process is conducted twice each year (October and March). Each applicant is reviewed using a standard rubric with categories for undergraduate degree, undergraduate grade point average, personal statements, letters of recommendation, and resume/CV. Decision options include Accept, Accept with Conditions, and Reject. Each applicant is randomly assigned to a member of the Graduate Committee for review; when a second opinion is warranted (e.g., when a student decision is split between 'conditional' and 'deny'), the program director/graduate coordinator provides a second evaluation of the candidate and makes a final decision.

e. faculty recruitment and promotion

Faculty Recruitment. To recruit new tenure/tenure-track faculty, the department chair submits a request to the college dean for approval. In conjunction with input from all faculty members, the department search committee develops priorities for new hires. Requests for new faculty positions are submitted by the department chair during the spring semester of an academic year. During the 2020-2021 academic year, four position description teams were created for searches to be conducted (of which two were approved) during the 2021-2022 academic year; each team developed a position description for their specific concentration (e.g., Global Health, Environmental Health). During the 2021-2022 academic year, one position description team was created for two searches to be conducted. All faculty were given the opportunity to review the position descriptions before the Chair submitted the justification to the College for approval. After a new position is approved, the department elects a search committee from its tenured and tenure track faculty. One lecturer may be asked if they would like to serve on the committee. This election takes place in the Spring semester prior to the search. After an extensive selection process and review of faculty feedback, the search committee makes a recommendation to the dean. The dean has approval authority for these recommendations, which are also examined at the university administration level by Academic Affairs and Office of Equity and Diversity.

Lecturer status may be full-time or part-time or temporary, and lecturers are also capable of teaching in the graduate program should they meet certain criteria (e.g., doctoral degree, content expertise). To hire temporary lecturers, the Chair has both accepted unsolicited application material, as well as posted about an intent to hire. After being interviewed and approved by the Chair, a new temporary lecturer is hired for one semester, and can be kept on another semester. Part-time lecturers are hired from the temporary lecturer pool based on evaluations. Full-time lecturers come from the part-time lecturer pool. To be eligible, an instructor needs to have taught a full course load during the last year of their three-year contract.

Faculty Retention and Promotion. For tenure and tenure track faculty, the department elects a Retention, Tenure, and Promotion (RTP) Committee, comprised of tenured faculty members who conduct reviews of faculty peers eligible for all personnel actions (re-appointment, tenure, and

promotion), as well as post-tenure review of tenured faculty. The election of the Department RTP Committee takes place annually, by secret ballot, at the beginning of each academic year. The RTP Committee always includes program faculty. In addition, during a window period, all faculty and students have opportunities to provide non-anonymous written commentary about the qualifications of the candidates under review. This allows all program faculty and students to submit input during the RTP process.

Departmental and college level documents specify the criteria for retention, tenure, and promotion of untenured and tenured faculty. Each department creates its own RTP document reflective of the unique standards of the discipline (see **ERF/Criteria A/Criterion A1/A1.2e RTP Manual**). These requirements can be reviewed at any time by the program faculty, and, if necessary, modified to meet changing needs (e.g., the Department RTP manual was updated and approved effective Fall 2022). Based on these criteria, the RTP committee evaluates all faculty. The department chair forwards the review to the College RTP Committee, which makes a recommendation to the dean, who in turn forwards a recommendation that is further reviewed by Academic Affairs and the president.

The process for reviewing full-time and part-time and temporary lecturers is completed at the Department level. Temporary lecturers are reviewed by the Chair via SPOTS (student perception of teaching), and a review of their service and professional development activities. The process for reviewing part-time and full-time lecturers is identical. Specifically, an elected committee reviews lecturers based on submitted files (e.g., file can include course GPA distribution, SPOTS, syllabi, assignments, etc.). The Chair reviews the committee recommendation (satisfied or unsatisfied) and submits to the College.

f. research and service activities

Research and service expectations are articulated in the department's RTP policy, as well as in the RTP policies of the college and university. The program faculty participate in revision of departmental RTP policies that impact the research and service policies for all tenured/tenure-track department faculty. Once faculty vote to approve revisions, the policy is reviewed by a college committee and the college dean, and the department makes any requested revisions. The college dean then sends the revised document to the Associate Vice President for Faculty Affairs for review. The department addresses any revisions requested by faculty affairs and that version is brought to department faculty for voting for final approval.

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

The location of the bylaws is: **ERF/Criteria A/Criterion A1/A1.3 Bylaws-Policy documents**

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

Department faculty members actively participate in the decision-making activities in the broader institutional setting via membership and leadership positions on committees external to the Department. For example, during the 2021-2022 Academic Year, Dr. Johnson served on the College Faculty Council, Dr. Bavarian served on the College Professional Leave Committee, and Dr. Garcia served on the College Research Committee. At the University level, Dr. Johnson served on the University's Provost Search Committee (Summer 2021), and Ms. Espinosa-Ferrel serves on the University Student Union Board of Trustees. Within the CSU-system, Ms. Claire Garrido-Ortego and Natalie Whitehouse serve on the California Faculty Association.

- 5) Describe how full-time and part-time faculty regularly interact with their colleagues (self-study document) and provide documentation of recent interactions, which may include minutes, attendee lists, etc.

There are a multitude of ways by which full-time and part-time faculty regularly interact within the Department. For example, Department Meetings occur monthly, and all faculty are invited to participate; both full-time and part-time lecturers often choose to attend these meetings. Departmental committees also meet, often monthly. During the 2020-2021 Academic Year, as the COVID-19 pandemic physically separated faculty, the Department Chair implemented monthly social meetings via Zoom to establish rapport and boost morale. The Health Science Graduate Association hosts social mixers at the end of each semester, in which all faculty are invited; the events are both educational and social in nature, particularly the Spring mixers which include members of the Community Advisory Board. Please see **ERF/Criterion A/Criterion A1/A1.5 Faculty interaction** sub-folders for sample material from our Annual Retreat, Department Brown Bags, and HSGA Interactions.

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

Strengths: The Department recently finished revising and approving Bylaws; these bylaws promoted morale by having a more comprehensive definition of faculty and extending voting rights. Another strength is the creation of Position Description teams for the faculty hire process. These teams helped create stronger position descriptions, as demonstrated by the awarding of 2 tenure line searches for the 2021-2022 academic year.

Weaknesses: Not applicable.

Plans for Improvement: Not applicable.

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

Not applicable.

A3. Student Engagement

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

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

Students participate in policy-making through representation at faculty meetings and participation in the program improvement panel. As participation in these activities is often limited to a smaller number of students, all students are actively encouraged to complete exit surveys and alumni surveys; these surveys allow for graduating and former students to have the opportunity to share their thoughts and concerns on key issues, such as admission procedures, advising, and program goals, objectives and competencies, in order to evaluate these facets of the graduate program. Students are also invited to meet with faculty search candidates during the interview process. During our Academic Year 2019-2020 search for a Department Chair/Full Professor, this was done via convening of a student only session to allow students to get to know the candidates, as well as allow candidates to get a sense of the program students. During our Academic Year 2021-2022 searches for two tenure-track positions, students were also invited to teaching demonstrations, research demonstrations, and meet and greets with the candidates. Students were asked to provide formal feedback on candidates, which was considered by the Faculty Search Committee in making hiring recommendations.

HSGA Board Members

2022-2023: Ani Mgdesyan, Norreen Chau, Savannah Romero, Gabrielle McCormick, Michelle Nguyen

2021-2022: Andrea Luna, Victoria Davis, Myriah Kunipo-Aguirre, Antonio Viramontes, Glennys Rubio

2020-2021: Zaira Ramirez, Lucia Muro, Christopher Counts, Sebastianna Gomez, Joseph Do

2019-2020: Patricia Trinidad, Patricia Dionicio, Maricela Bravo, Alyssa Juguilon, Alejandra Vaca

PIP Participants

2021-2022: Cynthia Cervantes, Janell Coleman, Juan Gonzalez, Betsy Hernandez, Karina Herrera, Stephen Kang, Henna Khan, Jaclyn Kido, Kiara Lacambra, Crystall Martinez, Noemi Mendez, Crystal Ojukwu, Nitika Thakur, Ashlee Tillet, Irene Tri

2020-2021: Janell Coleman, Toni Viramontes, Elsy Mejia, Andrea Luna, Kiara Lacambra, Jacqueline Gary, Lucia Muro, Christopher Counts

2019-2020: Kate Diaz, Patricia Dionicio, Wilma Figueroa, Jacqueline Garay, Alyssa Juguilon, Lucia Muro, Julie Rojas, Celeste Reynoso, Samantha Ruiz, Nairy Tatlian, Thu Tran, Patricia Trinidad

Attendance at Tenure/Tenure Track Searches (Only Graduate Students listed)

2021-2022 (Assistant Professor of Environmental Health/Epidemiology and Global Health Searches): Ammarah Bashir, Mary Abouakl, Srijonee Barua, Glennys Rubio, Jaza Mehweish, Noreen Chau, Ani Mgdesyan, LaQueita Owens, Yvette Leon, Stephanie Herrera, Crystal Marin, Tania Trevino, Andrea Luna, Sirtaj Singh, Elodia Mercado, Noemi Mendez, Lily Ledesma

2019-2020 (Full Professor/Department Chair Search): Christopher Counts, Samantha Ruiz, Patricia Trinidad, Patricia Dionicio

CAB Student Representatives

2021-2022: Andrea Luna, Victoria Davis, Myriah Kunipo-Aguirre

2020-2021: Zaira Ramirez, Lucia Muro, Christopher Counts, Sebastianna Gomez, Joseph Do

2019-2020: Patricia Trinidad, Patricia Dionicio, Maricela Bravo, Alyssa Juguilon, Alejandra Vaca

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

Strengths: Although the COVID-19 pandemic resulted in primarily remote engagement, our graduate students remained committed to providing services via HSGA, PIP, and CAB. Students were also involved in the interview process for our recent Department Chair/Full Professor search (2020) and two tenure-track searches during the 2021-2022 academic year.

Weaknesses: Not applicable.

Plans for Improvement: Not applicable.

A4. Autonomy for Schools of Public Health

Not applicable.

A5. Degree Offerings in Schools of Public Health

Not applicable.

B1. Guiding Statements

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

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

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

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

- 1) The program's vision, mission, goals, and values.

Vision Statement

Equitable health for all, locally and globally.

Mission:

The mission of the CSULB Health Science MPH Program 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.

Goals

1. 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.
2. Foster research and intervention programs that tend to the health needs of underserved populations in our community.
3. Engage in service activities across various sectors of public health practice, addressing the needs of the profession, university, and the community.
4. Promote student success through competence-based instruction as well as opportunities for research and service that address the health of the community.

Values Statement:

Related to the missions of the University, College, and Department, the program espouses the following four values, which are announced to students upon admission and reinforced through course work, internship experiences, published materials and public statements. The values that guide the program represent the consensus of stakeholders, including faculty, students, and community members.

- **Collaboration:** Forming collaborative partnerships is imperative to effectively addressing public health issues. The value of networking to form and maintain collaborations is fostered through the program's education and training activities that promote effective communication and teamwork. Through collaborative activities, among faculty, students, and community engagement, public health services will be improved.
- **Equity:** The program promotes and maintains an opportunity structure that fosters respect for others, treating all people as individuals, valuing each person's points of view, and giving due

regard for the feelings, wishes, rights, and traditions of others. Welcoming diversity among the students and faculty, and appreciating how diversity enriches public health work. The program focuses educational and research activities on achieving health equity through influencing health care quality and delivery, policy, prevention efforts, dissemination of health promotion information, and supporting individual self-empowerment to make sound health decisions.

- **Excellence:** Among the most important values for the department is the creation of an excellent educational experience and continuously assessing performance. The criterion of an excellent education is one that covers a full range of up-to-date competencies that are essential to the effective practice of public health education. High quality instruction is provided by instructors who are well-qualified in their disciplines and who maintain currency in public health activities.
- **Leadership:** The program seeks to develop leadership skills for addressing crucial public health challenges. This value is demonstrated by the program's faculty members, guest lecturers, and specific didactic content of the curriculum. Professional instruction in learning negotiation, team building, motivation and goal setting skills are also provided.

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

Not applicable.

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

Strengths: Not applicable.

Weaknesses: Not applicable.

Plans for Improvement: Not applicable.

B2. Evaluation and Quality Improvement

The program defines and consistently implements an evaluation plan that fulfills the following functions:

- **includes all measures listed in Appendix 1 in these Accreditation Criteria**
 - **provides information that allows the program to determine its effectiveness in advancing its mission and goals (as defined in Criterion B1)**
 - **Measures must capture all aspects of the unit's mission and goals. In most cases, this will require supplementing the measures captured in Appendix 1 with additional measures that address the unit's unique context.**
 - **defines a process to engage in regular, substantive review of evaluation findings, as well as strategic discussions about their implications**
 - **allows the program to make data-driven quality improvements e.g., in curriculum, student services, advising, faculty functions, research and extramural service, and operations, as appropriate**
- 1) Present an evaluation plan in the format of Template B2-1 that lists the following for each required element in Appendix 1:
- a. the specific data source(s) for each listed element (e.g., alumni survey, student database)
 - b. a brief summary of the method of compiling or extracting information from the data source
 - c. the entity or entities (generally a committee or group) responsible for reviewing and discussing each element and recommending needed improvements, when applicable
 - d. the timeline for review (e.g., monthly, at each semester's end, annually in September)

Table B2-1

Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Does it measure Goal 1?*	Does it measure Goal 2?	Does it measure Goal 3?	Does it measure Goal 4?
Student enrollment	<i>Intro-2</i>	Program Coordinator obtains data from CSULB Student Administration system, tracks and reports at faculty meeting following student acceptance deadline, each semester	Department Chair reviews/makes recommendations				
Consistent curricular assessment to inform required revision	<i>B2-1</i>	Instructor assigned to complete initial review of course, including course syllabi, based on agreed review cycle (e.g., 3 years, 5 years). Graduate Curriculum Committee provides feedback and recommendations per instructor review. Review results shared by committee chair with all faculty at faculty meeting after review is complete.	Full faculty at faculty meeting(s) following Curriculum Committee review	x			
		Program Improvement Panel (PIP) Chair elicits course feedback from student panel and creates report to faculty. Shared with all faculty at spring faculty meeting following PIP, annually.	Full faculty at spring faculty meeting(s) following PIP				
		Alumni Survey results report from the Program Coordinator, based on results provided by Accreditation Evaluator. Shared with all faculty at September faculty meeting, every two years.	Full faculty at September faculty meeting				
Student satisfaction with instruction and academic advising	<i>B2-1</i>	Exit Survey results report by Program Coordinator. Shared with all faculty at August faculty retreat, annually.	Department Chair reviews/makes recommendations	x			

Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Does it measure Goal 1?*	Does it measure Goal 2?	Does it measure Goal 3?	Does it measure Goal 4?
Faculty diversity-focused training to support instruction	B2-1	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations	x			
Presentations at conferences/professional meetings	B2-1	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations		x		
Peer-reviewed publications	B2-1	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations		x		
Diversity focus of faculty research agenda	B2-1	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations		x		
Service activity that benefited the public health profession.	B2-1	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations			x	
Service on departmental, college, or university committees	B2-1	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations			x	
Diversity focus of faculty service activities	B2-1	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations			x	
Course assessment of competencies	B2-1	Graduate Curriculum Committee review and approval of course syllabi. Checked by Graduate Coordinator and Department Chair, each semester.	Curriculum Committee reviews/makes recommendations	x			x

Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Does it measure Goal 1?*	Does it measure Goal 2?	Does it measure Goal 3?	Does it measure Goal 4?
Student opportunities for exposure to diversity-focused research	B2-1	Department tracking of research seminar/presentation opportunities. Checked by Graduate Coordinator, each semester.	Department Chair reviews/makes recommendations		x		x
Student opportunities for hands-on research experience	B2-1	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations		x		x
Student self-assessments of competencies	B2-1	Graduate Coordinator tracking of student requirements and assessment report. Department Chair reviews at end of spring semester, annually.	Graduate Coordinator reviews/makes recommendations	x			x
Student use of technology	B2-1	Graduate Coordinator tracking of student requirements. Reviewed by Department Chair at end of spring semester, annually.	Full faculty review/make recommendations	x			x
At least three specific examples of improvements undertaken in the last three years based on the evaluation plan. At least one of the changes must relate to an area other than the curriculum	B2-2	Graduate Coordinator tracking of program evaluation and implementation of changes. Program Improvement Plan (PIP) Committee Chair organizes PIP panel and tracks subsequent implementation of changes.	Department Chair reviews/makes recommendations	x			x
Graduation rates	B3-1	Graduate Coordinator tracking of student graduation rates.	Department Chair reviews/makes recommendations				
Post-graduation outcomes (e.g., employment, enrollment in further education)	B4-1	Graduate Coordinator contacts graduates through various methods (e.g., email, text, LinkedIn) to obtain information. Data is compiled in annual report to CEPH.	Department Chair reviews/makes recommendations				x

Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Does it measure Goal 1?*	Does it measure Goal 2?	Does it measure Goal 3?	Does it measure Goal 4?
Actionable data (quantitative and/or qualitative) from recent alumni on their self-assessed preparation for post-graduation destinations	B5	Alumni Survey (administered every 2 years) results report from the Program Coordinator, based on results provided by Accreditation Evaluator. Shared with all faculty at September faculty meeting, every two years.	Full faculty at September faculty meeting				x
Budget table	C1-1	College provides budget available for department allocation, Chair identifies needs and allocations for graduate program.	Department Chair	x	x	x	x
Student perceptions of faculty availability	C2	Program Improvement Panel (PIP) Chair elicits feedback from student panel and creates report to faculty. Shared with all faculty at spring faculty meeting following PIP, annually.	Department Chair reviews/makes recommendations	x			x
		Program Coordinator administers Exit Survey to students graduating each semester. Shared with faculty at summer retreat, annually.	Department Chair reviews/makes recommendations				
Student perceptions of class size & relationship to learning	C2	Program Improvement Panel (PIP) Chair elicits feedback from student panel and creates report to faculty. Shared with all faculty at spring faculty meeting following PIP, annually.	Department Chair reviews/makes recommendations	x			x
		Program Coordinator administers Exit Survey to students graduating each semester. Shared with faculty at August summer faculty retreat, annually.	Department Chair reviews/makes recommendations				

Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Does it measure Goal 1?*	Does it measure Goal 2?	Does it measure Goal 3?	Does it measure Goal 4?
List of all faculty, which concentrations they support & their FTE allocation to the unit as a whole	C2-1, E1-1, E1-2	Knowledge of faculty expertise and current teaching assignments; chair and faculty identify best matches for course assignments.	Department Chair	x			x
Ratios for student academic advising (all degree levels)	C2-2	Roster of current graduate students enrolled; the Graduate Coordinator evaluates frequency of advising meetings.	Graduate Coordinator	x			x
Ratios for supervision of MPH ILE	C2-2	Graduate Coordinator tracks student thesis committee Chairs and members. Department Chair reviews assignments to try to maintain even distribution of work load across faculty.	Department Chair reviews/makes recommendations	x	x		x
Count, FTE (if applicable), and type/categories of staff resources	C3-1	Staff available within the department for graduate program needs as well as funding from College. Analysis based on allocation of time for each staff person to graduate program activities.	Department Chair	x			x
Faculty participation in activities/resources designed to improve instructional effectiveness (maintain ongoing list of exemplars)	E3	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations	x			

Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Does it measure Goal 1?*	Does it measure Goal 2?	Does it measure Goal 3?	Does it measure Goal 4?
Peer/internal review of syllabi/curricula for currency of readings, topics, methods, etc.	E3	Curriculum Committee reviews on a regular course schedule such that all courses are reviewed at least once every accreditation cycle. Curriculum Committee reports results to Department Chair upon completion of review, who communicates with course instructors to request revisions as needed.	Curriculum Committee	x			x
Participation in professional development related to instruction	E3	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations	x			x
Implementation of grading rubrics	E3	Curriculum Committee reviews on a regular course schedule such that all courses are reviewed at least once every accreditation cycle. Curriculum Committee reports results to instructors, Program Coordinator and course instructors upon completion of review to request revisions as needed.	Curriculum Committee	x			x
Faculty research/scholarly activities with connections to instruction (maintain ongoing list of exemplars)	E4	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations	x			x
Number of grant submissions	E4-1	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations		x		x

Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Does it measure Goal 1?*	Does it measure Goal 2?	Does it measure Goal 3?	Does it measure Goal 4?
Total research funding	E4-1	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations		x		
Number of articles published in peer-reviewed journals	E4-1	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations		x		
Presentations at professional meetings	E4-1	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations		x		
Faculty extramural service activities with connections to instruction (maintain ongoing list of exemplars)	E5	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations	x		x	x
Percent of faculty participating in extramural service activities	E5	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations		x		x
Number of faculty-student collaborations	E5	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations			x	x

Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Does it measure Goal 1?*	Does it measure Goal 2?	Does it measure Goal 3?	Does it measure Goal 4?
Number of Community-based service projects	E5	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations			x	
Actionable data (quantitative and/or qualitative) from employers on graduates' preparation for post-graduation destinations	F1	Graduate Coordinator sends Employer Survey to entities known to employ our graduates to request evaluation of competencies. Data are reported to all faculty during the Fall Faculty Retreat.	Department Chair reviews/makes recommendations				x
Feedback from external stakeholders on changing practice & research needs that might impact unit priorities and/or curricula	F1	Annual fall meeting with Community Advisory Board to elicit feedback on needs. CAB Committee Chair summarizes feedback, discussed at next faculty meeting to identify relevant action plans, as needed.	All faculty at December faculty meeting	x	x	x	x
Feedback from stakeholders on guiding statements and ongoing self-evaluation data	F1	Annual fall meeting with Community Advisory Board to elicit feedback on needs. CAB Committee Chair summarizes feedback, discussed at next faculty meeting to identify relevant action plans, as needed.	All faculty at December faculty meeting	x	x	x	x
		Program Improvement Panel (PIP) Chair elicits feedback from student panel and creates report to faculty. Shared with all faculty at spring faculty meeting following PIP, annually.	All faculty at April or May faculty meeting				

Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Does it measure Goal 1?*	Does it measure Goal 2?	Does it measure Goal 3?	Does it measure Goal 4?
		Every 3 years, department reviews guiding statements at first faculty retreat meeting to evaluate coverage and appropriateness, and revise as needed.	Full faculty at August faculty retreat				
		Self-evaluation data (e.g., Exit Survey, Staff survey, Faculty survey, and PIP data) are reviewed on an ongoing basis	Department chair and full faculty at times noted above for individual assessments				
Professional AND community service activities that students participate in (maintain ongoing list of exemplars)	F2	Exit Survey results report by Program Coordinator. Shared with all faculty at August faculty retreat, annually.	Department Chair reviews/makes recommendations			x	x
		Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations			x	x
Current educational and professional development needs of self-defined communities of public health workers (individuals not currently enrolled in unit's degree programs)	F3	Workforce Development Committee annually surveys CAB, internship preceptors, and local CBO's to identify training needs and schedule trainings to be implemented. Workforce Development Committee Chair reports survey results and training schedule to faculty throughout the Spring semester at faculty meetings.	Workforce Development Committee			x	

Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Does it measure Goal 1?*	Does it measure Goal 2?	Does it measure Goal 3?	Does it measure Goal 4?
Continuing education events presented for the external community, with number of non-student, non-faculty attendees per event (maintain ongoing list)	F3-1	Workforce Development Committee and CHES Coordinator track events annually.	Workforce Development Committee			x	
Quantitative and qualitative information that demonstrates unit's ongoing efforts to increase representation and support success of self-defined priority underserved populations—among students AND faculty (and staff if applicable)	G1	University requires all tenure track search materials and applicant pools be reviewed and approved by the university office of equity.	AVP Faculty Affairs				
		Number of students enrolled in the Latino Health and Global Health Concentrations as well as the Latino Nutrition and Health Certificate program are tracked each semester. Numbers are shared at start of each semester at faculty meeting.	Department Chair reviews/makes recommendations	x	x	x	x
		Involvement of College Equity Advocate in tenure track faculty searches is tracked by search committee.	Search Committee				
		Discussions of strategies to attract diverse students occur at faculty meetings. These discussions are tracked via faculty meeting minutes.	All faculty at faculty meetings				
	Student AND faculty (staff, if applicable) perceptions of unit's climate regarding	G1	Faculty Survey (administered annually in fall) results report created by Accreditation Evaluator. Shared with all faculty at January faculty retreat.	Department Chair reviews/makes recommendations	x	x	x

Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Does it measure Goal 1?*	Does it measure Goal 2?	Does it measure Goal 3?	Does it measure Goal 4?
diversity & cultural competence		Accreditation Evaluator administers annual survey to department staff (e.g., coordinator, assistant and student workers) during spring semester. Data are analyzed and reported at August faculty retreat.	Department Chair reviews/makes recommendations				
		Program Improvement Panel (PIP) Chair elicits feedback from student panel and creates report to faculty. Shared with all faculty at spring faculty meeting following PIP, annually.	Department Chair reviews/makes recommendations				
Student satisfaction with academic advising	H1	Exit Survey results report by Program Coordinator. Shared with all faculty at August faculty retreat, annually.	Department Chair reviews/makes recommendations	x			x
Student satisfaction with career advising	H2	Exit Survey results report by Program Coordinator. Shared with all faculty at August faculty retreat, annually.	Department Chair reviews/makes recommendations				x
Events or services provided to assist with career readiness, job search, enrollment in additional education, etc. for students and alumni (maintain ongoing list of exemplars)	H2	Health Science Graduate Association (HSGA) surveys students at start of semester to assess student needs and interests for workshops to develop schedule of events each semester. Accreditation Evaluator shares relevant feedback from Program Improvement Panel. HSGA advisor reviews data with HSGA to implement relevant activities each semester.	Department Chair reviews/makes recommendations in consultation with HSGA faculty advisor				x

Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Does it measure Goal 1?*	Does it measure Goal 2?	Does it measure Goal 3?	Does it measure Goal 4?
		Each year, the Graduate Coordinator collects information on graduate student fellowships provided through the Center for Health Equity Research and Center for Latino Community Health, Education, and Training. This information will be shared annually at the February faculty meeting.	Department Chair reviews/makes recommendations				
Number of student complaints filed (and info on disposition or progress)	H3	All complaints are made or submitted to the department chair (other faculty do not review), who maintains records of the data.	Department Chair	x			x
Percentages of matriculating students reflect the racial/ethnic diversity of the Long Beach community	H4	Program Coordinator tracks and reports at faculty meeting following student acceptance deadline, each semester.	Department Chair reviews/makes recommendations				x
Average G.P.A. for matriculating students	H4	Program Coordinator tracks and reports at fall faculty retreat meeting.	Department Chair reviews/makes recommendations				x

**Note: Not everything being assessed in this table measures a goal; as such, some rows are blank.*

- 2) Provide evidence of implementation of the plan described in Template B2-1. Evidence may include reports or data summaries prepared for review, notes from meetings at which results were discussed, etc.

Please see **ERF\Criterion B\Criterion B2** for evidence of implementation of the plan described in B2-1.

Evidence included is in the form of data reports, presentations and meeting minutes/summaries. The evaluation plan allows our program to engage in regular, substantive review of evaluation findings as well as strategic discussions about their implications by delivering reports of assessments according to the Assessment Presentation Calendar. During presentations, some slides may specifically elicit faculty feedback, or at the conclusion of the presentation, the faculty may be asked for their feedback at the meeting or to send by email following the meeting. Evidence of these discussions and/or instructions are noted and/or summarized in the meeting minutes. Discussions may include prioritization of items to address or identify action plans to implement to address issues identified.

Student opportunities for exposure to diversity-focused research have not been systematically tracked. Currently, lists of diversity-focused research presentations and seminars are included in the ERF as evidence that students have these opportunities. The strategy listed in Table B2 for tracking will be implemented going forward.

Ratios for student academic advising are not tracked or evaluated, as the Graduate Coordinator is the sole, formal, academic advisor for all graduate students. Thus, no folder is included in the ERF related to this item.

While evidence for faculty training (diversity, teaching effectiveness, professional development) was included in the ERF, we note that this information has not been systematically evaluated. As noted in Table B2, moving forward, this will be asked on the annual faculty survey and reported as indicated to invite discussion for evaluation purposes. This is also the case for: Faculty research/scholarly activities with connections to instruction (maintain ongoing list of exemplars), and Faculty extramural service activities with connections to instruction (maintain ongoing list of exemplars), which have also been added the annual faculty survey to be reported and evaluated as noted above.

For Events or services provided to assist with career readiness, the Graduate Coordinator will implement to process stated in Table B2 this year; thus, no evidence for this strategy is provided in the ERF.

As noted on p.128, no student complaints have been submitted for the MPH program, therefore no folder of evidence is provided in the ERF.

Average GPA for matriculating students has just begun to be tracked for evaluation; thus, there is only one report for this fall 2022 in the ERF folder. Plan described in Table B2 will be implemented going forward.

- 3) Provide at least three specific examples of improvements undertaken in the last three years based on the evaluation plan in the format of Template B2-2. At least one of the changes must relate to an area other than the curriculum.

Recent Improvements Based on Evaluation Plan (B2-2)

	Measure (copied from column 1 of Template B5-1) that informed the change	Data that indicated improvement was needed	Improvement undertaken
Example 1	Introduction to Public Health Boot Camp	When CEPH evaluated the program’s competencies for the 2016 Criteria, a noted weakness was found for the MPH Foundational Knowledge Learning Objective, requiring that students be able to identify the core functions of public health and the 10 essential services. Further, data from the 2018 program improvement panel noted a need for more foundation knowledge in policy, management, advocacy and leadership.	An introduction to public health boot camp, including a set of modules was created to provide standardized foundation public health content to all incoming students. The Boot Camp is required to be completed prior to the first day of the student’s first semester. In addition to basic public health content, it includes cultural competence, primary public health resources and tips for success in our MPH program.

<p>Example 2</p>	<p>Reduction of Course Overlap</p>	<p>Results from the spring 2018 program improvement panel indicated that students perceived “too much overlap” between some courses. They felt that some courses within the program had too much overlap (theory with health promotion & risk reduction), and students who completed their undergraduate degree in our department also thought there was too much overlap between the undergraduate and graduate versions of courses (epidemiology and environmental health).</p>	<p>Instructors of the identified courses met to review course content and assessments.</p> <p>For the courses within the program, the instructors’ evaluation found that the overlap was not extensive, but rather reinforcing, and concluded that theory actually should be infused across the curriculum. Thus, a summary compiling how courses integrated theory was created and seemed to be sufficiently covered. One course made changes to incorporate theory into the final project and research articles. One of the Boot Camp sections includes tips for success, and there it is noted that repetition is key to developing competence.</p> <p>For the undergraduate and graduate courses, a primary issue that was noted was that often the same instructor teaches both courses, unless a lecturer was available to teach one of them. Our 20221-2022 tenure track faculty position search resulted in the hiring of a new environmental health tenure track faculty member.</p>
<p>Example 3</p>	<p>Competency Self-Assessment</p>	<p>PIP feedback regarding need for course content to better align with competencies and different requests for health content expertise</p>	<p>Students are required to complete a competencies assessment during their first semester identifying their strengths and weaknesses. This assessment is then used to guide them to areas they need to focus on developing throughout the program. Ways to develop content expertise include focusing their course projects, research experiences and/or internship on those areas.</p> <p>Students self-assess on competencies again as part of Advancement to Candidacy process, and submit to internship instructor to guide internship planning, and upon the conclusion of the internship to assess progress. For example, if they want to better develop leadership and management skills, they should seek out internship opportunities where they lead, manage, organize, or administer a grant or program.</p>

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

Strengths: A strategic and dynamic evaluation process has been developed, with clear assignments to committee members, systematic tracking of all data (which will occur on an ongoing basis, including annual planning meetings every spring) and reporting to constituents every fall semester. This process will help ensure that consistent and regular assessment of student outcomes will constantly occur, including Exit Surveys (consistent with evaluation needs) at completion of program and Alumni Surveys every 2 years. Faculty will complete survey to collect data on program objectives every August.

Weaknesses: Not Applicable.

Plans to Improve: Not Applicable.

B3. Graduation Rates

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

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

- 1) Graduation rate data for each degree in unit of accreditation. See Template B3-1.

Degree completion data for the MPH (B3-1)

Table B3-1. Students in MPH Degree, By Cohorts Entering Between 2013-14 and 2021-22								
*Maximum Time to Graduate:		7 Years						
	Cohort of Students	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
2015-16	# Students continuing at beginning of this school year	18						
	# Students withdrew, dropped, etc.	0						
	# Students graduated	0						
	Cumulative graduation rate	0						
2016-17	# Students continuing at beginning of this school year	18	32					
	# Students withdrew, dropped, etc.	0	0					
	# Students graduated	11	1					
	Cumulative graduation rate	61%	3%					
2017-18	# Students continuing at beginning of this school year	7	31	22				
	# Students withdrew, dropped, etc.	0	0	0				
	# Students graduated	3	9	0				
	Cumulative graduation rate	77%	31%	0%				
2018-19	# Students continuing at beginning of this school year	4	22	22	32			
	# Students withdrew, dropped, etc.	0	2	0	0			
	# Students graduated	3	14	14	0			
	Cumulative graduation rate	94%	75%	64%	0%			
2019-20	# Students continuing at beginning of this school year	1	6	8	32	24		

	# Students withdrew, dropped, etc.		0	1	0	0	0		
	# Students graduated		1	3	5	22	1		
	Cumulative graduation rate		100%	84%	86%	69%	4%		
2020-21	# Students continuing at beginning of this school year			2	3	10	23	28	
	# Students withdrew, dropped, etc.			0	1	1	0	0	
	# Students graduated			0	1	8	17	0	
	Cumulative graduation rate			84%	91%	94%	75%	0%	
2021-22+	# Students continuing at beginning of this school year			2	1	1	6	28	30
	# Students withdrew, dropped, etc.			0	0	0	1	0	0
	# Students graduated			1	1	0	2	10	0
	Cumulative graduation rate			88%	95%	94%	83%	36%	0%

- 2) Data on doctoral student progression in the format of Template B3-2.

Not Applicable.

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

Graduation rates by the end of the maximum allowable time of seven years are well above 70% (range of 88% to 100%).

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

Strengths: Not applicable.

Weaknesses: Not applicable.

Plans for Improvement: Not applicable.

B4. Post-Graduation Outcomes

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

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

- 1) Data on post-graduation outcomes (employment or enrollment in further education) for each degree. See Template B4-1.

Post-Graduation Outcomes (B4-1)

Post-Graduation Outcomes	2017-2018 Number and percentage	2018-19 Number and percentage	2019-20 Number and percentage	2020-21 Number and percentage
Employed	13 (81%)	15 (94%)	19 (83%)	24 (92%)
Continuing education/training (not employed)	1 (6%)	1 (6%)	2 (9%)	0 (0%)
Not seeking employment (not employed and not continuing education/training, by choice)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Actively seeking employment or enrollment in further education*	2 (13%)	0 (0%)	0 (0%)	0 (0%)
Unknown	0 (0%)	0 (0%)	2 (9%)	2 (8%)
Total graduates (known + unknown)	16	16	23	26

*Note: The 2020-2021 alumni survey did not capture those actively seeking enrollment in further education. As such, the numbers in this row reflect only those actively seeking employment.

Job placement (including pursuit of additional education) is at least 93% for graduates from 2017 through 2021. For those graduating in 2021, known job placement is at 42 %; however, as a full year has not passed since graduation, this percentage is expected to increase by the end of the 2021-2022 academic year.

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

Job placement rates are monitored and are at least 80% after one-year post-graduation.

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

Strengths: Our program graduates have been successful in obtaining job placement post-graduation.

Weaknesses: Not applicable.

Plans for Improvement: To better facilitate collection of data that better reflects the information requested in Table B4-1, the alumni survey will begin collection of those alumni not yet enrolled but actively seeking enrollment in further education.

B5. Alumni Perceptions of Curricular Effectiveness

For each degree offered, the program collects information on alumni perceptions of their preparation for the workforce (or for further education, if applicable). Data collection must elicit information on what skills are most useful and applicable in post-graduation destinations, areas in which graduates feel well prepared, and areas in which they would have benefitted from more training or preparation.

The program defines qualitative and/or quantitative methods designed to provide useful information on the issues outlined above. “Useful information” refers to information that provides the unit with a reasonable basis for making curricular and related improvements. Qualitative methods may include focus groups, key informant interviews, etc.

The program documents and regularly examines its methodology, making revisions as necessary, to ensure useful data.

- 1) Summarize the findings of alumni self-assessment of their preparation for post-graduation destinations.

The MPH program’s most recent Alumni Survey was sent to students who graduated from Fall 2018 to Spring 2020. A Qualtrics survey was administered via email to 61 alumni from 6/15/21 to 7/5/21 (with 4 reminder notices). Direct messaging via social media, direct text messaging, and personalized requests for participation from faculty were used to reach alumni who graduated between Fall 2018 to Fall 2020. A total of 59 surveys were started, with 56 submitted (91% response rate). We had 23 respondents who were Fall 2018 to Spring 2019 alumni, and 33 respondents who were Fall 2019 to Spring 2020 alumni.

Our results show a large percentage of alumni (87%) agreed or strongly agreed that the program prepared them to work in the field of public health/health education. Moreover, 84% of graduates are working in the field of public health or health-related field, with an additional 12% pursuing a doctoral degree. Examples of organizations for which alumni are working include: City or County Public Health Departments (23%), university or college (12%), non-profit organization (11%), hospital or health care (8%), K-12 school (8%), and state or local governments (7%). These data suggest that program graduates are competent in the field, and that a large majority of program graduates pursue employment in public health as opposed to other fields. One area to note, however, is that approximately 60% of reported they were satisfied or very satisfied with their academic preparation; as the survey in its current version did not probe when responses indicated a student was less than satisfied, future versions of the survey will include a comment box any time a response falls within one of these options. Moreover, Program Improvement Panels with current students will continue to probe about feelings about academic preparation.

Participants also provided responses to open-ended questions about the program. Examples of responses related to the program’s greatest strength that assist with preparation for post-graduation included: “A culmination of various sectors of public health that leeway the graduate to branch into a field of their interest at the time of graduation/post-graduation rather than the one they specialize in during the program.” Another alum replied: “[The program] Gives you the tools to effectively implement health education within the job setting.” An additional open-ended question asked respondents what they felt the program needs to improve upon. Examples of responses that related to preparation for post-graduation included: “Add training of skills such as more grant writing, critiquing existing programs, scholarly journal publication help”; another alum replied, “The program also needs to work on training students for a leadership role in the employment sector and helping students with employment opportunities.”

Documentation for the Alumni Survey, including methodology and results, are available in the ERF (ERF/Criterion B\Criterion B5\Data collection methodology)

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

Strengths: Not applicable.

Weaknesses: Not applicable.

Plans for Improvement: Not applicable.

C1. Fiscal Resources

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

- 1) Describe the program's budget processes, including all sources of funding. This description addresses the following, as applicable:

Sources of funding: Each fiscal year, the California legislature and governor allocate the system budget, which reflects a request for funding developed by The Chancellor's office. After the legislature authorizes the system's budget, the chancellor's office allocates an approved budget for each campus. Campus budgets are enrollment driven, meaning that campuses that have higher student enrollments receive higher budget allocations in comparison with campuses that have lower enrollments. In addition, many CSU campuses encourage external development activities to raise funds from private sources such as donors and foundations in order to provide for special needs and to cover lean budgetary years. Funding to departments at CSULB is determined by Academic Affairs, based on full-time faculty and staff salaries and student needs. The university has a central allocation of funds for salary and benefits of faculty members under general fund from tuitions, fees, and indirect cost recovery.

- a) Briefly describe how the program pays for faculty salaries. If this varies by individual or appointment type, indicate this and provide examples. If faculty salaries are paid by an entity other than the program (such as a department or college), explain.

Faculty salaries are fully guaranteed, that is, faculty are not expected to raise funds to support salaries. Both full-time and part time MPH Program faculty salaries and benefits are paid through the university funds, which cover efforts dedicated to teaching, administrative duties, service, and research. There is also contribution from sponsored research to support part of some of tenure/tenure track faculty salaries.

Full time faculty are paid on a 9-month contract (mid-August – mid-May). Some faculty elect to teach in summer or winter (3-6 units); in these instances, the faculty member may be paid over-base using an average summer rate per unit of teaching.

Whereas tenure and tenure track faculty are paid a negotiated base salary, full time and part time lecturers are paid on the basis of the instructor's academic credentials. Part time faculty with a Master degree are paid the rate of \$1,055.20 per month per 3 workload unit. The pay rate for a part time lecturer who hold a doctorate degree is higher based on their level and seniority.

A normal academic year expectation for a full-time faculty member is 80% (24 units) teaching, and 20% (6 units) service. Administrative responsibilities may substitute for teaching units (e.g., the Chair receives 12 units course release from teaching per year, the Graduate Program Coordinator receives 6 units course work release, and in the 2021-2022 Academic Year, the newly piloted Associate Chair position was granted 6 units of course work release.

Faculty are also eligible for and have received extra service compensation. For example, for the graduate coordinator (a tenure track faculty member), extra service activities included developing new courses and development of the graduate certificates. Additional individual faculty also receive extra service compensation. For tenure/tenure-track faculty, extra service compensation is provided for activities that are beyond the scope of their expected 3WTU of service (e.g., assistance with our DrPH and School of Population and Public Health proposals) and/or activities that occur outside of the academic calendar (e.g., winter and

summer). As lecturers do not have service expectations, they receive service compensation for departmental service they provide (e.g. for serving on a department search committee).

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

For additional lecturer and support staff requests, the Department Chair makes a request to the College. Requests for additional staff are made in the first quarter of the calendar year preceding the June fiscal year start. The Chair was able to acquire a part-time staff position and three student assistants during the 2020-2021 academic year to supplement the full-time department coordinator.

For lecturer requests, the Chair will directly call for applications for part-time lecturers and hire from the application pool. For instance, in Spring 2020, we received over 200 applicants for 5 teaching course opportunities. The Department does not engage in direct hiring of full-time lecturers. Instead, full-time lecturers come from the part-time lecturer pool and must have been with the department for at least 6 years. If the lecturer had a full workload during the last year of their 3-year contract, a request can be made to the College to transition them to a full-time position.

For tenure track positions, the department chair identifies the number of new faculty members needed based on FTES/FTEF ratio, and, in collaboration with faculty, identifies expertise-related department needs. During the 2020-2021 academic year, four content needs were identified (Environmental Health, Global Health, Biostatistics, and Policy). Four groups of faculty each develop a position description for each of these four faculty positions. The chair reviewed and submitted a request for additional faculty lines based on 11 metrics provided by the Dean's Office, with justification based on enrollment expectations, FTES, FTEF, course schedule, graduation rate, teaching needs, accreditation requirement, and program strategy. The department submitted 4 proposals and received 2 of the 6 available tenure-track faculty positions in a competition among 11 department and schools. During the 2021-2022 academic year, the department chair submitted 2 proposals, and received 1 of 5 available tenure-track faculty positions. If a request for a tenure-track position is approved, the Dean's Office submits the request to the Provost's Office in April of the year preceding the June fiscal year start.

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

Operational costs may include, but are not limited to, basic office supplies and equipment; office maintenance and furniture; technology upgrades and peripherals; student incentives; hospitality; accreditation expenses; T/TT searches; and overages in grant spending. Operational funds are housed in our CERF fund and, on occasion, may also come out of our N funds.

The Department has submitted a Budget Plan for all allocated funds. This plan was due by August 31, 2021. The Budget Plan for the Department of Health Science has outlined how the department plans to expend the funds allocated. Since no funds will carry forward from one fiscal year to the next, the plan will assist the department in establishing goals and tracking progress against that target.

Additionally, the department has the ability to submit a "New Funding Request" form for large projects that don't fit within normal funding sources. This request is also due on August 31. The Dean approved these requests mid-Fall, 2021. Finally, the Department's

Budget Planning Forms also include plans for donation funds (N Funds), course fee funds (CF), user fee funds (UF), and research funds (RS). The Department completes a plan for those funds as well.

The College Dean and Administrative Services Manager (ASM) sets a meeting in mid-September with the Department Chair to review the department plans and requests. The budget process for the general operating budget (non-salary) is as follows. In mid-July, the College of Health and Human Services (CHHS) ASM issues a draft of the budget call to the HSC Chair for general operating (non-salary) budget estimate for the next fiscal year (e.g., July 1 2021 to June 31, 2022). The ASM provides the HSC department with a separate column with details of historical spending by line item for the previous 12-month period, and budget template. Programs are given five weeks to complete the budget, which includes expenses such as subscriptions and membership dues, event costs, travel, and contracted services.

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

Different mechanisms are used to provide student support. Two examples of Department scholarships available to MPH students are the Gaines scholarship and Pollack scholarship; the Pollack scholarship is specifically for MPH students completing a thesis. At the College level, the Graduate Research Fellowship is awarded to graduate thesis students who show potential for success in scholarly and creative activity, and an interest in advanced study. During the 2019-2020 academic year, one graduate student in the Department (Josie Xing) received this Fellowship.

In addition to scholarships, there are several student training grants that provide funding for student tuition, stipends, and travel costs (e.g., for conference and additional professional development activities.) The grants reimburse the department for these expenses. These grants are obtained by faculty members of the department. For example, The Center for Latino Community Health, Evaluation & Leadership Training provides research training through its graduate student training projects. These offer full tuition scholarships and monetary stipends for participating in community-based research projects, funding for participation in professional conferences, workshops on community-based participatory research and other research methods (e.g., qualitative and quantitative analysis), involvement in research project development, implementation, and evaluation, as well as assistance with preparation of abstracts, posters, and oral presentations in various research areas. Faculty, may also, at their discretion, and with prior chair approval, allocate all or part of their annual travel/professional development funds for student professional development activities. At the end of fiscal year, any funds not expended are returned to the College.

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

A portion of the Lottery Fund is used to support faculty professional development. The allocation to each department will be based on their Tenure/Tenure-Track head count, with \$1,000 being allocated per each T/TT faculty member (not including FERP faculty) to provide for professional development. This fund may be used for travel, conferences (with the stipulation that faculty must be presenting their research or have a substantive role at the conference), and trainings. Funds may also be used for membership to various organizations and subscriptions to journals and periodicals.

Funds are available to both full- and part-time faculty to advance their teaching effectiveness, research, or scholarship. Faculty may make individual requests for funds to attend conferences or support research projects. This does not mean that department

chair must allocate \$1,000 to each T/TT faculty member. The department will determine its goals for the year and spend these funds as faculty deem most beneficial to the development of faculty. This can be allocated for T/TT travel, lecturer professional development, or on other items that directly benefit students. Lottery funds may not be used on capital outlays, research, salaries, or non-instructional activities.

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

The department chair receives input from the program director/graduate coordinator to identify program needs. The chair then meets with the college dean and college administrative services manager each September to determine a budget for the graduate program. Program needs are presented and budget allocation to the program is negotiated, in line with allocations in other departments and programs within the college. The final budget is approved no later than September 31. Budget Planning Forms are due August 31, including any New Funding Requests.

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

Tuition for graduate programs offered state side are provided at a standard rate, and are the same across the University. 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 which are offered by the extended university during summer and winter sessions; in these instances, the department receives a portion of the tuition if the courses get over 65% of their enrollment capacity. In the cases where there is a loss, 100% of the loss is borne by the Department. The formula to calculate the projected recovery for summer and winter courses is:

$$((\text{Summer/winter Revenue} * 15\%) + ((\text{Summer/winter Revenue} - \text{Total Expenses}) * 50\%)) * 60\%$$

The formula accounts for all the various deductions for business groups on campus, the general fund deficit, and the reimbursement sharing within the college. The formula is not easy to discern just using student count times revenue.

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

The Office of Research and Economic Development administers grant and contract funds. Indirect costs from research grants obtained by departmental faculty are deposited in a research stimulation account within the university's Research Foundation office, and are available for use by the program. The amount of cost return to the university varies according to the rate that has been negotiated with the funding agency. Facilities and Administrative (F&A) return is calculated from F&A revenue earned times the effective F&A rate for the grant. Of the total available F&A return of grants and contracts with an effective F&A rate of 26% and above, the Office of Research and Economic Development returns 30% to the College, 30% to the department, 30% to principal investigator, and 10% to the Division of Academic Affairs (CSULB, n.d).

- 3) A clearly formulated program budget statement in the format of Template C1-1, showing sources of all available funds and expenditures by major categories, for the last five years.
 * If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the budget statement must make clear the financial contributions of each sponsoring university to the overall program budget. (Not Applicable)

Budget Statement (C1-1)

Sources of Funds and Expenditures by Major Category, 2017 to 2022					
	Year 1 (2017-2018)	Year 2 (2018-2019)	Year 3 (2019-2020)	Year 4 (2020-2021)	Year 5 (2021-2022)
Source of Funds					
Grants/Contracts	0	270,110.43	388,311.64	720,750.23	856,982.60
Indirect Cost Recovery	0	38,061.05	72,120.82	139,016.07	201,839.99
Endowment	10,424.00	6,896.95	5,646.00	8,388.00	0
Gifts	385.00	962.00	710.00	705.00	600.00
Total	10,809	316,030.43	466,788.46	868,859.30	1,059,422.59
Expenditures					
Faculty Salaries & Benefits	1,892,133.41	1,953,136.32	2,009,422.66	2,0295,89.65	1,358,008.12
Staff Salaries & Benefits	52,158.03	65,591.33	44,841.36	47,328.00	31,552.00
Operations	20,355.85	22,407.84	95,313.73	8,956.82	9,150.28
Travel	6,881.06	3,927.92	2,292.09	0	0
Student Support	3,323.25	0	2,765.10	7,798.00	2,382.00
Total	1,974,851.60	2,045,063.41	2,154,634.94	2,093,671.47	1,401,092.40

Below is a summary of all allocated funds for Fiscal Year 2021/22. These funds were available as of July 1, 2021. The fiscal year ends June 30, 2022, though the deadline to use most of these funds is May 30, 2022. The funds included (and the balance for each) are:

- Department Operating Fund (CE110): \$37,861.85
- SEF Chair's Fund: \$2,665
- Lottery Fund Professional Development: \$10,000
- HEERF
 - o Chair Support: \$9,750
 - o GA/TA Support: \$180,468
 - o RSCA Support: \$4,310.34
- Tenure Track Search Fund o \$4,000

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

Strengths: The following are examples of strengths related to this area:

- The MPH program is sufficiently funded to cover faculty salary and benefits.

- All tenure/ tenure track faculty and full-time lecturer salaries are fully funded with 49% fringe benefit, which helps them to concentrate on teaching, mentorship, service and research without concerns of having to cover a portion of their salary via external funding.
- The Department Chair is the PI of a recently awarded \$10 million grant to develop culturally relevant public health information technology through a health equity lens. The program is a first-of-its-kind collaboration between the CSUs, UCs, community colleges, as well as private organizations to meet the growing public health demands in California. The indirect recovery should greatly benefit the Department, including its graduate programs.

Weaknesses: Not Applicable

Plans for improvement: The following are examples of planned areas of improvement related to this area:

- The Department plans to continue to build its alumni base and reputation; these actions have the potential to increase Department gifts, endowments, and in-kind supports.
- The Department plans to establish a School of Population and Public Health and DrPH degree, which will may create eligibility for new funding opportunities.
- The Department plans to offer an Advanced Graduate certificate through the College of Professional and International Education [CPIE], which should allow for additional Department revenue.
- The MPH program plans to raise funds to secure additional scholarship and funding opportunities for students to cover tuition-related expenses; we also plan to increase the number of teaching and research assistantship experiences for students.

C2. Faculty Resources

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

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

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

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

Program Instructional Faculty (C2-1)

		FIRST DEGREE LEVEL			ADDITIONAL FACULTY
CONCENTRATION		PIF 1*	PIF 2*	FACULTY 3^	
GLOBAL HEALTH					Non-PIF #2, #3, #4, #5, #6
	MPH	Kamiar Alaei 1.0	Judy Jou 0.8	PIF: Fiona Gorman (0.6)	
Latino Health					
	MPH	Selena Nguyen-Rodriguez 1.0	Melawhy Garcia 0.9	Non-PIF#1: Javier Lopez-Zetina (0.4)	Non-PIF #7, #8
COMMUNITY HEALTH					
	MPH	Niloofar Bavarian 1.0	Amber Johnson 1.0	PIF: Laura D'Anna (0.6)	Non-PIF #9, #10, #11
	TOTALS:	Named PIF	8		
		Total PIF	8		
		Non-PIF	11		

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

All PIF are full-time and work solely in our department. The Non PIF are from our Department, and contribute to our program by service and/or teaching courses. The calculation is based on the following: Every faculty has an FTE of 1, which represents four courses and three WTU of service. We divided by 10 because this represents 5 in the fall and 5 in the Spring (10/10); thus, $1/10 = 0.1$ FTE based on course and service load in the Spring of 2022. Faculty with 1.0 FTE do not have instructional or other significant responsibilities to the department's undergraduate

program beyond advising (e.g., Dr. Garcia is the advisor for the Health Science Student Association) or research mentoring (e.g., serving as a BUILD Mentor).

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

Not applicable.

- 4) Data on the following for the most recent year in the format of Template C2-2. See Template C2-2 for additional definitions and parameters.

Faculty regularly involved in advising, mentoring and the integrative experience (C2-2)

General advising & career counseling			
Degree level	Average	Min	Max
Master's	6	4	7

Advising in MPH integrative experience*		
Average	Min	Max
2.2	1	3

*Note: Only 1 non-PIF provided a brief guest lecture in the Integrative Experience.

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

Quantitative results from the most recent alumni survey, including 56 alumni from Fall 2018-Spring 2019 (N=23) and Fall 2019 to Spring 2020 (N=33) show: 56% Strongly Agreed or Agreed that "The class size was conducive to my learning"; the remaining 44% marked "Neutral"
 - b. Availability of faculty (i.e., Likert scale of 1-5, with 5 as very satisfied)

Quantitative results from the most recent alumni survey, including 56 alumni from Fall 2018-Spring 2019 (N=23) and Fall 2019 to Spring 2020 (N=33) show: 67% Strongly Agreed or Agreed that "The faculty were available to meet outside of class"; the remaining 33% marked "Neutral"

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

The yearly MPH Program Improvement Panel of student meetings allow us to gather information related to class size and availability of faculty. Results from the Spring 2020 meeting showed that students agreed that the class sizes were adequate, and there were no concerns mentioned. As for faculty availability, students felt that faculty members are regularly available and that they have positive experiences reaching out to faculty regarding coursework. One student stated "I appreciate the professors who take the time to provide feedback before assignments are due." Similar perceptions were reported during the Spring 2021 meeting. Student expressed satisfaction with class sizes and availability of faculty during COVID-19 pandemic virtual learning courses. One student shared "Faculty availability helped me to become encouraged and stay engaged. Faculty have done a great job with giving time despite zoom. Everyone has been

available during COVID.” Another student mentioned “Availability is great all professors respond within a couple of days, I know the professors and it is important to them and it is what drew me to the program.”

Full results are available in the ERF (**ERF\Criterion C\Criterion C2**)

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

Strengths: Convening students on a yearly basis allows the graduate committee to gather insights from different students and to assess student perceptions related to course, faculty, and program climate.

Weaknesses: Not applicable.

Plans for improvement: The program plans to include qualitative open-ended responses on Alumni Surveys to explore attitudes towards class size and availability of faculty. In addition, the program will aim to provide gift cards as an incentive for participation in this survey.

C3. Staff and Other Personnel Resources

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

- 1) A table defining the number of the program's staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that are shared with other units outside the unit of accreditation. Individuals whose workload is primarily as a faculty member should not be listed.

Staff support (C3-1)

Role/function	FTE
Administrative Support Coordinator (ASC)	0.125

The current (Academic Year 2021-2022) ASC's time is allocated to the Health Science Department as a whole. Given current responsibility, the ASC may be able to contribute 12.5% of her time to the graduate and undergraduate program, each. We anticipate that by the time of the site visit (Academic Year 2022-2023), we will have gained additional staff support.

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

During the Fall 2021 semester, we had three work-study students who each contributed 10 hours each per week; one of these students was focused on providing service to the graduate program. During the Spring 2022 semester, we have one work-study student who works 20 hours total; upon request, this student assists the graduate coordinator with graduate program activities.

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

We believe the program's staff and other personnel support is sufficient, but can be improved. That is, we have not experienced difficulties with respect to completing the key administrative functions needed for program success. However, we assert that the available support can be improved. During several periods of time since our last accreditation, we had different, additional, part-time administrative support; the support provided by these department team members helped alleviate the workload requests placed on our ASC. We are actively seeking to hire additional support staff to replace those who have been re-assigned to different departments within the College.

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

Strengths: Not applicable.

Weaknesses: Not applicable.

Plans for improvement: We anticipate the combination of the recently received \$10 million PHIT grant and the planned development of the School of Population and Public Health will allow for an increase in the number of support staff and student employees able to focus solely on the graduate program.

C4. Physical Resources

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

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

- Faculty office space

The department controls substantial space allotted for offices and classrooms for student use within the department. With respect to faculty office space, we currently have 17 offices for faculty use. Based on policy, our 10 tenure/tenure-track faculty should (and do) have a dedicated office, and our sole FERP faculty should share their office space. Of our 7 full time lecturers, 3 share an office. Our 19 part time lecturers share the remaining space that is open for faculty.

- Staff office space

The main office of the Department of Health Science is separated into 3 adjacent rooms. Adjacent to the main office are the chair's office (HHS2-117) and ASC office (HHS2-113). Additionally, department program administrative offices (e.g., graduate program, undergraduate advisor, and shared part-time lecturer offices) are located within this building.

- Classrooms

The CHHS has an allocation of 35 classrooms, most of which are available from 8:00 a.m. to 10:00 p.m. Of the 35 classrooms, the HSC department has an allocation of 18 classrooms with varying time slots. Academic scheduling is completed in two phases. During Phase I, only the HSC department can schedule classes within the 18 allotted rooms. During the last two weeks of Phase II, all but two departments are allowed to schedule classes within the CHHS allocation of rooms. If the department still does not have enough classrooms, the department will be allowed to schedule any open classroom for its use. CHHS maintains two computer labs for use by all its departments. The HSC department schedules all statistics classes in computer labs. All rooms within the HSC department allocation are smart rooms. Smart rooms include: ceiling-mounted data projectors, projection screens, CD/DVD equipment plus Ethernet and/or wireless connectivity. A classroom in the library is utilized for presentations by the Health Science librarian to provide training on the library resources available to students in the program's research methods course.

The Kinesiology building, which is adjacent to the Health and Human Services building, contains Room 57; this computer lab must be shared with other departments. Room 57 has 690 square feet of space. Tables, chairs, storage areas, computers with various software, and a printer are available in this room

- Shared student space

Quiet study and meeting areas, as well as an open computer lab, are also available in the Horn Center, which is close to the program offices. Next to the Horn Center, the College of Business Administration (CBA) building also contains an open computer lab available to all students. The department is within easy walking distance from the University Student Union (USU) building. Abundant public space is available in this facility. Students and faculty may also reserve space in the USU for informal and formal meetings. The

university library has abundant space for studying and provides computer access to students.

- Laboratories, if applicable to public health degree program offerings

Offices for research activities are located on and off campus. The Center for Latino Community Health has space in the SSPA Building. This space is used for research activities, including data entry and management for evaluation projects. Moreover, room SSPA-006 has been used for research meetings, interviews and focus groups. The Center for Health Equity Research, located on campus, also provides a research training ground for faculty and students.

- Provide narrative and/or data that support the assertion that the physical space is sufficient or not sufficient.

We believe the space we have is sufficient, though additional space would always be welcome. We believe the space is sufficient as we have adequate facilities to carry out our missions and goals. For example, our two research centers are able to carry out a multitude of research activities to meet the goals of each respective center. Every tenure/tenure-track faculty member has their own, private, designated space for carrying out their needed activities related to teaching, research, and service. In the cases where additional faculty have a shared workspace, schedules are created to allow for private office hours.

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

Strengths: The current space allocation has supported, rather than hindered, program activities.

Weaknesses: Not applicable.

Plans for improvement: The College of Health and Human Services expects to break ground on a new building by January 2024. The College has actively sought out faculty input related to the new space, and it is expected the building will serve to promote faculty success (e.g., through more research lab space).

C5. Information and Technology Resources

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

- 1) Briefly describe, with data if applicable, the following:
 - library resources and support available for students and faculty

The university's library offers a broad range of resources available to the program, which can be viewed at www.csulb.edu/library. The Library maintains collections that promote free inquiry and intellectual development, and provides instruction in the information gathering and evaluation process. It also provides the human, print, and digital resources necessary for the campus community to locate, retrieve, and evaluate information effectively. The library is open over 96 hours per week (Sunday through Thursday the library is open until midnight). For purposes of defining the portions of the library collection that are intended to serve the needs of individual departments or programs, the library has divided the Library of Congress classification scheme into call number ranges. The basic collections relevant to the Department of Health Science can be found in the Library of Congress call numbers: R-RA 1-392, RA 396-409, RA 416-959, RV-RZ (see <http://www.loc.gov/aba/publications/FreeLCC/R-outline.pdf>). There are many eJournals and eBooks that the library provides online access to through other library funding.

Digital (electronic) Content (24/7)

The library's online catalog COAST (<http://coast.library.csulb.edu/>) provides easy access and discovery to the library's collections. Resources/collections that are both physical and virtual, and print and digital, and include books, journals, government documents, maps, and image and sound files. The library subscribes and provides access to over 200 web-based research databases that support the research of students and faculty. The library uses the most widely used OpenURL link resolver, SFX, which has a customer base of over 1800 institutions worldwide. As a link resolver, SFX helps students and faculty connect from online resources, like the many research databases, to the full text of articles that are often in a different location online. In addition to individual health eJournal subscriptions, the library provides access to numerous eJournal Collections. In academic year 2014-2015, the library began a subscription to Films On Demand, a web-based digital video delivery service that allows the viewing of streaming videos. The library has a growing collection of electronic books covering all topics. *eBooks on Reserve* is a pilot project that began in Fall 2014, sponsored by the university library and the California State University (CSU) Chancellor's Office, to make course-required books available to students without charge.

Training Opportunities (Library Instruction Program)

The library's instruction program offers a full range of opportunities aimed to give students the skills to find, critically analyze, and effectively utilize all types of information. From an undergraduate course required of new first- and second-year students, to advanced seminars in research methodology and information retrieval tailored to the needs of specific disciplines or courses, a variety of instruction courses are provided to connect students and the library. The Health Science librarian provides course integrated instruction for HSC 696 (Research Methods) graduate students. The Health Science Librarian has developed five health-related research guides including health science and also provides a variety of workshops, as well as individual in-depth consultation focusing on a specific research topic or project designed to enable students to understand and apply the principles of information literacy.

Document-Delivery Services

The library offers three interlibrary service options to obtain materials not currently available (material that is checked out, temporarily unavailable, not owned, etc.) at CSULB. The library participates in LINK+, a consortium of academic library resources, including health science libraries and public libraries in California and Nevada. Articles in thousands of academic journals can be quickly searched and delivered to any web-enabled computer through the library web site. BeachReach is a consortium that includes both U.S and international institutions that have an agreement to share their periodical (journals, magazines, and newspaper) collections. Book chapters, conference proceedings, dissertations, and books can also be borrowed through BeachReach.

Access Mechanisms

Current students, faculty, and staff are given the opportunity to create a library password to search the research databases from off-site, to have access to eBooks and eJournals from off site, to review what materials are checked out or on hold, to renew books before they are overdue so as not to incur fines, to set up preferred searches in COAST, to request materials not available at CSULB through Interlibrary Services, and to sign-up for a computer in the library and Horn Center computer labs. The Spidell Technology Center, located on the first floor of the library, is the largest and is a heavily-utilized student computing facility on campus. The Horn Center has almost 200 computers enabling students to search the library catalog and the research databases and to use 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.

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

As described above, there are a number of open computer labs available to students, allowing them to access all campus software. These are located in the Horn Center and the CBA building. In addition, the university library has an open computer lab, as well as individual computer workstations, available for students. Free internet is available across campus, where students are able to connect using their own devices (e.g., laptop, tablet) to access campus resources. The CHHS computer labs are available to students only during classroom instruction and when reserved for special trainings, for example, database construction and data analysis.

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

The department provides each faculty member with a computer and/or laptop, printer, and software. All computers have either been updated or changed to accommodate individual faculty needs. The university replaces computers every three years in order to maintain the “state of the art” technology. The university has site licenses with major software vendors such as Microsoft, SPSS, and SAS. All faculty members have office internet access through high-speed fiber-optic lines. There are also laptops and LCD projectors available for faculty check-out in the department office. The department makes every effort to meet the needs of faculty members for computers and other equipment.

CSULB makes Active Learning Classrooms (ALCs) available, which allow instructors and students to experience a flexible, student-centered learning environment. The ALCs are intended to facilitate active learning versus traditional lecture formats. The technology available allows students to present work for review by peers and instructors. The ALC setup includes furniture and writable walls designed to support work in small-group formats. An instructor ALC online community is available for support, and instructors using the ALCs are required to receive training in the use of the equipment and facilities. ALCs are reserved in keeping with university policies and procedures, during course scheduling. Under special circumstances, use of the ALC can be requested from the director.

- technical assistance available for students and faculty

Faculty and students have access to technical assistance through the College IT and university's Academic Technology Services. Through the College IT, tickets are created to route requests, with IT staff replying promptly. Through the university, ATS support are available to assist with difficulties related to program access (e.g., access to BeachBoard), as well as classroom technology support (e.g., they can be called if faculty are having any difficulties with classroom equipment).

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

We believe the information and technology resources are sufficient for meeting the mission and goals of the Department and MPH program. For example, the services provided by IT personnel at the College and University levels provide prompt troubleshooting; the provision of equipment to faculty supports efforts related to research and instruction; and the Library and Horn Center are resource hubs for students.

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

Strengths: Not applicable.

Weaknesses: Not applicable.

Plans for improvement: Not applicable.

D1. MPH & DrPH Foundational Public Health Knowledge

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

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

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

Content Coverage for MPH (D1-1)	
Content	Course number(s) & name(s) or other educational requirements
1. Explain public health history, philosophy and values	MPH Bootcamp
2. Identify the core functions of public health and the 10 Essential Services	MPH Bootcamp
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	H SC 696: Research Methods
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	MPH Bootcamp
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	MPH Bootcamp
6. Explain the critical importance of evidence in advancing public health knowledge	HSC 500: Principles of Epidemiology
7. Explain effects of environmental factors on a population's health	H SC 528: Advanced Environmental Health
8. Explain biological and genetic factors that affect a population's health	HSC 500: Principles of Epidemiology
9. Explain behavioral and psychological factors that affect a population's health	HSC 570: Theoretical Concepts and Issues in Health Science
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	H SC 696: Research Methods
11. Explain how globalization affects global burdens of disease	HSC 528: Advanced Environmental Health
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)	HSC 528: Advanced Environmental Health

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

*The requested documentation is available here: **ERF\Criterion D\Criterion D1\D1.2 Supporting documentation.***

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

Strengths: Starting with the Fall 2020 semester, all incoming MPH students are required to complete a 5-module MPH Bootcamp. The entire bootcamp was developed by faculty and pilot tested with current students in the Spring 2020 semester. The 5-modules are: Module 1: What is Public Health?; Module 2: What is culturally competent community health education and why does it matter?; Module 3: Key Public Health Resources; Module 4: CSULB MPH Program Course Descriptions and Tips for Success; and Module 5: Primers for Epidemiology, Biostatistics, and Health Behavior Theory. Requiring completion of the Bootcamp by the start of a first-year, first-semester student's program experience helps facilitate entrance into the program with a solid understanding of Public Health foundations.

Weaknesses: Not applicable.

Plans for Improvement: Not applicable.

D2. MPH Foundational Competencies

The program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals (e.g., teaching assistants or other similar individuals without official faculty roles working under a faculty member's supervision) validate the student's ability to perform the competency.

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

Since the unit must demonstrate that all students perform all competencies, units must define methods to assess individual students' competency attainment in group projects. Also, assessment should occur in a setting other than an internship, which is tailored to individual student needs and designed to allow students to practice skills previously learned in a classroom. Additionally, assessment must occur outside of the integrative learning experience (see Criterion D7), which is designed to integrate previously attained skills in new ways.

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

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

Requirements for MPH degree, by Concentration (D2-1)

Part A: Foundational requirements for MPH degree		
Course number	Course name	Credits (if applicable)
Foundational courses for all MPH students regardless of concentration		
HSC 500	Principles of Epidemiology	3
HSC 503	Advanced Community Health Statistics	3
HSC 508	Public Health Leadership & Policy	3
HSC 528	Advanced Environmental Health	3
HSC 570	Theoretical Concepts and Issues in Health Science	3
HSC 585	Health Education Internship	3
HSC 624	Seminar in Community Analysis and Program Planning	3
HSC 696	Research Methods	3
TOTAL FOUNDATIONAL CREDITS		24

Part B: Concentration requirements for MPH degree in Community Health (CH)		
Course number	Course name	Credits (if applicable)
APE & ILE courses (as applicable)		
HSC 626	Integrative Seminar in Public Health	0 or 3
H SC 698	Thesis	0-6
Concentration courses for Community Health concentration		
HSC 625	Advanced Community Health Education	3
H SC 581	Curriculum Development in Health Education	3
HSC 507	Health Equity and Health Disparities Research in the U.S.	3
Electives (as applicable)		
Electives	<i>Insert total number of credits in the last column</i>	0-6
TOTAL CONCENTRATION CREDITS		18

Part B: Concentration requirements for MPH degree in Latino Health (LH)		
Course number	Course name	Credits (if applicable)
APE & ILE courses (as applicable)		
HSC 626	Integrative Seminar in Public Health	0 or 3
H SC 698	Thesis	0-6
Concentration courses for Latino Health concentration		
H SC 534	Advanced Latino Nutrition and Chronic Disease Prevention	3
H SC 535	Health Promotion/Risk Reduction	3
H SC 537	Latino Nutrition Promotion	3
Electives (as applicable)		
Electives	<i>Insert total number of credits in the last column</i>	0-6
TOTAL CONCENTRATION CREDITS		18

Part B: Concentration requirements for MPH degree in Global Health (GH)		
Course number	Course name	Credits (if applicable)
APE & ILE courses (as applicable)		
HSC 626	Integrative Seminar in Public Health	0 or 3
H SC 698	Thesis	0-6
Concentration courses for Global Health concentration		
HSC 520	Global Health Policy and Human Rights: An Interdisciplinary Approach	3
GERN 574	Global Aging	3
NRSG 705/HSC 705	Social Determinants of Health, Epidemiology, Population and Global Health	3
Electives (as applicable)		
Electives	<i>Insert total number of credits in the last column</i>	0-6
TOTAL CONCENTRATION CREDITS		18

- 2) List the required curriculum for each combined degree option in the same format as above, clearly indicating (using italics or shading) any requirements that differ from MPH students who are not completing a combined degree.

Not applicable.

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

Assessment of Competencies for MPH (all concentrations); D2-2		
Competency	* Course number(s) and name(s)	Specific assessment opportunity
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to settings and situations in public health practice	HSC 500: Principles of Epidemiology	Midterm & final exams include a variety of question types that require critical thinking and application of epidemiological concepts. For example, exams will include sample problems/scenarios that require calculation of sensitivity, specificity, and positive predictive value. Homework assignments parallel exam questions.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	HSC 696: Research Methods	The Promoting Justice, Equity and Inclusion in a Community-Based Clinic homework assignment addresses competency 2 and 6. Students are given a scenario where they need to address poor patient outcomes among minority patients by assessing the situation and making recommendations, using listening sessions, patient satisfaction surveys, and additional surveys. In the assignment, they select quantitative metrics and qualitative methods to assess the situation.

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	HSC 503: Advanced Community Health Statistics	Homework assignments and final project require students to analyze quantitative data to answer health-related research or evaluation questions, using IBM SPSS statistical software.
4. Interpret results of data analysis for public health research, policy or practice	HSC 696: Research Methods	The final paper and article critique both address this competency. The final paper consists of a research brief that addresses an original question using data from the CDC's National Health Interview Survey. The paper requires a research question, statistical analysis, and results write-up and discussion of results be provided. The article critique also requires a thorough review of results and strengths/limitations of a provided article.
Public Health & Health Care Systems		
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	HSC 508: Public Health Leadership & Policy	Midterm & final exams and the culminating project address this area. For example, in the paper, each student must conduct a detailed comparison of the healthcare systems in two countries that belong to a different World Bank geographic region. Students provide a background, description of health systems, health systems comparison and commentary.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	HSC 696: Research Methods	The Promoting Justice, Equity and Inclusion in a Community-Based Clinic homework assignment addresses competency 2 and 6. Students are given a scenario where they need to address poor patient outcomes among minority patients by assessing the situation and making recommendations. Question 1 in Part A and Question 1 in Part B both address this competency by asking

		students to elaborate on the inequity presented and its underlying causes.
Planning & Management to Promote Health		
7. Assess population needs, assets and capacities that affect communities' health	HSC 624: Seminar in Community Analysis and Program Planning	Needs Assessment Assignment- Students are asked to conduct a literature review to identify population needs as well to identify current or recent evidence-based public health practices and strategies that have been implemented to address the problem.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	HSC 624: Seminar in Community Analysis and Program Planning	Program Plan – For the program plan students are required to outline health promotion strategies to design program activities taking into account their target population's characteristics including cultural values and practices.
9. Design a population-based policy, program, project or intervention	HSC 570: Theoretical Concepts and Issues in Health Science	Final paper - For the final paper in which Social Cognitive Theory is used to examine and intervene upon a health compromising behavior, the requirement for the ENVIRONMENTAL construct is that the intervention is policy-based. Exams - Within the Final Exam, a stipulation is made for at least one question that the intervention provided must be policy- or program-based
10. Explain basic principles and tools of budget and resource management	HSC 624: Seminar in Community Analysis and Program Planning	Budget and Budget Justification Assignment- After outlining program activities, students develop an excel budget to outline resources needed to carry out program (staff time, materials, travel, equipment, etc.). Students also develop a budget justification narrative to describe budget amounts in excel file. Students also develop a budget management plan to describe allocation of

		resources, and strategies to address
11. Select methods to evaluate public health programs	HSC 624: Seminar in Community Analysis and Program Planning	Evaluation Plan- The assignment calls for students to identify a study design and discuss the strengths and weaknesses, decide on measurement time points, measures, discuss data management and analysis, as well as dissemination efforts.
Policy in Public Health		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	HSC 508: Public Health Leadership & Policy	Midterm & final exams and assignments. The syllabus and assignments have been updated to include more focus on policymaking processes and policy advocacy. For example, in Assignment #1, students create a presentation on a proposed policy reform aimed at improving the healthcare system and/or health outcomes in the U.S.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	HSC 624: Seminar in Community Analysis and Program Planning	Program Rationale- The assignment calls for students to brainstorm to identify stakeholders needed as collaborators or influencers to address the selected health issues and to discuss their potential role in the program.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	HSC 508: Public Health Leadership & Policy	Midterm & final exams and assignments. The syllabus and assignments have been updated to include more focus on policymaking processes and policy advocacy. For example, in the culminating paper comparing the systems in two countries, students must propose one reform to each country's healthcare system.

15. Evaluate policies for their impact on public health and health equity	HSC 508: Public Health Leadership & Policy	Group presentation, short essay questions on exam, and self-integration paper all align with this area. For example, in the paper, students conduct a detailed comparison of the healthcare systems in two countries that belong to a different World Bank geographic region. Students provide a background, description of health systems, health systems comparison and commentary.
Leadership		
16. Apply leadership and/or management principles to address a relevant issue	HSC 585: Health Education Internship	H SC 585 includes an assignment called the Leadership Plan. After attending the Leadership Workshop (didactic, in-class preparation), apply principles related to leadership vision, empowerment, collaboration and decision making to create the leadership plan they will use.
17. Apply negotiation and mediation skills to address organizational or community challenges	HSC 508: Public Health Leadership & Policy	Small group exercises and Self-integration paper address this area. For example, in the organizational role-play, an in-class role-play activity on organizational dynamics and decision-making in health-related settings is held. Students assume the roles of leaders, managers and employers in different settings and work on small-group discussion/negotiation, team-based discussion/negotiation, and responding to external change.
Communication		
18. Select communication strategies for different audiences and sectors	HSC 624: Seminar in Community Analysis and Program Planning	In the final proposal assignment, students prepare a final proposal to develop, implement and evaluate a program to address a community health problem. Communication

		strategies are included within the program plan.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	H SC 585: Health Education Internship	The H SC 585 Oral Presentation-Career Fair/Panel is an opportunity for students to share their internship experience with fellow students, faculty, and community members. Students provide an 8-10 minute formal, oral presentation of their internship, focusing on increased awareness of cultural values and communication with various stakeholders.
20. Describe the importance of cultural competence in communicating public health content	HSC 624: Seminar in Community Analysis and Program Planning	Program Plan- The assignment calls for students to select appropriate health promotion strategies for the intended audience as well as content based on target audience characteristics, such as evidence-based programs or activities (e.g., social media campaign, culturally tailored messages and food demonstrations). The final proposal includes the program plan where communication strategies are written.
Interprofessional Practice		
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	H SC 626: Integrative Seminar in Public Health	The Interprofessional Case Study spans several weeks. One week, students will be individually responsible for completing an online module on interdisciplinary communication and teamwork, stakeholder engagement, and negotiation strategies in relation to public health and social justice. The module includes lecture slides, supplementary materials, and a pre-test and post-test on key concepts. The following week, an in-class discussion panel is held where students work in teams to present

		interprofessional approaches to addressing the case study. Doing so involves interviewing working professionals from different fields. A 2-3-page position paper is developed that addresses the perspectives of health education professionals on an interprofessional team.
Systems Thinking		
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	HSC 570: Theoretical Concepts and Issues in Health Science	H&P 7. Within H&P #7, students apply systems thinking to understand ecological models. Within one multi-component question, students are asked to explain how risk factors and interventions three levels may interact to influence health behavior. Students are then asked to create a visual diagram representing systems thinking.

*Note: We limited this table to one class per competency.

- 4) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D2-2, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

The documentation for this area is available here: **ERF\Criterion D\Criterion D2\Syllabi and supporting documentation.**

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

Strengths: After our preliminary CEPH self-study review, we learned of updates needed to our curriculum and/or assignments. We have made these updates and look forward to their implementation this 2022-2023 academic year.

Weaknesses: Not applicable.

Plans for Improvement: Not applicable.

D3. DrPH Foundational Competencies

Not Applicable

D4. MPH & DrPH Concentration Competencies

The program defines at least five distinct competencies for each concentration or generalist degree at each degree level. These competencies articulate the unique set of knowledge and skills that justifies awarding a degree in the designated concentration (or generalist degree) and differentiates the degree offering from other concentrations offered by the unit, if applicable.

The list of competencies may expand on or enhance foundational competencies, but, in all cases, including generalist degrees, the competency statements must clearly articulate the additional depth provided beyond the foundational competencies listed in Criteria D2 and D3.

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

Except for cases in which a program offers only one MPH or one DrPH concentration in the unit of accreditation, assessment opportunities must occur in the didactic courses that are required for the concentration.

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

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

Community Health Competency Assessment (D4-1)

Assessment of Competencies for MPH in Community Health Concentration		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity ⁿ
Assess needs relevant to promoting community health	H SC 625: Advanced Community Health Education	In this class, students will develop a proposal in response to grantee guidelines (e.g. NIH). An evidenced-based community health program is proposed in response to a community health challenge. Students will conduct an extensive literature review, examine secondary data sources including epidemiological studies in specific targeted communities, and develop a proposal following the guidelines presented in their textbook. Each proposal will include: Specific Aims; Research Strategy; Scope of Work and Biographical Sketches; Budget and Budget Justification; Management Plan with IRB; and an executive summary. Students will also develop a PowerPoint and give an oral presentation of their final proposal to present in class. The Significance Section of the proposal will address this competency. Specifically, in the significance section of the proposal, the findings from the needs assessment/ literature review will be used to support the

		proposal, and there is scoring criteria to evaluate the comprehensiveness of the review.
Identify and discuss factors affecting community health, utilizing theory as appropriate	H SC 625: Advanced Community Health Education	In this class, students will develop a proposal in response to grantee guidelines (e.g. NIH). An evidenced-based community health program is proposed in response to a community health challenge. Students will conduct an extensive literature review, examine secondary data sources including epidemiological studies in specific targeted communities, and develop a proposal following the guidelines presented in their textbook. Each proposal will include: Specific Aims; Research Strategy; Scope of Work and Biographical Sketches; Budget and Budget Justification; Management Plan with IRB; and an executive summary. Students will also develop a PowerPoint and give an oral presentation of their final proposal to present in class. The Specific Aims portion of the proposal will address this competency. SPECIFICALLY, the Specific Aims will succinctly summarize the research-guided factors from a theory-guided lens; there is scoring criteria to evaluate the comprehensiveness of the review.
Develop research skills that enhance the ability to work effectively in communities experiencing health disparities.	H SC 507: Health Equity and Health Disparities Research in the U.S.	Annotated bibliography. Include a minimum of 10 peer-reviewed articles. (To find 10 relevant papers, you likely have to read 2 to 3 times that number!) Each APA-formatted citation should be followed by a brief (no more than 150 words) descriptive paragraph, the annotation. (See The OWL at Purdue for guidelines to format your annotation.) The purpose of the annotation is to summarize the relevance, accuracy, and quality of the information contained in the article. Take care to include the overview/purpose of each article/study, methodological approaches (sample description, data collection methods), significant contributions to research/findings, strengths and weaknesses and/or limitations. You will use this information later to develop the background/significance section of your paper, so please make sure your annotations are summarized in your own words. Look for papers that describe the health disparity, its impact on a particular population(s), and interventions that have been attempted to reduce the disparity. This assignment should be approximately 4-5

		pages long. Please note that additional sources for current epidemiological data will be needed to write your paper. Thus, you are only being asked to annotate 10 peer-reviewed sources, but the bibliography for your paper will likely include a minimum of 15 sources
Describe strategies that can be used to ensure community health interventions/approaches are culturally competent.	H SC 507: Health Equity and Health Disparities Research in the U.S.	The paper in 507 is a photovoice research paper in which students are asked to research a particular health disparity, conduct a photovoice project to illustrate/further describe the disparity, and to discuss potential interventions that may help to alleviate the HD. With respect to this latter point, students are specifically instructed, and assessed, on their ability to “Describe at least two strategies you would use to ensure the interventions/approaches are culturally competent.”
Formulate at least one policy-based specific, measurable, attainable, realistic, and time-sensitive objectives for community health programs.	H SC 581: Curriculum Development in Health Education	HSC 581: As a group, students will develop a curriculum to address a health problem of their choice in a community of their choice. In this specific assignment, students formulate specific, measurable, attainable, realistic, and time-sensitive goals and objectives for the curriculum they are developing for their community . At least one objective should be rooted in health policy. They are required to provide the overarching goals and objectives for the curriculum and then state the goals and learning objectives for each session of the curriculum. There are also individual-level assessments for each student embedded within the project. Each student is required to develop the learning goals and objectives for one entire session in the curriculum, resulting in a separate submission from each group member by the end of the semester.

Global Health Competency Assessment (D4-1)

Assessment of Competencies for MPH in Global Health Concentration		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity ⁿ
Assess needs relevant to achieving health equity in global communities.	NRS 705/H SC 705: Social Determinants of Health, Epidemiology, Population and Global Health	NRS 705/HSC 705. One of the primary assignments is this course requires students to individually complete a 5-10-page paper whereby they select a global health problem in a developing country and investigate what the role of the World Health Organization and the non-government Agencies (NGOs) has been or continues to be in resolving the health care issue. The paper will require students to conduct a

		literature review to identify the needs as it relates to the global health problem. The conclusion of the paper will also require students to provide additional recommendations to promote health equity, beyond what is being done by WHO.
Identify and discuss socio-cultural factors affecting the health of global communities, utilizing theory as appropriate.	H SC 520: Global Health Policy and Human Rights: An Interdisciplinary Approach	In the Individual Signature Assignment, a 10-page country comparison paper, students choose an issue affecting the health of their underserved or vulnerable global population (certain age, ethnicity, gender, sexual orientation, socio economic status, education, or place of residence - urban/ rural, affluent/ impoverished community). Based on the differences found and any other information researched, students analyze the disparities and explore possible socio-cultural reasons for these variations. They discuss what the global response, if any, should be to address these disparities and why. The scoring rubric includes criteria for the identification of socio-cultural factors, and the discussion of socio-cultural factors.
Develop research skills that enhance the ability to work effectively with global communities.	GERN 574: Global Aging	Final Paper Take on one of the 13 themes described on pp. 257-261 of the text. Further elaborate on the theme using the examples of the U.S. plus one other country (graduate students must compare with TWO other countries). You must use a minimum of 10 peer-reviewed research articles and other reputable sources, such as websites listed on pp. 267-273 of the textbook (see rubric below). You will then create an outline for your paper. Finally, you will use the outline to write your paper. All 10 resources must be cited in the paper. You will present results of your paper during our last class session in the form of a "pecha kucha" (described below). For example, example you might choose to discuss Theme 5: Public opinion is changing toward older people. Perhaps you can discuss how public opinion about aging is changing in the U.S. (how do we know that?) and how it is changing in another country. There is much flexibility in how you can approach this paper and we will require that you consult with me before diving in.

<p>Design ethical and culturally-relevant practices in global health and human rights education.</p>	<p>H SC 520: Global Health Policy and Human Rights: An Interdisciplinary Approach</p>	<p>In the assignment, Weekly Group Presentations, each student will join one of six small groups. Each group will be assigned to one of the 6 World Health Organization's designated regions. Each member of each group will take one country within their region. Each student will represent his/her respective country individually. In addition, along with other members of their group they will represent their respective region. Therefore, each individual student will work to develop on the topic of the week of the assigned country and region. Each student will work on the case of the week, where students will work individually and share in a small group to receive feedback. Each student will analyze the situation of their respective country within their region that they have selected based on World Bank category (1 high income, 1 middle income, and 1 low - income country) and their related challenges of the case in assigned countries within their WHO region. They will develop applicable solutions from a culturally, competent, human right lens. Students will then present as a group their findings to the class at the end of each Individual students will be scored for the culturally-competent solutions they propose.</p>
<p>Demonstrate understanding of the core functions of global health policy competencies.</p>	<p>GERN 574: Global Aging</p>	<p>Students complete bi-weekly discussion posts and small group presentations that demonstrate their knowledge of core global health policy competencies, including comparing and contrasting health policies across countries and linking them to health outcomes. Examples of topics include:</p> <ul style="list-style-type: none"> - Compare and contrast euthanasia legislation in the Netherlands and in the United States. - How does health care policy in your global partner's country contribute or hinder compression of morbidity?

Latino Health Competency Assessment (D4-1)

Assessment of Competencies for MPH in Latino Health Concentration		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity ⁿ
Assess needs relevant to achieving health equity for underserved Latino populations.	H SC 535: Health Promotion/Risk Reduction	Best practices research paper is an individual assignment. Students will select a health problem and identify a Latinx population that is significantly affected. Epidemiological data to assess needs along with discussion of unique socio-cultural risk factors are required to justify their chosen topic and population. They will then conduct a literature review and describe five best practices/evidence-based interventions for this topic. In the last section, students will apply theory to design their own intervention and evaluation plan. To evaluate student's ability to assess needs, the rubric will have a criteria specific to the epidemiological data that are retrieved and presented. Please note this course has been updated for Fall 2022 to include didactic preparation in Latino Health.
Identify and discuss socio-cultural factors affecting the health of Latino individuals and populations, utilizing theory as appropriate.	H SC 535: Health Promotion/Risk Reduction	Best practices research paper is an individual assignment. Students will select a health problem and identify a Latinx population that is significantly affected. Epidemiological data along with discussion of unique socio-cultural risk factors are required to justify their chosen topic and population. They will then conduct a literature review and describe five best practices/evidence-based interventions for this topic. In the last section, students will apply theory to design their own intervention and evaluation plan. To assess ability to identify and discuss socio-cultural factors, the rubric will focus on the portion of the paper in which students discuss the unique socio-cultural risk factors. Please note this course has been updated for Fall 2022 to include didactic preparation in Latino Health

<p>Develop research skills that enhance the ability to work effectively with Latino communities from diverse backgrounds.</p>	<p>H SC 537: Latino Nutrition Promotion</p>	<p>Students learn research skills to work with Latino communities by 1) reviewing current literature 2) facilitating class discussions and examining various perspectives and 3) identifying and developing a nutritional intervention program for Latino communities. Students are required to review, discuss, and apply methods from weekly readings to address Latino nutritional related health problems in the community. Students are then required to select and lead a class discussion based on an article of their choosing addressing and highlighting strategies for Latino nutrition programs. Lastly, students are required to create a nutritional health intervention. This nutrition intervention requires students to identify a nutritional related problem, review and summarize nutrition education literature, and develop a culturally sensitive nutritional intervention. Upon completion students share their work with fellow peers to facilitate discussion and disseminate culturally sensitive intervention development.</p>
<p>Apply culturally sensitive methods to identify and improve priority health issues related to Latino Health.</p>	<p>H SC 537: Latino Nutrition Promotion</p>	<p>Students work to plan and develop a nutritional plan for a <u>Latinx community</u> in Los Angeles or a surrounding area. The program relates to a nutrition chronic disease such as diabetes, obesity, and heart disease. This project is broken up into smaller assignments. The first assignment students will be tasked with identifying a problem, followed by summarizing the literature, and proposing a solution. Support for their project will arise from course readings, discussions and presentations.</p>

<p>Debate the impact of health policy on Latino populations.</p>	<p>H SC 534: Advanced Latino Nutrition and Chronic Disease Prevention</p>	<p>Students are assigned a "Debate on Food Policy." The debate on food policy assignment requires students to participate in an oral debate in class guided by a PPT presentation. This assignment allows students to learn about different food policies affecting the Latino health and the nation's health in general. Debate teams will consist of two students each. A total of four students will participate in each debate. One team will argue for the policy and one team will argue against the policy/issue. Each team is required to prepare the following: 1. A five-minute presentation on the policy/issue and support for your side of the debate. As well as statement on how the policy/issue promotes or hinders health and nutrition. This presentation can be informal or as a ppt presentation. Be sure to provide sources for information provided; 2. Three questions for the opposing team with the purpose of supporting your side of the debate; 3. Notes to rebuttal potential questions that may be asked by the opposing team or audience; 4. A closing statement.</p>
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- 2) For degrees that allow students to tailor competencies at an individual level in consultation with an advisor, the program must present evidence, including policies and sample documents, that demonstrate that each student and advisor create a matrix in the format of Template D4-1 for the plan of study. Include a description of policies in the self-study document and at least five sample matrices in the electronic resource file.

Not applicable.

- 3) Include the most recent syllabus for each course listed in Template D4-1, or written guidelines for any required elements listed in Template D4-1 that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D4-1, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

The location of the requested material is: **ERF\Criterion D\Criterion D4\Syllabi and supporting documentation.**

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

Strengths: Not applicable.

Weaknesses: Not applicable.

Plans for Improvement: Not applicable.

D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

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

The program assesses each student's competency attainment in practical and applied settings through a portfolio approach, which reviews practical, applied work products that were produced for the site's use and benefit. Review of the student's performance in the APE must be based on at least two practical, non-academic work products AND on validating that the work products demonstrate the student's attainment of the designated competencies.

Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.

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

The program requires that students complete an applied practice experience via an internship at a health agency or organization in a community setting. Regardless of the student's concentration, all students are required to engage in at least 240 hours of internship-related activities, which is equivalent to three units of coursework. In order for a student to request enrollment in the internship, the following prerequisites must have been completed: 1) advancement to candidacy; 2) removal of any outstanding incomplete grades; 3) a minimum of a 3.0 overall GPA; and 4) completion of at least half of the required number of units for the program. A faculty member in the department serves as the program internship supervisor.

Methods for assessment of students include faculty, preceptor, and self-assessment procedures and ratings, and the e-portfolio submission which includes work products developed during the internship. As part of self-assessment, students submit a current professional resume or CV. Competencies are assessed via a pre/post internship survey via Qualtrics (https://csulb.qualtrics.com/jfe/form/SV_b8AhdMEZVCYNf2C). Students also complete a formal agreement with the internship site and preceptor that specifies a scope of work to include goals and objectives to be accomplished during the term; the agreement identifies what the intern will accomplish during their internship. This allows the instructor to make sure the planned activities meet the requirements of the program's internship, including engagement in activities that align with the competencies. The preceptor and student sign the agreement, which remains with the student's internship file. Students coordinate with the preceptor in developing the scope of work for their internship that outlines 240 hours. The draft is submitted to the internship instructor for review and approval. The instructor will review the scope of work to identify at least five competencies are planned, 3 of which are from the list of foundational competencies. The updated scope of work of actual work completed is submitted with the final report. The preceptor completes a mid-semester and a final evaluation form. It is suggested that the preceptor meet with the student and complete the evaluation forms to be submitted as part of their final internship report. Students are also evaluated in the internship course at the end of the semester via exit interview and oral presentation at the Career Fair. All students are required to develop at least

two work products that fill an identified need with the agency where the practice takes place. The products must address 5 competencies, 3 of which are from the list of foundational competencies. Students are expected to include the products in their e-portfolio and present on one during the oral presentation. The internship instructor will review and assess the products.

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

Documentation for the applied practice experience are available in the ERF - **Criterion D\Criterion D5\D5.2 APE requirements.**

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

We currently have samples only for Community Health students, as no students from other concentrations have yet completed this experience.

Practice-based products that demonstrate MPH competency achievement (D5-1)	
Specific products in portfolio that demonstrate application or practice	Competency as defined in Criteria D2 and D4
Moderating a virtual town hall for Black health equity; Leading social media presence for Black Health Equity Collaborative; Website development, including logo and infographic creation; report contribution (Student V.D).	6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels
	8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
	19. Communicate audience-appropriate public health content, both in writing and through oral presentation
	20. Describe the importance of cultural competence in communicating public health content
	CHEC-Describe strategies to ensure community health intervention plans are culturally competent

Practice-based products that demonstrate MPH competency achievement (D5-1)	
Specific products in portfolio that demonstrate application or practice	Competency as defined in Criteria D2 and D4
<p>Scientific poster creation and presentation in a public health setting for students, faculty, public health workforce, and community members; led development of a manuscript for publication in a peer-review journal (involved literature review, data analysis, and scientific writing) – manuscript prepared is not for academic/course purposes. (Students J.C. and J.K.)</p>	2. Select quantitative and qualitative data collection methods appropriate for a given public health context
	3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate
	4. Interpret results of data analysis for public health research, policy or practice
	18. Select communication strategies for different audiences and sectors
	19. Communicate audience-appropriate public health content, both in writing and through oral presentation

Practice-based products that demonstrate MPH competency achievement (D5-1)	
Specific products in portfolio that demonstrate application or practice	Competency as defined in Criteria D2 and D4
<p>Community report developed based on a food pantry project; survey data development in preparation for evaluation of health policy changes (Student J.G)</p>	2. Select quantitative and qualitative data collection methods appropriate for a given public health context
	4. Interpret results of data analysis for public health research, policy or practice
	7. Assess population needs, assets, and capacities that affect communities' health
	15. Evaluate policies for their impact on public health and health equity
	Formulate specific, measurable, attainable, realistic, and time-sensitive objectives for community health programs (concentration competency at time student was in internship)
	Describe strategies to ensure community health intervention plans are culturally competent (concentration competency at time student was in internship)

Practice-based products that demonstrate MPH competency achievement (D5-1)	
Specific products in portfolio that demonstrate application or practice	Competency as defined in Criteria D2 and D4
Participate (via recruitment, questionnaire implementation, data collection, intervention content, data analysis) in a study designed to evaluate the effectiveness of a culturally appropriate intervention for Latinx adults with hypertension; development of culturally competent menu for participants; infographic in Spanish; creation of data bootcamp training for undergraduate research assistants (Student C.M.)	8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs
	18. Select communication strategies for different audiences and sectors
	19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
	Involve priority populations, partners, and other stakeholders in the planning process.
	Communicate, promote, and advocate for health, health education/promotion, and the profession

Practice-based products that demonstrate MPH competency achievement (D5-1)	
Specific products in portfolio that demonstrate application or practice	Competency as defined in Criteria D2 and D4
Online curriculum/training for creating responsible cannabis vendors; pre/post-test survey for responsible cannabis vendor training (B.H.)	2. Select quantitative and qualitative data collection methods appropriate for a given public health context
	7. Assess population needs, assets, and capacities that affect communities' health
	8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
	9. Design a population-based policy, program, project or intervention
	19. Communicate audience-appropriate public health content, both in writing and through oral presentation

Samples of practice-related materials for individual students from each concentration are available in the ERF - **ERF\Criterion D\Criterion D5\D5.3 Student samples**
Please note: As of the Spring 2022 semester, we have not had students in the Global Health or Latino Health concentrations complete their internship. However, in the future, we will ensure internships align with their area of concentration.

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

Strengths: Students can showcase their work performed during the MPH program related to the Foundational and Focus Area Competencies. In addition, they can share their public health philosophy, resume/CV and other items to provide a comprehensive profile of the graduate for future employers, and/or public health stakeholders.

Weaknesses: The previous instructions did not separate the skills assessed from internship and practiced based products.

Plans for Improvement: The revised guidelines for the e-portfolio now specify for the students to provide at least 2 products completed during internship and 2 practice-based products related to the Foundational and Focus Area Competencies.

D6. DrPH Applied Practice Experience

Not applicable.

D7. MPH Integrative Learning Experience

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

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

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

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

MPH Integrative Learning Experience (All Concentrations); D7-1	
Integrative learning experience (list all options)	How competencies are synthesized
Thesis	Students identify a research topic and faculty advisor to serve as the thesis committee chair. The thesis chair works with the student to conduct research and write a five-chapter thesis that requires the student to demonstrate their ability to integrate and synthesize competencies, in relation to their research question. Students must defend their thesis to the thesis committee, composed of the thesis chair and two additional faculty members and/or experts in the field, who assess the student on integration and synthesis of competencies. Upon completion of the thesis, chairs complete a competency assessment form for each student.
Comprehensive Exam-Prior to Spring 2023	Students study for a comprehensive exam that addresses all competencies gained through MPH program coursework. Students are guided in their studying by taking HSC 626, the Integrative Seminar, in which faculty members lead review sessions on each topic covered on the exam. The exam includes a multiple-choice section, article critique (with questions related to Epidemiology, Biostatistics, and Research Methods), and an integrated essay (with questions related to Theory, Health Equity, Environmental Health, Curriculum Development, Program Planning, Community Organizing, and Health Care Administration). Faculty who teach a course develop the question(s) for that course; questions are developed in alignment with appropriate competencies. Faculty readers then use a grading rubric to assess each student.
Comprehensive Exam-Planned for Spring 2023	Following submission of our Preliminary Self-Study in May 2022, we learned of the need to revise our Comprehensive Exam experience to support an iterative process that

	<p>results in a high-quality written product. Development of a protocol for our culturally competent program plan (discussed below) will occur throughout the 2022-2023 academic year. For students enrolled in H SC 626 this Spring 2023, we will administer the comprehensive exam, but use an iterative process that permits three revisions. The Article Critique and Integrated Essay will be given to students at the beginning of the semester; for the Integrated Essay, students must select a population that aligns with their concentration. Students will have faculty readers provide feedback on the first two revisions; the reader of the first draft will be the course instructor; the reader of the second draft and final product will be the faculty member who developed the question. The feedback will align with the areas within the rubrics, which will be updated to ensure they capture at least two foundational and one concentration competency. The third submission should result in a high-quality article critique and integrated essay. The Multiple-Choice exam will remain a part of the H SC 626 assessment, but will not be considered part of the ILE.</p>
<p>Capstone Experience-Planned for Spring 2024</p>	<p>The 2022-2023 academic year will be used to finalize the guidelines for the capstone experience. Based on preliminary faculty instruction, the capstone experience will require (at minimum) development of a culturally-competent program plan that addresses foundational competencies 7 and 9, as well as the concentration competencies related to cultural competence. Students will first develop the idea for their program plan in H SC 624 (as a question included on their final exam). During H SC 626, they will work with the course instructor and capstone committee to refine their program plan into a high-quality written product. Specifically, the faculty will work with the students to ensure they have developed a feasible, culturally-competent program plan.</p>

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

The program allows for either of two options to serve as the final integrative learning experience: the comprehensive exam (with the capstone paper to take its place effective Spring 2024) or the thesis. Students currently have the option to successfully complete a comprehensive examination in order to satisfy degree requirements. This written examination requires broad preparation in public health core content areas as well as content specific to Community Health, Latino Health, or Global Health. Effective Spring 2024, we will transition to a capstone-style project. Students who are interested in leading their own research experience have the option of completing the five-chapter thesis with oral exam option in lieu of the comprehensive exam/capstone project. This written experience also requires broad preparation in public health core content areas as well as content specific to Community Health, Latino Health, or Global Health.

Comprehensive Exam: Process, Expectations, and Assessment [Prior to Spring 2023]

Process: The comprehensive exam includes a 100-item multiple-choice section, as well as a take-home section consisting of an article critique and an integrative essay. The article critique assesses students' ability to apply principles of Epidemiology, Biostatistics, and Research Methods to critically examining a peer-reviewed research article. The integrative essay requires students to synthesize their competencies across multiple areas of knowledge (Theory, Health

Equity, Environmental Health, Curriculum Development, Program Planning, Community Organizing, and Health Care Administration) to create a health promotion program addressing a chosen topic and population. Students must answer all questions in all sections in order to be considered to have completed the exam.

The exam is developed by the department faculty and finalized by the Graduate Committee. Each semester, faculty are asked to submit three to five new multiple-choice questions. For the Article Critique and Integrated Essay, faculty develop questions for the sections for which they teach and/or score. A major revision occurred in the 2020-2021 academic year to make the take-home essays more integrative. Starting in the 2020-2021 Academic Year, the Article Critique included: Biostatistics, Research Methods, and Epidemiology. In addition, the selected article was to be grounded in health behavior theory. The Integrated Essay included questions pertaining to: Health Disparities, Environmental Health, Community Health, Health Behavior Theory, Health Education Curriculum, Program Planning, and Health Policy; all questions must be answered (which was not the case in prior exam years). As one goal of the comprehensive exam is to assess student attainment of the program competencies, questions are developed to align with appropriate competencies. Faculty members review drafts of the examination and provide input for revision prior to finalization of the exam.

Expectations: In order to apply to take the comprehensive exam, students must complete an application for the comprehensive examination available from the Department of Health Science Office and/or graduate director/coordinator. Typically, students take the exam after they have completed all core public health courses and have no more than three courses left to complete the program. Students must notify the program director/ graduate coordinator of their intention to take the comprehensive exam by the fourth week of the semester in which they plan to take the exam. The date and time of the examination is announced 10 weeks in advance of the test date. The examination is scheduled in April of each academic year. The exam typically occurs between weeks 10-12 in the semester; this flexibility is needed to accommodate semester variation in schedules due to holidays. The exam must take place by week 12 to allow sufficient time for grading and to meet the paperwork deadline for graduation.

To help prepare students for the exam, students enroll in HSC 626 Integrative Seminar. During this course, program faculty members attend each class meeting to answer questions and provide tips and resources for preparing for the exam. The logistics and format of the exam are also discussed.

Prior to the COVID-19 pandemic, the multiple-choice section was completed on-site, was proctored by the graduate director/coordinator, and two hours were permitted to complete the exam. Students were then provided with five days to complete and submit hard copies of the article critique and integrative essays. During the COVID-19 pandemic, the exam transitioned to a fully remote experience. Starting in Spring 2021, students had to complete all questions raised in the Article Critique and Integrated Essay. Students who fail two or more sections of the comprehensive exam are allowed one opportunity to re-take the full exam. If students do not pass the re-take exam, they are not awarded an MPH degree.

Assessment: For the Multiple-Choice section of the exam, an electronic system is used to grade exams. For the Article Critique and Integrated Essay, faculty who created questions also grade the responses using established rubrics and submit the scores to the program director/ graduate coordinator. The rubrics for the take-home sections assess four dimensions of students' responses: 1) responsiveness to the questions asked; 2) accuracy, comprehensiveness, and depth of responses; 3) use of supporting evidence as needed; and 4) quality of writing. The Graduate Program Committee is consulted and facilitates final decisions on any scores that need additional grading or attention. Respondents' anonymity is preserved by using the last four digits of each student's university identification number as the only identifier on the examination. Students must pass at least two out of the three main sections (multiple-choice, article critique, integrated essay) of their comprehensive exam to successfully complete their culminating

experience. After the scores have been recorded, students are notified in writing through the university whether they passed or failed.

Comprehensive Exam: Process, Expectations, and Assessment [Spring 2023]

Process: The comprehensive 'exam' includes an article critique and an integrative essay. The article critique assesses students' ability to apply principles of Epidemiology, Biostatistics, and Research Methods to critically examining a peer-reviewed research article. The integrative essay requires students to synthesize their competencies across multiple areas of knowledge (Theory, Health Equity, Environmental Health, Curriculum Development, Program Planning, Community Organizing, and Health Care Administration) to create a health promotion program addressing a chosen topic and population. Students must answer all questions in all sections in order to be considered to have completed the exam.

The 'exam' for Spring 2023 will be an updated version of the Spring 2022 exam developed by the department faculty and finalized by the Graduate Committee.

Expectations: Completion of the 'exam' will occur as part of HSC 626 Integrative Seminar. During this course, the 'exam' will first be shared at the beginning of the semester. Students will have approximately 4 weeks to complete a first draft; they will then receive feedback for improvement from the course instructor. Students will then submit an updated draft by week 8 of the semester; this draft will be reviewed by the faculty who prepared the questions. Faculty will provide feedback for improvement. Students will then submit their product a third and final time at approximately week 12 of the semester. Faculty who developed questions will evaluate the product. Students who fail one or more sections of the comprehensive exam are allowed one opportunity to re-take the full exam. If students do not pass the re-take exam, they are not awarded an MPH degree.

Assessment. The instructor of H SC 626 will review the first draft of the Article Critique and Integrated Essay, while faculty who developed questions will read the second draft; faculty will provide general feedback for improvement. For the third draft, faculty who created questions grade the responses using established rubrics and submit the scores to the program director/graduate coordinator. The rubrics assess four dimensions of students' responses: 1) responsiveness to the questions asked; 2) accuracy, comprehensiveness, and depth of responses; 3) use of supporting evidence as needed; and 4) quality of writing. Prior to the Spring 2023 administration, rubrics will be updated to ensure they align with at least 2 foundational and 1 concentration competency. The Graduate Program Committee will be consulted and facilitate final decisions on any scores that need additional grading or attention. Respondents' anonymity is preserved by using the last four digits of each student's university identification number as the only identifier on the examination. Students must both sections of their comprehensive exam to successfully complete their culminating experience. After the scores have been recorded, students are notified in writing through the university whether they passed or failed.

Capstone Project: Process, Expectations, and Assessment [Expected Spring 2023]

Process: The process for the capstone experience will be finalized during the 2022-2023 academic year, following thorough discussion by the faculty. Please see the last row of the table in D7.1 to review our preliminary plan.

Expectations: The expectations for the capstone experience will be finalized during the 2022-2023 academic year, following thorough discussion by the faculty. Please see the last row of the table in D7.1 to review our preliminary plan.

Assessment. The assessment for the capstone experience will be finalized during the 2022-2023 academic year, following thorough discussion by the faculty. Please see the last row of the table in D7.1 to review our preliminary plan.

Thesis

Process: Faculty developed the thesis process, and this process is detailed in the program's thesis manual. The thesis manual is posted online on the program BeachBoard. The manual includes extensive information related to common thesis questions, how the thesis experience relates to the program competencies, and specifies the suggested thesis-related timeline (including required procedures). In addition, appendices are included to guide the student through the thesis process. Currently, p.10 of the manual relates to the core foundational competencies, and we are working to ensure the manual and experience are updated to allow for a final thesis product that represents a synthesis of both concentration and foundational competencies.

Expectations: Students who are interested in completing a research thesis are encouraged to approach faculty members in their first semester of study to identify a thesis chair and topic, as it is expected the thesis option will take at least four semesters to complete (i.e., assuming a student is attending full-time). Once students have identified their thesis chair, they must further identify their full thesis committee and submit an outline of their proposed thesis topic in order to enroll in HSC 590 (Independent Study) during their second semester in the program. A thesis committee must be formed with a minimum of three members: the committee chair and two other faculty members who can offer guidance in specific areas of expertise. A minimum of two members must be tenured or tenure-track (chair must be tenured or tenure-track from the Department of Health Science). The thesis committee is approved by the department chair. The committee chair advises the student on selection of committee members, certifies that the student has been properly prepared via coursework and research skills to complete the thesis project, and provides guidance for a timeline for completion in a reasonable time.

As part of HSC 590 (Independent Study) during the second semester, the student must complete a thesis proposal (i.e., the first three chapters of their thesis – Introduction/Background, Literature Review, and Research Methods) and receive approval from all committee members to complete the thesis project. The student then enrolls in HSC 698 (Thesis) during the third semester in the MPH program and works with the thesis chair and committee to complete the full thesis (e.g., data collection (primary or secondary), data analysis, interpretation and meaning of results). Once completed, the thesis paper is submitted for approval from all committee members. The thesis chair arranges for an oral exam. During the oral exam, students provide an approximately 45-minute PowerPoint presentation on their research that is open to the public. Then, the student has an approximately 2-hour closed examination during which their knowledge and synthesis of program competencies are assessed through thesis-specific and general questions. After completion of the defense and exam, the student revises the thesis based on feedback from the exam and submits their thesis for final approval by the committee. By signing the signature page, committee members confirm that the thesis meets the discipline's standards of scholarship and style. The committee chair approves submission to the University Thesis and Dissertation Office; once accepted, the final thesis grade can be submitted. At this point, the student has completed program requirements to be conferred with the MPH degree. If a student does not successfully defend their thesis, they will be given one more opportunity to attempt a successful defense. This second chance requires the student to repeat the oral presentation and retake the oral defense exam.

Assessment: Successful defense of the thesis means all committee members were satisfied with the oral presentation, oral defense, and the five-chapter thesis. Faculty are assessing students on their attainment of the program competencies. Although committee members may be satisfied, they may still require edits to the thesis. It is understood that thesis committee members are not obligated to sign the signature page until they are satisfied with the student's ability to incorporate needed edits into the thesis document.

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

Documentation for both the comprehensive exam and thesis are available in **ERF\Criterion D\Criterion D7.**

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

Documentation for both the comprehensive exam and thesis are available in **ERF\Criterion D\Criterion D7.**

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

Documentation for both the comprehensive exam and thesis are available in **ERF\Criterion D\Criterion D7.**

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

Strengths: One strength of our comprehensive exam was our Spring 2021 revision, which made the exercise a truly integrative experience. One strength of our thesis options is the continual review and updating of the thesis manual.

Weaknesses: Currently, the thesis process is decentralized, which has led to an uneven distribution of faculty service on thesis committees. A centralized system for overview should facilitate a more equitable distribution of faculty service on thesis committees. With respect to our comprehensive exam, prior to Fall 2022, the process was not iterative.

Plans for Improvement: To address the area for improvement related to the thesis, we plan to implement a more centralized system for allocating release time based on thesis committee service. To address the area for improvement related to the comprehensive exam, we will have an iterative experience for Spring 2023 students enrolled in H SC 626. Additionally, Spring 2023 students enrolled in H SC 626 will pilot our capstone experience, which will also be an iterative process that creates a high-quality written product (i.e., a culturally competent program plan). For both the thesis and comprehensive exam/capstone, we plan to be more intentional with a checklist of competencies being reviewed after the comprehensive exam is finalized, similar to what is used when the thesis product is being assessed.

For both thesis and comprehensive exam experiences, we aim to ensure these experiences align with a student's program concentration (e.g., for the comprehensive exam: ensuring the population they write about relates to Community Health, Global Health, or Latino Health; for the thesis option: ensuring the topic they have selected aligns with Community Health, Global Health, or Latino Health).

An additional area of improvement includes notifying students, irrespective of their culminating experience, about the MCHES exam. As this is not a program requirement, but may be preferred by employers, we feel it is important for students to be aware of, and make an informed decision, about whether to complete the exam.

D8. DrPH Integrative Learning Experience

Not applicable.

D9. Public Health Bachelor's Degree Foundational Domains

Not applicable.

D10. Public Health Bachelor's Degree Foundational Competencies

Not applicable.

D11. Public Health Bachelor's Degree Cumulative and Experiential Activities

Not applicable.

D12. Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences

Not applicable.

D13. MPH Program Length

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

Programs use university definitions for credit hours.

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

The minimum credit-hour/unit requirement for the program is 42 semester-credits. Students have up to seven years to complete their degree. This timeline is most suitable in meeting the needs of all types of students, as the program aims to make degree completion accessible and possible for working professionals.

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

One credit is equivalent to one classroom hour and three hours of outside work. Thus, a three-credit course is equivalent to three classroom hours and nine hours of outside work.

D14. DrPH Program Length

Not applicable.

D15. Bachelor's Degree Program Length

Not applicable.

D16. Academic and Highly Specialized Public Health Master's Degrees

Not applicable.

D17. Academic Public Health Doctoral Degrees

Not applicable.

D18. All Remaining Degrees

Not applicable.

D19. Distance Education

Not applicable.

E1. Faculty Alignment with Degrees Offered

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

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

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

Primary Instructional Faculty Alignment with Degrees Offered (E1-1)						
Name*	Title/ Academic Rank	Tenure Status or Classification^	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1
Alaei, Kamiar	Professor	Tenure	M.D., M.P.H., M.S., Dr.PH, M.St.	University of Oxford; State University of New York; Harvard University; Isfahan University of Medical Sciences	Health Policy and Management; International Human Rights Law; International Health	Global Health
Bavarian, Niloofar	Associate Professor	Tenure	Ph.D., M.P.H.	Oregon State University	Health Promotion Health Behavior	Community Health
D'Anna, Laura	Associate Professor	Tenure	Dr.PH, M.P.A.	UCLA, CSULB	Public Health- Community Health Sciences; Public Policy & Admin.	Community Health
Garcia, Melawhy	Assistant Professor	Tenure Track	Ph.D., M.P.H.	UCSD/SDSU; CSULB	Health Behavior Research; Community Health	Latino Health
Gorman, Fiona	Associate Professor	Tenure	Ed.D., M.P.H.	USC	Health Promotion; Educational Psychology	Global Health
Johnson, Amber	Associate Professor	Tenure Track	Ph.D., M.P.H.	UNC Greensboro	Community Health Education	Community Health
Jou, Judy	Assistant Professor	Tenure Track	Ph.D., M.A.	University of Minnesota, Twin Cities	Health Services Research,	Global Health

					Policy, & Administration	
Nguyen-Rodriguez, Selena	Associate Professor	Tenure	Ph.D., M.P.H.	USC	Preventive Medicine; Epidemiology & Biostatistics	Latino Health

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

Non-Primary Instructional Faculty Regularly Involved in Instruction (E1-2)							
Name*	Academic Rank^	Title and Current Employment	FTE or % Time Allocated	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in C2-1
Veronica Acosta-Deprez	Professor	Professor	0.1	Ph.D., M.S.	University of Wisconsin	Curriculum and Instruction	Global Health
Arash Alaei	Lecturer	Part-Time	0.2	M.D.	Isfahan (Medical School in Iran)	HIV/AIDS	Global
Lyzette Blanco	Part-Time Lecturer	Non-Tenure Track	0.1	Ph.D., M.P.H.	Claremont Graduate University	Health Promotion Science; Biostatistics and Epidemiology	Latino Health
Brian Cole	Assistant Professor	Tenure-Track	0.4	Dr.PH., M.P.H.	UCLA	Community Health Sciences; Health Education & International Population and Family Health	Community Health
Toni Espinoza-Ferrel	Full-Time Lecturer	Non-Tenure Track	0.2	M.P.H.	CSULB	Community Health	Global Health
Gail Farmer	Professor	Tenure	0.4	Dr.PH	UCLA	Epidemiology	Community Health
Loucine (Lucy) Huckabay	Professor (Schools of Nursing)	Tenure	0.5	Ph.D., M.S.N.	UCLA	Educational Psychology; Nursing	Global Health

Javier Lopez-Zetina	Associate Professor	Tenure	0.4	Ph.D., M.A.	University of Texas; University of Houston	Epidemiology	Latino Health
Iveris Martinez	Professor (Department of Family and Consumer Sciences)	Tenure	0.2	Ph.D., M.A.	The Johns Hopkins University	Anthropology; Anthropology and Population & Family Health Sciences	Global Health
Mayra Rascon	Part-Time Lecturer	Non-Tenure Track	0.1	M.P.H.	CSULB	Community Health	Latino Health
Lisa Sparks	Full-Time Lecturer	Non-Tenure Track	0.2	Ed.D., M.P.H.	Azusa Pacific University; CSULB	Higher Education Leadership; Community Health Education	Community Health

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

PIF and non-PIF CVs are provided in the following location: **ERF\Criterion E\Criterion E1\E1.3 Faculty CVs.**

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

Since our 2015 review, we have had a combination of faculty retirements (i.e., four), new faculty hires (including 5 tenure and tenure-track positions), and four faculty earned tenure. During the 2021-2022 academic year, we have two active tenure-track searches. We have also received two tenure-track line, with searches to be completed during the 2022-2023 academic year.

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

Strengths: Not applicable.

Weaknesses: Not applicable.

Plans for Improvement: Not applicable.

E2. Integration of Faculty with Practice Experience

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

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

- 1) Describe the manner in which the public health faculty complement integrates perspectives from the field of practice, other than faculty members' participation in extramural service, as discussed in Criterion E5. The unit may identify full-time faculty with prior employment experience in practice settings outside of academia, and/or units may describe employment of part-time practice-based faculty, use of guest lecturers from the practice community, etc.

Three examples include:

- 1) Dr. D'Anna is the primary instructor in H SC 507. Within this course, she brings in experts to discuss how health disparities manifest in different communities. For example, Vattana Peong (also a program advisory member), is the Executive Director at the Cambodian Family Community Center. The program provides services to Cambodian and Latino families in Santa Ana, CA, with an emphasis on diabetes and cardiovascular diseases. The research center led by Dr. D'Anna assists with program evaluation efforts. Guest lectures provided by Vattana highlight the state of Cambodian health in southern California, and action being taken to address disparities.
 - 2) Dr. Arash Alaei is a non-PIF lecturer for the Department, having taught our Global Health course (H SC 520). In addition to this academic role, Arash also has an M.D., and is also the president of the Institute for International Health and Education, where he helps lead collaborations and partnerships with over 10 countries in the Middle East, Central Asian, and South-East Asia. For example, the organization helped the Ministry of Health of Tajikistan develop a national proposal for the Global Fund which received \$19 million to control HIV/AIDS. Arash incorporates his applied background into his teaching of H SC 520.
 - 3) Kamiar Alaei is a PIF and Department Chair. Kamiar joined the department in 2020. With an MD, MPH, MS, DrPH, MSt, he brings a wealth of knowledge to the guest lectures he provides in H SC 520 (Global Health). Kamiar also has a multitude of applied experiences. For example, prior to joining CSULB, he served as Co-President of the Institute for International Health and Education. He also has an established history of activism for marginalized populations. Specifically, when he was a practicing MD, he has advocated for sexual minorities and injection drug users. These experiences help enhance classroom lectures.
- 2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths: Not applicable.

Weaknesses: Not applicable.

Plans for Improvement: Not applicable.

E3. Faculty Instructional Effectiveness

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

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

The program supports professional development and advancement in instructional effectiveness.

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

Student Perceptions of Teaching (SPOT)

University and RTP procedures require that all faculty members have their courses evaluated by students at the end of the semester. Students complete a standardized evaluation form, Student Perceptions of Teaching (SPOT), developed by the Academic Senate. Full-time faculty members choose two out of four courses for evaluation or only one course if this assignment is their total load. This confidential class evaluation is forwarded to the university's Office of Institutional Research and Assessment for analysis. The results of course evaluations become part of each faculty member's permanent personnel file. The chair reviews course evaluations in order to address any problematic reviews with faculty and to develop a plan for improvement (e.g., meeting with a highly-rated instructor for mentoring/coaching).

Program Surveys/Interviews

Course evaluation and instructor effectiveness are assessed on the Exit Survey. This survey is administered to all students at the completion of the program. The survey facilitates continuous quality improvement by examining the advising process, the relevance of specific courses, and other aspects of the program. As student involvement in program processes has been initiated, student feedback is elicited to address deficient areas and to develop methods to improve outcomes. The Program Improvement Panel also includes a qualitative question about general feedback on courses; oftentimes, the discussion naturally evolves into one course evaluation. These commentaries are summarized and shared with faculty for improvement purposes every Spring.

Peer Evaluations

Faculty members who are to be reviewed via RTP processes are required to include peer evaluations as part of their retention and promotion file. Instructors not going through RTP review may also request that a peer evaluation of a class be conducted. Peer evaluation of instruction is highly valued by the university and college. This evaluation provides professional information regarding the content and instructional methods used in a course. All of this information is used to assess objectives related to teaching effectiveness and the nature of public health concepts provided in the graduate courses.

- 2) Describe available university and programmatic support for continuous improvement in teaching practices and student learning. Provide three to five examples of program involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.

The University provides multiple opportunities throughout the academic year to attend trainings that support instruction. For example, faculty (PIF and non-PIF) have completed diversity-focused training to support instruction by attending trainings related to accessibility: BlackBoard Ally, Bob Murphy Access Center Ally Accommodating Differently-Abled Students. Trainings have also been

completed to related to equity minded pedagogy: Equity Mindedness Workshop, Implicit Bias Training, Safe Zone Ally Training, UnDocuAlly Training, Black Lives Matter, and Vulnerable Populations Training. (Please see **ERF B2.2. Evidence for evaluation plan/Faculty diversity-focused training to support instruction**).

The Faculty Center at CSULB provides resources, including programming, to promote the instructional effectiveness of faculty as a means of enhancing student learning. The Faculty Center's vision statement is to "be a beacon of excellence in promoting and embracing equitable and inclusive practices in pedagogy, scholarship, and service, and in building a community of faculty, staff, and students at CSULB." To that end, one example of services they provide is programming to enhance instructional effectiveness. Each semester, a calendar of events is provided. Three examples of program involvement from our non-PIF faculty include:

-Instructional Technology Foundations Program: Graduate program-affiliated faculty who attended this training include: Toni Espinoza-Ferrel, Veronica Acosta-Deprez, and Lyzette Blanco.

The Chancellor's Office also provided Professional Development courses.

-Designing your Online Course: Graduate program-affiliated faculty who attended this training include: Toni Espinoza-Ferrel and Veronica Acosta-Deprez.

-Improving Your Online Course: Graduate program-affiliated faculty who attended this training include: Toni Espinoza-Ferrel.

(For additional examples, please see **ERF B2.2. Evidence for evaluation plan/Faculty participation in activities designed to improve instructional effectiveness**)

- 3) Describe means through which the school or program ensures that all faculty (primary instructional and non-primary instructional) maintain currency in their areas of instructional responsibility. Provide examples as relevant. This response should focus on methods for ensuring that faculty members' disciplinary knowledge is current.

There are several means through which faculty currency is maintained. The Curriculum committee reviews standard course outlines to ensure currency. Textbook updates are another strategy used to assure the most current research is being reviewed and shared. Previously, faculty meeting time has been allocated to promote currency (e.g., a representative to educate about online training opportunities and certification). For faculty who go through the RTP process (PIF and non-PIF, tenure-track faculty), the Department RTP policy specifically requires content is current. During the peer evaluations of teaching, delivered content (in the lecture, standard course outline, and syllabus) is reviewed for currency. Lecturers who serve as PIF or Non-PIF complete the lecturer evaluation process.

In addition to ensuring content delivered inside the classroom is current, currency is supported through program support for conference travel and additional professional development activities (e.g., attending workshops, seminars and trainings). For example, membership to APHA and conference registration was made available to all faculty (include non-PIF). On average, tenure-track faculty can receive \$1,000 for conference travel, if they are presenting.

Beyond review of course content and attendance at conferences and trainings, currency is maintained through service to peer-reviewed journals. Specifically, by serving as manuscript reviewers, our faculty are able to review emerging research.

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

RTP reviews include performance of faculty members with respect to quality of teaching. This helps to ensure faculty maintain a high-quality of instructional effectiveness. For all faculty (tenure/tenure track, full-time lecturers, part-time lecturers), after the Department Chair receives SPOTS, they are reviewed, and faculty whose SPOTS demonstrate needed improvement complete a one-on-one meeting with the Chair. As a result of that meeting, a detailed plan for

improvement is created. Re-hiring of part-time faculty and assignment of courses by the Chair is contingent on performance reviews.

- 5) Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on its self-selected indicators of instructional effectiveness.

Select at least three indicators, meaningful to the unit, with one from each listed category.

Faculty Currency (Indicator #1)	Faculty Instructional Technique (Indicator #2)	Program-Level Outcome (Indicator #3)
Peer/internal review of syllabi/curricula for currency of readings, topics, methods, etc.	Participation in professional development related to instruction	Implementation of grading rubrics
The current evaluation plan calls for syllabi/curricula for each graduate course to be reviewed using the following schedule: 2 courses are reviewed per month; given that there are four months per semester, this amounts to 8 courses per semester.	Among 8 PIP and Non-PIP faculty, a total of 28 trainings were completed from 2020 onwards (e.g., Instructional Technology Foundations Program)	All rubrics were collected from instructors in Fall 2019. The evaluation of the rubrics was completed by Fall 2020, with changes implemented by instructors by Spring 2021 and Fall 2021. Moving forward, we anticipate maintaining a similar review process that aligns with the syllabi review schedule.

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

Strengths: Not applicable.

Weaknesses: Not applicable.

Plans for Improvement: Not applicable.

E4. Faculty Scholarship

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

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

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

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

Research and Scholarly Activities

Program faculty are actively involved in research and scholarship; the definition of research and scholarship takes several forms: 1) quantitative and qualitative research (e.g., epidemiology, program evaluation, and needs assessment); 2) synthesis of existing published literature; 3) pursuit of health-related grants and contracts, as well as participation on grant review panels; and 4) dissemination of information through publication of articles in professional journals, publication of textbooks, books, and book chapters, and presentations or panel moderation at national, state, and local professional meetings. Specific examples of these activities include: participation in intramurally funded research programs; submission (and attainment) of extramurally funded research grant applications; attendance at local, state and national conferences; involvement in local research activities; participation in research committees, and reading and keeping abreast of relevant literature.

With respect to program expectations, the program does not specify a percentage of time to be committed to research. However, per the Department's RTP document, faculty at the rank of Assistant Professor are expected to have at least 4 publications when going up for tenure and promotion to the rank of Associate Professor. Associate Professors going up for promotion to the rank of Professor must have at least one publication for every year they have been an Associate Professor. The 2021-2022 data related to his expectation have not yet been collected or analyzed.

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

Institutional Support for Research and Scholarly Activities

Supportive Personnel Policies

The university and college Retention, Tenure, and Promotion (RTP) policies reflect support for instructionally related research and creative scholarly activities. The RTP document explicitly states, "Faculty are expected to remain engaged in an ongoing program that demonstrates intellectual and professional growth in the discipline over time." Scholarly achievements as exemplified by publications, presentations at scientific conferences, funded research, and related activities are a specific requirement for gaining a tenured appointment at the university. These research activities also complement the ongoing functioning of the program, department, college, and the university.

Sabbatical leaves are available to full-time faculty in order to facilitate their professional development and thus enhance the overall quality of the university and its instructional programs. These leaves are an avenue through which faculty may take concerted time to enhance their research productivity. The policy for such leave requires that the activities proposed be of value to the university. This policy states that, "Research activities or projects which directly contribute to

instructional effectiveness or to University-community interrelationships” are considered of value to the university. See the faculty affairs website for the policy statement regarding sabbatical leave time (<http://www.csulb.edu/divisions/aa/personnel/leaves/sabbatical/>). Faculty are eligible for sabbatical leave after full-time service for six years since their last leave or initial faculty appointment.

University Level Support for Research

The (recently renamed) Office of Research and Economic Development coordinates faculty and staff efforts to develop research proposals. It is the administrative setting through which local, state, and federal government agencies, and other prospective public funding organizations as well as foundations, channel their requests for assistance in research and scholarly activities. In conjunction with the Research Scholarly and Creative Activities Committee, this office oversees the award of scholarly and creative activity funding which is available annually for support of release time for research and summer fellowships. Another mission of the office is to disseminate information about public and private funding sources and to match faculty interests with available funding sources.

During the 2021-2022 academic year, a new university-level funding mechanism was established by the President and Provost. The President-Provost Initiative Faculty Research Awards in Equity, Diversity and Inclusion (FRA-EDI) focuses on racial equity and offers funding for the campus's equity diversity and inclusion efforts. Ten awards of \$15,000 were funded, and one of the four eligible themes was EDI Scholarship Across Disciplines, which supports engaging in scholarship that examines racial EDI processes, norms, and practices. The faculty survey that will be distributed in Fall 2022 will collect this previously uncollected information.

The university provides release time from teaching one course each semester to new faculty hires during their first three years on campus. This release time allows faculty to further develop their research portfolio, activities and capacity. A full-time teaching load for tenure-track faculty is 12 units (four courses), in addition to three units for service activities.

Recognition of faculty research efforts through annual achievement awards is another way that the university supports research. Dr. Laura D'Anna (2020), Dr. Amber Johnson (2021) and Dr. Melawhy Garcia (2022) each received the Early Academic Career Excellence Award in part for their research contributions; Dr. Niloofar Bavarian received the University's Faculty Mentor for RSCA Award (2017) and College's Most Valuable Professor Award (2019), in part, for research-related activities. Recognition of research activities rewards those efforts and also serves to motivate continued effort.

The university is also the home of many research programs that provide support for both faculty and students. The programs include the NIH-CSULB Building Infrastructure Leading to Diversity (BUILD) Program, the Undergraduate Research Opportunity Program, and the Ronal E. McNair Postbaccalaureate Achievement Program, among others.

College of Health and Human Services Support for Research

The college is strongly committed to supporting research in order to enhance its visibility and reinforce its funding base. A standing committee at the college level, the College Research Committee, includes members elected from the college's full-time faculty; these faculty review RSCA applications that provide 3-6 units of release time for proposed research projects from faculty. The College's Week of Research provides faculty an opportunity to provide conference-style presentations on their research. Also, the College recently implemented its Grant Ready program. The program supports faculty in various stages of their research (e.g., funded Phase 2 Grant-Ready proposals received up to \$15,000 over the Summer of 2021 to support external grant-writing efforts; and the Summer of 2022 applications provide up to \$10,000 to support revisions of unfunded proposals). The faculty survey that will be distributed in Fall 2022 will collect this previously uncollected information.

Departmental Support for Research

For faculty, the Department provides \$2,000 in support for conference participation. Moreover, the department chair routinely sends research opportunity announcements to all faculty. For students, courses in the areas of quantitative research methods, measurement and statistics, program planning and evaluation, and thesis preparation, as well as faculty and student research collaborations are examples of support for research in the program. Program students are encouraged to present their work at local and national conferences, with funds coming from the Department budget, as well as funding through faculty grants.

Other Supportive Resources

An autonomous organization, the California State University, Long Beach Research Foundation, also aids faculty in gaining research funding and acts as the regulating body in expenditure of extramural research funding. The Development Office provides a similar function for grants from private foundations and corporations. The Office of University Research coordinates with the Institutional Research Board that reviews proposals for adequacy of human subjects' protection.

- 3) Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities. This response should focus on instances in which students were employed or volunteered to assist faculty in faculty research projects and/or independent student projects that arose from or were related to a faculty member's existing research.

Dr. Niloofar Bavarian is the PI on an NIH/NIDA-funded project examining the deterrents of prescription stimulant misuse and diversion among college students. The R15 mechanism funding this grant allows for extensive student training. To date, 16 students have been involved in this project, from its inception to dissemination efforts. For example, given that the project involved peer-led interviews related to misuse and diversion, student research assistants were trained over the course of an academic year in interview methods. Over the next summer and academic year, the student researchers led interviews (the two lead interviewers were both MPH students), transcribed the interviews, and used qualitative data analysis to examine themes in interviews. The students also disseminated their research at local (e.g., CSULB's Student Research Competition), regional (e.g., Pacific Coast College Health Association) and national conferences (e.g., American College Health Association Annual Meeting). During the third year of the grant, a new group of student researchers (including 4 MPH students) continued to disseminate findings in peer-reviewed publications and conferences, and assisted with the development of an R34 grant proposal to NIH/NIDA.

Dr. Selena Nguyen-Rodriguez is currently running an NIH-funded community-based research study aimed at understanding the multilevel influences of sleep in Latinx children. During the qualitative phase of the research project, two MPH students volunteered in her lab. They gained skills in recruitment, consenting, running data collection visits, administering surveys and collecting anthropometric data, tracking data, transcribing and coding focus group data. Upon graduation, one student was hired as the project coordinator. The research project is now in the quantitative phase, where one MPH student volunteered during the summer and was hired in the fall to continue working as a graduate research assistant. This student is engaged in recruitment, consenting, running data collection visits, administering surveys and collecting diet, physical activity and objective sleep data, as well as using ecological momentary assessment methods. She is also tracking and entering data. A new project coordinator was also hired, who is a recent alumnus of our MPH program.

Dr. Melawhy Garcia is the PI on a 3-year United States Department of Agriculture National Institutes of Food and Agriculture (USDA-NIFA) project funded to address Latino childhood obesity. The Eat, Play, Go! Integrated Transdisciplinary Research, Education, and Extension Project to Prevent Latino Youth Obesity will reach 174 Latino families with an innovative community-based project that aims to improve eating patterns, increase physical activity, and reduce sedentary behavior as well as promote parental role modeling and changes in the home environment. Five MPH students will receive one-year fellowships (monthly monetary stipends) to assist with the development, implementation, and evaluation of the project. Students will also receive guidance to prepare a research abstract and travel funds to present study findings at a

public health conference. During the formative phase, one MPH student assisted with qualitative data collection and analysis. The project is now in the intervention phase, two MPH students (per year) will assist with survey data collection, implementation of health education sessions, and analysis of survey data. The project manager and assistant coordinator are both recent graduates of the MPH program.

Dr. D'Anna provides internship opportunities for up to five Health Science undergraduate and graduate students per semester within the Center for Health Equity Research (CHER). On average, two MPH students per semester complete their required internship experiences within CHER. Internship activities include hands-on training and mentoring focused on research strategies and skills, academic and career advising, and providing letters of recommendation. Depending on CHER's grant funding, students are often hired to continue as research assistants upon completion of their internship experiences. Lyka Trinidad serves as a good example of how the internship experience can grow into a paid research assistant position. After completing the internship for the MPH Program through CHER, Lyka was hired as a part-time research assistant. Upon completion of her MPH degree, she was hired into a full-time position with CHER. She became integrated into CHER's programs and was able to work across projects. She assisted with the development of a published paper related to a past grant held by CHER (RIMI) and another published paper related to the PPOWER Project. Lyka also presented a poster at APHA on a portion of the data related to the PPOWER Project manuscript.

Dr. Amber Johnson was awarded institutional funds to develop a pilot project to examine the relationship between racism, shame, and stress reactivity among young Black women. This project has provided the opportunity for 17 students to receive training in the social epidemiology of cardiovascular disease for Black women, recruiting underrepresented populations in research, laboratory protocols for assessing health data (e.g., saliva sample, blood pressure, heart rate, anthropometric measures), and quantitative survey measures. Students were also able to utilize their participation in this research project to complete their honors thesis (1) and independent studies (4). Students also analyzed data collected from this study and disseminated their research findings in local (e.g., CSULB graduate student research symposium) and regional conferences (Western Psychological Association).

- 4) Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students. This response should briefly summarize three to five faculty research projects and explain how the faculty member leverages the research project or integrates examples or material from the research project into classroom instruction. Each example should be drawn from a different faculty member, if possible.

Dr. Niloofer Bavarian leads instruction of H SC 570, which focuses on health behavior theory. Given that Dr. Bavarian's research aligns with the Theory of Triadic Influence [TTI], she actively integrates her research into the class. During the two weeks that the TTI are discussed in class, Dr. Bavarian uses her prescription stimulant misuse research to explain how the theory can be used to explain behavior. Next, to explain how theory can be used to intervene on behavior, Dr. Bavarian shares her research evaluating a theory-guided social-emotional and character development program. Her presentation reflects a conference-style paper presentation, including context to how she initiated her research career. Moreover, she assigns a book chapter she co-authored with a past M.P.H. student to further highlight the use of theory in real-world research applications.

Dr. Melawhy Garcia leads instruction of H SC 624, which focuses on community analysis and program panning. Students are guided through the development of a group proposal for a community-based program throughout the semester. Each assignment focuses on a different component of a proposal (needs assessment, goal and objectives, budgets). Dr. Garcia uses examples of funded proposals from her research as well as templates (figures, tables, theory concept maps) to demonstrate to students the process of developing proposal sections. During lectures, she also provides real-world examples of the development and implementation of programs to ensure students are not only learning the concepts, but gaining knowledge related to best practices for implementation.

In order to highlight the importance of socioeconomic status (SES) and social discrimination as determinants of health, Dr. D’Anna asks her HSC 507 students to read a paper she published entitled, *Racial and ethnic health disparities: evidence of discrimination’s effects across the SES spectrum*. In addition to highlighting evidence for the relationships between low SES and experiences of social discrimination and poorer physical and emotional health outcomes, Dr. D’Anna demonstrates the complexities of measuring SES as a construct in public health research. As such, students become aware of the limitations associated with relying on a single SES measure (e.g., household income) when attempting to explain differences in health outcomes.

Dr. Amber Johnson leads the instruction of HSC 500 (Epidemiology), which explores health determinants and disease distribution across populations. She uses her research experience in social epidemiology to frame students’ exploration of race, class, and gender as health determinants that impact disease distribution, particularly in minority communities. For example, Dr. Johnson uses her work on racism, negative emotion, and stress reactivity to explain mechanisms in which “exposure to racism” gets under the skin, contributing to negative health outcomes. Students specifically explored the “weathering hypothesis” (assigned research journal articles and class discussions) that suggests Black women experience accelerated biological aging due to chronic and recurrent stress associated with racism, sexism, and socioeconomic status. In this context, students were taught the physiological mechanisms that support this hypothesis (e.g., Hypothalamus Pituitary Adrenal (HPA) axis). Dr. Johnson research is also used to guide students’ understanding of how interpersonal, structural, and institutionalized racism impact population level health outcomes.

- 5) Describe the role of research and scholarly activity in decisions about faculty advancement.

The university and college Retention, Tenure, and Promotion (RTP) policies explicitly state, “Faculty are expected to remain engaged in an ongoing program that demonstrates intellectual and professional growth in the discipline over time.” Per the Department’s RTP document, faculty at the rank of Assistant Professor are expected to have at least 4 publications when going up for tenure and promotion to the rank of Associate Professor. Associate Professors going up for promotion to the rank of Professor must have at least one publication for every year they have been an Associate Professor.

- 6) Provide quantitative data on the unit’s scholarly activities from the last three years in the format of Template E4-1, with the unit’s self-defined target level on each measure for reference. In addition to at least three from the list that follows, the program may add measures that are significant to its own mission and context.

Outcome Measures for Faculty Research and Scholarly Activities (E4-1)				
Outcome Measure	Target	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022*
Number of grant submissions	B1a. A department average of at least one grant proposal per faculty member will be submitted for funding, annually	26 total grant submissions (range 0-11 per person); 6 of 8 T/TT faculty submitted at least one grant proposal for funding between	27 submissions total; All T/TT faculty submitted at least one grant proposal (average 2.36)	Not yet analyzed

		2019-2020 (average 1.0)		
Total Research Funding (extramural)	\$0 (This conservative target is due to extramural funding not being required in the RTP policy)	\$1,464,104 (plus, one faculty member wrote a \$1,000,000 grant funded for the City of Long Beach)	\$1,622,542	\$11,293,337
Number of articles published in peer-reviewed journals	B3. All faculty members will publish at least one scholarly publication every two years.	51 total (2018-2020); All T/TT faculty published at least 1 publication between 2018-2020 (average 4.37).	49 total (2019-2021); All T/TT faculty published at least one scholarly publication between 2019/2021 (average 4.72).	---
Presentations at professional meetings	B2a. A department average of at least one conference presentation per faculty member will be completed, annually.	33 total (2019-2020); All T/TT faculty led at least one conference presentation between 2019-2020 (average 3.00)	32 total (2020-2021); 10 of 11 T/TT faculty led at least one conference presentation between 2020-201 (average 2.90)	---

* Data will be collected in August 2022 and analyzed shortly thereafter

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

Strengths: Successful acquisition of external funding has allowed for faculty to advance their research agendas, as well as involve students in meaningful research activities.

Weaknesses: Not applicable.

Plans for Improvement: Not applicable.

E5. Faculty Extramural Service

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

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

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

The following excerpt is taken from the departmental RTP policy (which mirrors that of the college and university) in regard to service expectations:

"Quality service contributions and activities are necessary to ensure and enhance the quality of programs and activities at the university, in the community, and in the profession.

2.3.1 Range and Depth of Service Commitments

All faculty members are required to participate collegially, constructively, and respectfully in the process of faculty governance through service to their academic units, the college, and the university. The expectations regarding the depth of service involvement depend upon faculty rank and experience. Candidates for reappointment, tenure, and promotion to the rank of Associate Professor are required to have made quality service contributions either in the community or to the profession as described in this subsection. Candidates for promotion to the rank of Professor shall have provided significant service and leadership either in the community or to the profession as described in this subsection." (p. 20)

Service is a requisite component of the tenure and promotion process. A candidate for new appointment or continuation as an assistant professor in the department must show evidence of service to the department, college, university, and the community. Extramural service is encouraged by the department, and aligns with our RTP document; this is particularly true for our updated RTP document which recognizes extramural service activities that promote diversity, equity and inclusion. Candidates for promotion to associate professor must show evidence of active involvement in and commitment to professional organizations beyond membership. Professor candidates must show active participation in university, professional, and community (extramural) service activities that exceed the level required for an associate professor.

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

A full-time teaching load for tenure-track faculty is 12 units (four courses), in addition to three units for service activities. As such, three units of service are incorporated into a tenure/tenure-track faculty member's schedule. Additionally, different service opportunities provide additional course release, with calculations of release made at the level of the funding source (e.g., university, college, department). Within the university, service can be funded at the university level, college level, or department level; extramural service that provides funding may also qualify for service release. Approval is provided at the university (if applicable) and college and departmental levels. For example, one faculty member had 6 units of university-funded release during the 2021-2022 academic year to serve as the Faculty Mentor for the campus's PREPP program (a mentoring program that demystifies academia for underrepresented doctoral and post-doctoral scholars from UC Irvine; this was approved at the university, college and department level). In addition, serving on the campus's Institutional Review Board, which was

done by one Department faculty member, merits 6 units of release (this was funded at the university level and approved at all three levels). An additional example, which is at the College level, is the 3 units of release time provided to the Chair of the College RSCA committee, which is tasked with reviewing faculty RSCA applications. Approval is given at the college and department levels. Lastly, the service provided by the graduate coordinator is funded as release time by the college, and is approved at the college and department levels.

An important resource that supports community service is CSULB's Center for Community Engagement (CEC) (<http://www.csulb.edu/divisions/aa/personnel/cce/>). The CEC provides resources for faculty to integrate service learning into their courses.

- 3) Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students. This response should briefly summarize three to five faculty extramural service activities and explain how the faculty member leverages the activity or integrates examples or material from the activity into classroom instruction. Each example should be drawn from a different faculty member, if possible.

Dr. Arash Alaei served as a WHO consultant to provide technical support to Tajikistan Ministry of Health and Social Protection of Population during the COVID-19 pandemic. He developed guidelines on COVID-19, and trained 120 health care and medical providers nationwide virtually. He supported local experts to develop medical care and COVID -19 guidelines. Dr. Alaei also increased public awareness through series talks on social media and Tajikistan national television programming. He connects these and related efforts to the classroom when teaching H SC 520. For example, he presents cases studies on HIV, Viral Hepatitis, TB and COVID-19 in Tajikistan and Turkey as examples of how to engage community in public health interventions that are culturally competent.

Dr. Kamiar Alaei has led several international initiatives including providing health education for internally displaced medical and health students in Syria, and delivering women's health training in Iraq. Dr. Alaei's community based initiative on HIV, STI and Drug Use for LGBTIQ and other key populations in the Middle East was documented by the WHO as a "Best Practice" for students. He integrates these experiences and best practices in his guest lectures for H SC 520, as well as when leading Independent Studies (H SC 590), Directed Studies (H SC 697) and Thesis (H SC 698).

Dr. Amber Johnson participated in the City of Long Beach's Framework for Racial Reconciliation (FRR) to consult on the development of recommendations to end systemic racism in the City of Long Beach. Dr. Johnson moderated Black health equity sessions as part of Long Beach's acknowledgement of systematic racism and listening to the harms caused by inequities. She also worked with four students to analyze Long Beach's subject specific listening sessions (e.g., public safety, economics, and education) and townhalls to guide their racial reconciliation efforts. In addition to including students in FRR activities, Dr. Johnson uses this experience as an example of how to integrate public health skills such as community engagement and qualitative assessment, to inform policy in her courses, including HSC 500. During H SC 570's week on community organizing, Dr. Bavarian has discussed Dr. Johnson's service activities to highlight community organizing principles in action.

- 4) Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on the self-selected indicators of extramural service, as specified below.

Select at least three of the following indicators that are meaningful to the program. In addition to at least three from the list in the criteria, the program may add indicators that are significant to its own mission and context.

Percent of faculty participating in extramural service activities		Number of faculty-student collaborations	Percent of faculty participating in community-based service projects	
<i>2019-2020</i>	<i>2020-2021</i>	<i>2019-2021*</i>	<i>2019-2020</i>	<i>2020-2021</i>
93%	87%	31*	53%	75%

*Survey previously asked about collaborations for the last two academics years; moving forward we now ask annually.

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

Faculty expectations regarding service are described in department, college and university policies governing faculty RTP. Quality service is one of three major criteria that all tenure-track faculty (PIF and non-PIF) must meet in order to be promoted and granted tenure. If faculty members do not exhibit extensive, active service to the college, university, community, and field they will not be promoted or tenured. Service is not required of lecturer faculty (irrespective of PIF-status); however, service is compensated and encouraged.

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

Strengths: Our faculty have shown a clear commitment to extramural service. The commitment has been recognized by receipt of prestigious college service awards by three faculty: Dr. D’Anna (2018), Dr. Johnson (2021), and Dr. Garcia (2022). In addition, the Center for Health Equity Research was presented with an award at a VIP Reception by CHHS Dean Monica Lounsbery on February 23, 2017 “In recognition and appreciation for CHER’s tireless efforts in addressing health disparities.”

Weaknesses: Not applicable.

Plans for Improvement: Not applicable.

F1. Community Involvement in Program Evaluation and Assessment

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

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

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

Community Advisory Board. The program maintains a Community Advisory Board (CAB), which consists of ten or more members who represent significant public health sectors of the community such as the city and county health departments, health care entities, community organizations, and volunteer agencies (including program alumni). The board is convened two times per academic year. A working meeting occurs in the fall semester to solicit feedback on program proceedings, including items related to accreditation needs. This may entail, but is not limited to, review of the program's vision, mission, values and goals, to obtain recommendations for curriculum/training changes to better meet the needs of practitioners and acts as a sounding board for program issues. These associates are active in the community and/or the field. Faculty members often work with these individuals in other professional settings, seeking their input and suggestions. The community advisors can be resources for student mentoring, preceptorship, and career advising. Thus, in the spring semester, the CAB is invited to a student-sponsored social event to support networking between students and CAB members. Board meetings allow for collective input in addition to individual feedback through faculty and student interactions. The current list of CAB members with their credentials and professional affiliations is provided in the ERF (**ERF\Criterion F\Criterion F1\F1.1 Membership Lists**).

Alumni Association. During the 2020-2021 academic year, the new Department Chair sought to establish a formal Alumni Association. A series of meetings were held to help expand professional networks. While a formal association with membership list has not yet been created, future plans include development of an Alumni Associate Board. The participation list from the September 2020 Alumni meeting is provided in the ERF (**ERF\Criterion F\Criterion F1\F1.1 Membership Lists**).

- 2) Describe any other groups of external constituents (outside formal structures mentioned above) from whom the unit regularly gathers feedback.

Internship Preceptors. Once interns complete 240 internship hours, the preceptor completes the final preceptor evaluation. The purpose of the evaluation is to provide interns with feedback on their overall job performance. The preceptor assesses the intern on the following: How the intern was involved in the agency, how the intern was supervised, if the intern took initiative in completing tasks, how the intern demonstrated their skills and knowledge, how the intern applied system's thinking tools to a public health issue, and suggestions how the intern can become a better/stronger public health professional.

Employers. The Employer Survey is scheduled to be collected from known employers of our MPH graduates every 2 years. The list is gathered from students, faculty, and known internship preceptors that hire our graduates. The data collected are used to continually improve our graduate program curriculum and programming. Employers are asked to rate their satisfaction with our MPH graduates in 8 different public health areas, as well as provide suggestions to better prepare our students for the public health workforce.

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

Program competencies are reviewed by all stakeholders every three years, eliciting feedback from CAB members. Core and community health (CHE; concentration-specific) competencies were to be reviewed by the CAB in Fall 2017; however, time ran out at the meeting and an email was sent to request feedback. No responses were received, therefore, we assumed CAB members did not have feedback for the competencies. As of the 2016 CEPH criteria, the foundational competencies set forth by CEPH are not being reviewed by our stakeholders. Due to the pandemic in 2020, the usual working CAB meeting did not occur in Fall 2020, thus CHE competencies were not reviewed. In Fall 2019, the CAB reviewed the MPH Foundational Boot Camp content and provided feedback on finetuning and suggestions for additional content (see boot camp meeting minutes). During the Fall 2021 Community Advisory Board meeting, the Community Health, Global Health, and Latino Health competencies were reviewed. While not necessarily listed as a formal agenda item, meetings with the CAB consistently generate ideas and suggestions for how to address the training needs of the public health workforce.

4) Describe how the program's external partners contribute to the ongoing operations of the program, including the development of the vision, mission, values, goals, and evaluation plan and the development of the self-study document.

External partners contribute to the development and/or review of key program documents. With respect to the Mission, Values, and Goals, these are reviewed every three years. The CAB were to review these in Fall 2017; however, time ran out at the meeting and an email was sent to request feedback. No responses were received, therefore, we assumed CAB members did not have feedback for the guiding statements. Due to the pandemic in 2020, the usual working CAB meeting did not occur in Fall 2020, thus Mission, Values, and Goals were not reviewed. A program vision was developed in Fall 2020 along with slight revision to the program Mission; however, these have not been reviewed by external partners. The CAB provides feedback on whether revisions are needed to stay current and/or whether these align with what they see in our program efforts and student outcomes.

The opportunity to review and provide feedback on the self-study document, which includes the vision, mission, values, goals, and evaluation plan, was also offered to the CAB. Specifically, during the November 2021 CAB meeting, members were notified that they would be provided with an opportunity to review and provide feedback on the self-study (including the aforementioned items) once it was in a more finalized state. Our intent is to send the preliminary self-study to the CAB by early May 2022, and offer a 30-day window to provide feedback.

5) Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation requests 3 and 4.

Alumni Association Meeting Minutes from Fall 2020 and CAB Meeting Minutes from Fall 2019, Fall 2020 and Fall 2021 are available in **ERF\Criterion F\Criterion F1\F1.5 Evidence of community input.**

6) Summarize the findings of the employers' assessment of program graduates' preparation for post-graduation destinations and explain how the information was gathered.

Results from the Employer Survey were presented at the October 2021 faculty meeting. The Qualtrics survey was sent via e-mail on 4 separate occasions between September and October 2021 to 34 individuals known to supervise our MPH graduates. We obtained a 59% (N=20) response rate, thanks in part to our use of Amazon gift card incentives. Example positions of the 20 respondents included Director, Assistant Director, Program Supervisor, and Health Educator.

With respect to quantitative results, a large majority of employers were either “very satisfied” or “satisfied” with the competence of our MPH students in: evidence-based approaches to public (93%); Public Health & Health Care Systems (100%); Planning & Management to Promote Health (100%); Policy in Public Health (80%); and ability to apply systems thinking tools to Public Health issues (79%). Moreover, 92% of employers said they would recommend CSULB’s MPH Program. Qualitative examples of why they felt this way include: ““MPH students from CSULB have **practical knowledge and skills that are useful and applicable** to public health practice.” Another employer shared: ““CSULB does an excellent job of preparing students in the MPH program for a career in public health. **Students are responsible, take great initiative, are effective communicators, behave professionally, and are open to learning.**”

- 7) Provide documentation of the method by which the program gathered employer feedback.

Documentation of methods are available in **ERF\Criterion F\Criterion F1\F1.7 Employer feedback methodology.**

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

Strengths: Not applicable.

Weaknesses: Not applicable.

Plans for Improvement: One planned area of improvement is to increase our network of employers. Asking students about their employer (both organization and direct supervisor) with the promise that employers will not be asked about specific employees, and cross-checking with alumni’s LinkedIn accounts, should help facilitate expansion of our employer database.

F2. Student Involvement in Community and Professional Service

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

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

Students are introduced to service, community engagement, and professional development activities during the New Student Orientation. During orientation, representatives of the Health Science Graduate Association (HSGA) Board are present to share information about the organization and provide insight into the program and various opportunities. Throughout each semester, faculty share various opportunities for service opportunities both during class time, and on the graduate student BeachBoard site. The Graduate program director/graduate coordinator also disseminates opportunities via e-mail. These approaches appear effective as results from the most recent Alumni survey show 81% engaged in community service, with 82% involved in service with underrepresented populations. With respect to professional opportunities, 67% participated in a local, state or national professional organization dedicated to Public Health or related fields.

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

Health Science Graduate Association

The charge of the HSGA is to maximize the student experience by creating a unified and equitable student body, improving student-faculty collaboration, and fostering excellence and leadership in both personal and professional relationships. Succinctly, HSGA serves as the liaison between faculty and program students, and provides professional, community service, and socializing opportunities for the program's graduate students. HSGA is actively involved in the governance process by their selection of a student representative to attend faculty meetings (usually the HSGA president). The HSGA also partners with the undergraduate Health Science Student Association to increase volunteer activities in the community as well as student-centered events, including faculty-student mixers and career counseling panels.

Faculty Partnerships/Collaborations

Faculty working in the community have also developed partnerships that open the doors to students to engage in community service. For example, Dr. Selena Nguyen-Rodriguez has been partnering with the Boys and Girls Club of Long Beach to provide virtual health education to their youth members during the COVID-19 pandemic. Graduate students have delivered sessions on baile folklorico (this student ended up being hired to teach this at the Boys and Girls Club), in home physical activity and vaping. Two graduate students delivered two cycles of a 6-week family-based obesity prevention intervention to the Boys and Girls Club youth members and their parents. Another example is Dr. Melawhy Garcia's work at the Center for Latino Community Health in collaboration with the City of Long Beach Department of Health and Human Services. Dr. Garcia and a team of health science students (3 MPH graduate students/ 8 undergraduates) implemented virtual tobacco education and cessation community health education sessions for Latino adults and youth in Long Beach. The team prepared presentations based on the latest statistics, current health information related to tobacco use, and local programming to promote smokefree housing units and tobacco use prevention in Long Beach. The students also assisted with the development of an anti-tobacco use social media campaign which included readily available materials and culturally tailored materials developed by the students to target Latino families in Long Beach.

Professional Conference Opportunities. As part of the research training at the Center for Latino Community Health, graduate students get the opportunity to work on abstracts and receive

mentoring in abstract development, poster development, and presenting at professional conferences. Below are examples of MPH student led abstracts (names in bold are MPH students):

Ortiz, J., **Figueroa, W.**, Gatdula, N., **Luna, A.**, & Garcia, M. (2020). Hablando claro: Clear talk! applying an intergenerational approach to prevent HIV among Latinas. 2020 Annual Meeting & Expo, American Public Health Association, Virtual. Abstract and Poster Presentation.

Figueroa, W., Ortiz, J., & Garcia, M. (2019). Factors contributing to uncontrolled diabetes among Hispanic/Latino Adults in Long Beach. 2019 Graduate Research Conference, California State University, Long Beach, Long Beach CA. Abstract and Poster Presentation.

Community Engagement. In keeping with CBPR principles, when engaged in a research project involving the community, CHER staff and students assist community partner organizations by giving back to their missions and causes. One example of this is supporting partners by attending and tabling at their events. Before the pandemic, CHER staff and students assisted with preparing materials and tabling at CSULB Student Health Services events, The Center Long Beach PRIDE event, and several events led by BHS, Inc., to bring mental health awareness and promotion to the Black community.

Dr. Amber Johnson developed the Black Health Equity Internship to provide paid training opportunities for students seeking experience working to reduce health disparities and inequities in the Black community in Long Beach. These students worked collaboratively with 16 Black-serving organizations to address health disparities in the Black community. Students attended weekly meetings with health department staff, community organizations, and Black health equity stakeholders. In addition, students developed skills related to program planning, program evaluation, community health assessment, and coordination of community events within the Black community in Long Beach.

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

Strengths: Not applicable.

Weaknesses: Not applicable.

Plans for Improvement: Not applicable.

F3. Delivery of Professional Development Opportunities for the Workforce

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

- 1) Provide two to three examples of education/training activities offered by the program in the last three years in response to community-identified needs. For each activity, include the number of external participants served (i.e., individuals who are not faculty or students at the institution that houses the program) and an indication of how the unit identified the educational needs. See Template F3-1.

	Education/training activity offered	How did the unit identify this educational need?	External participants served
Example 1	<p><i>Black Health Equity Fund Information Sessions.</i></p> <p>To address Black Health in the City of Long Beach, Dr. Amber Johnson, Assistant Professor of Health Science initiated the Black Health Equity Collaborative in 2020. Through this effort, she is working with 16 Black serving organizations in the City of Long Beach to provide technical support to improve their access to funding for programs. For example, Dr. Johnson hosted the Black Health Equity Fund information sessions to prepare Black-serving organizations for local funding opportunities designed to reduce health disparities in the Black community in Long Beach. Dr. Johnson was able to educate 25-30 community residents over 3 information sessions. This led to 16 successful proposals to provide health related services to Black residents in Long Beach. Note that this example targeted community members and black serving organizations.</p>	Historically, Black serving organizations in Long Beach have not been engaged in the delivery of health-related services to the community. This prompted the need for training related to identifying appropriate proposal opportunities, meeting the application requirements, and providing tips for successful application.	25-30 community residents over 3 information sessions
Example 2	<p><i>Community Health Educator Trainings for L.A. CARE Health Plan.</i> To address the training needs of L.A. CARE Health Plan, Dr. Melawhy Garcia, Assistant Professor of Health Science was contracted to develop a five series training for community health educators in Los Angeles County. In 2019, she developed the training modules, assessments, and trained 20 health educators. An example is the second training titled "Importance of Evaluation of Community Health Programs." The training outlined the importance of evaluation to show effectiveness to community stakeholders and partners, the importance of collecting complete data and tips for accurate data collection, as well as interviewing techniques to collect quality data.</p>	The evaluation training was selected based on the need for new health educators to understand the importance of program evaluation and data collection with the organization.	20 health educators were trained

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

Strengths: Not applicable.

Weaknesses: Not applicable.

Plans for Improvement: Not applicable.

G1. Diversity and Cultural Competence

The school or program defines systematic, coherent, and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts.

The school or program also provides a learning environment that prepares students with broad competencies regarding diversity and cultural competence, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.

Schools and programs advance diversity and cultural competency through a variety of practices, which may include the following:

- **incorporation of diversity and cultural competency considerations in the curriculum**
- **recruitment and retention of diverse faculty, staff, and students**
- **development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination**
- **reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted**

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

Priority populations at all levels (i.e., students, faculty and staff) have been identified by the program as ethnic minorities, Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) persons, veterans, and persons with disabilities as its various underrepresented groups. The program's rationale for these designations is that these groups are those identified in the University's Non Discrimination Policy: "Pursuant to Executive Order 1097 (Systemwide Policy Prohibiting Discrimination, Harassment, and Retaliation Against Students and Systemwide Procedure for Handling Discrimination, Harassment and Retaliation Complaints by Students), California State University does not discriminate on the basis of race, ethnicity, color, nationality, disability, genetic information, gender/sex (including gender identity and gender expression), sexual orientation, age, genetic information, religion, as well as Veteran Status."

Diversity in the program at all levels contributes to new ways of thinking, new knowledge, and different experiences, which permit students, faculty and staff to develop an understanding of various cultural ideas and practices, enriching their training and learning experiences, which is imperative to training a diverse public health workforce. The identified underrepresented groups are particularly important to the program because students who have been historically excluded from higher education have the potential to contribute to their graduate research career through their understanding of barriers experienced by ethnic minorities, students with disabilities, LGBTQ persons, and veterans who are underrepresented in higher education careers. The program is committed to ensuring that the MPH student body reflects the diversity of CSULB's local community and society (see H4-1).

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

The Department of Health Science's MPH program aims to:

1. Ensure students have the opportunity to interact with diverse populations in the classroom and through training activities (e.g., internship) which support understanding of cultural differences and diverse views.
2. Provide students with education and training in cultural competence (not limited to ethnicity-related cultures) to be able to implement culturally relevant health education and public health practices among diverse populations.

With respect to our faculty, we aim to recruit and retain a faculty whose diversity parallels the diversity of our students.

These goals are in line with the mission and values of the university. The university mission states that "California State University Long Beach is a diverse, student-centered, globally-engaged public university..." and is guided by a range of values, including Educational Opportunity and Diversity. We believe these goals contribute to increasing student and priority populations as application material for both students and faculty positions have noted our campus's MSI classification and program activities (e.g., research activities of faculty, program concentrations) that align with these goals as reasons for wanting to be at The Beach.

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

Goal 1: Ensure students have the opportunity to interact with diverse populations in the classroom and through training activities (e.g., internship) which support understanding of cultural differences and diverse views.

Goal 2: Provide students with education and training in cultural competence (not limited to ethnicity-related cultures) to be able to implement culturally relevant health education and public health practices among diverse populations.

- Due to restrictions set forth by California legislation (Proposition 209), the program and university recruitment and admissions policies regarding diversity are limited to specific strategies. With respect to recruitment of students, efforts have including going to other MSI-serving universities to recruit students, providing presentations to our own diverse undergraduate students to consider applying for our graduate program, and having a presence at the APHA Annual Meeting. Recent grants have also supported the undergraduate to graduate student pipeline for diverse students (e.g., USDA grants with the Center for Latino Health; PHIT grant). In addition, by developing curricula that are relevant to diverse groups, we expect our program will continue to attract students from diverse groups. For example, the Latino Health Concentration and Certificate program, as well as the Global Health concentration, present unique experiences that students may not obtain in other programs. Moreover, they may reflect the content-specific interest of members from these groups, including faculty, whereby enhancing the classroom environment. The graduate coordinator/program director is able to collect demographic data on program members.

With respect to our faculty, we aim to recruit and retain a faculty whose diversity parallels the diversity of our students.

-The recruitment process for any tenure-track line includes creating material with language that is culturally appropriate; to do so, committees are given a Faculty Equity Advocate to review and approve of recruitment material. Once recruitment material are approved, we intentionally advertise to universities that have an MSI classification (Minority Serving Institution) and/or HBCU designation. Prior to applicant review, committee members must complete trainings (e.g., implicit bias training) to facilitate a fair review process. The Faculty Equity Advocates are also invited to sit in on applicant review meetings to ensure a fair review process free of bias/implicit bias. Once a new faculty member joins the department, our aim is to retain them by providing a supportive environment. For example, new faculty are matched with a peer mentor to discuss the process of RTP. In addition, faculty are nominated for university- and community-level awards so that their actions are recognized.

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

Goal 1: Ensure students have the opportunity to interact with diverse populations in the classroom and through training activities (e.g., internship) which support understanding of cultural differences and diverse views.

Goal 2: Provide students with education and training in cultural competence (not limited to ethnicity-related cultures) to be able to implement culturally relevant health education and public health practices among diverse populations.

All training programs developed by the Center for Latino Community Health target underrepresented students and those who wish to pursue careers serving underrepresented populations—these fellowships provide training and experiential learning to equip our students with the skills needed to address health issues of diverse populations. The annual program improvement panel (

Curricular requirements:

MPH Bootcamp: Starting with the Fall 2020, all incoming MPH students were required to complete a 5-module MPH Bootcamp. The entire bootcamp was developed by faculty and pilot tested with current students in the Spring 2020 semester. Module 2 of the Bootcamp is entitled, “What is culturally competent community health education and why does it matter?” The module includes a PPT created by the faculty, a webpage and PDF document. To transition to the next module, students most successfully pass the Module quiz.

507 Requirement: As of December 2017, Health Equity (H SC 507) became a core course for all students in the program. The Standard Course Outline was reviewed and approved by all faculty. Starting Spring 2021, the Integrated Essay was revised to require completion of questions related to Health Equity.

585 Internship Updates: As of the 2021-2022 academic year, the internship competencies were modified to require participation in activities to enhance cultural competence. Students create a Statement of Work that explains goals and how the goals will be met.

Campus Trainings: In addition to the abovementioned curricular requirements, the university offers a number of trainings that increase the capacity of faculty, staff, and students to be sensitive to and serve as allies to a number of diverse populations. For example, there is the Safe Zone Ally training focusing on the LGBTQ community, and an annual “Out List” where members of the community and supporters are able to add their names. There are also trainings to become an ally for veterans and persons with autism. The program faculty and staff have participated in these events, fostering a climate supportive of diversity.

Student and Alumni Feedback

The Program Improvement Panel, Exist Surveys, and Alumni Surveys provide an opportunity to gather student perceptions related to the culture and climate of the program as well as the availability of diverse faculty and availability of research opportunities addressing health issues among racial/ethnic minority populations. The qualitative nature of the PIP allows for a deeper understanding of any issues related to culture and climate that need to be addressed.

Assurance that students are exposed to persons reflective of the diversity in their communities:

Policies and plans to recruit, admit, retain and graduate a diverse faculty

The university's Faculty Affairs Tenure-Track Search Protocol requires all departments to design a Recruitment and Advertising Plan according to a template provided by the Office of Equity and Diversity [OED]. Faculty Affairs is responsible for submitting each college-wide tenure-track announcement to *The Chronicle of Higher Education*, submitting a university-wide tenure-track announcement to *Women in Higher Education, Hispanic Outlook, and Diverse Issues in Higher Education*, and submitting links to Employment Opportunities in *The Voice* (Hispanic Association of College and Universities), and placing position description announcement on the following websites: CSULB Faculty Affairs, CSU Careers, Higher Ed Jobs, and Cal Jobs Service EDD.

Within the College level, two Faculty Equity Advocates are involved in the development and approval of each department's search material; the purpose of their review is to ensure inclusion of equitable language. During the 2021-2022 Academic Year, all Department search committees within the College were invited to participated in a two-hour training: Developing and Applying Equity-Mindedness in Faculty Hiring.

Each department is responsible for meeting diversity-specific recruitment efforts.

(<http://web.csulb.edu/divisions/aa/personnel/appointments/recruitment/>). Within the Department of Health Science, elected search committees also engage in targeted recruitment, sending the job announcement to institutions representing diverse groups including minority women, and Historically Black Colleges and Universities. The OED also sends the announcement to diversity institutions; just as the CSU is very sensitive to diversity, the department and program embraces these efforts as the importance of diversity is well understood.

Policies and plans to recruit, develop, promote and retain a diverse staff.

University Policies and Plans

A variety of policies at the university level have been implemented to support recruitment of a diverse staff. For example, please see:

-The Office of Equity and Diversity's *Equal Opportunity Policies*

<http://www.csulb.edu/depts/oed/policies/policies.html> and *Faculty and Staff Diversity Plan*

<http://www.csulb.edu/depts/oed/policies/faculty-staff-diversity-plan.html>

-The university's recruitment procedures for hiring staff can be found at

http://www.csulb.edu/misc/adminguidelines/pdf/staff_personnel/recruit_staff_mpp.pdf

-CSULB's Equal Employment Opportunity and Affirmative Action Statement of Policy can be found at <http://www.csulb.edu/depts/oed/policies/csulbpolicy.html>.

Program Policies and plans

Within the program, full-time coordinators are assigned from the College to the Department. That is, the program does not have control over the process for staff recruitment. However, with respect to graduate assistants who are able to serve in staff-related roles, the program disseminates opportunities to all students within the department. The application pool is then reviewed to assess the diversity of the pool.

Policies and plans to recruit, admit, retain and graduate a diverse student body.

A number of policies and programs are in place at the system and university levels to recruit and retain a diverse student body. For example, The California State University system implemented a plan to improve graduation rates as well as support college completion of underrepresented students. As a result, the university launched the CSULB Highly Valued Degree Initiative. This initiative will focus on unmet support needs of high-risk underrepresented freshmen and transfer students. In its first year, retention of Latino and African American students was a primary aim. (http://www.csulb.edu/projects/wasc/WASC_accreditation_2006-11/effectiveness_review/core_commitment_three/remaining.htm). CSULB's commitment to student diversity is further articulated within its strategic plan, described in: http://www.csulb.edu/divisions/aa/provost/strategic_plan/documents/Strategic_Plan2014.pdf. Additionally, the University Outreach & School Relations (UOSR) is the primary student recruitment and guest relations office for CSULB. UOSR is responsible for the following: 1. Advising prospective students on academic preparedness and college readiness; 2. Recruiting a diverse and talented pool of high-achieving scholars and college-bound students; and 3. Raising awareness and appreciation of CSULB's unique opportunities and high-quality education to prospective students, their families, high school and community-college personnel, and others through strategic communication and services. (<http://www.csulb.edu/divisions/students/uosr/>). With respect to veteran populations, Educational Equity Services (EES) is "dedicated to the academic advancement of military veterans, disabled individuals and low-income, first-generation students. EES offers seven innovative, federally-funded, student-centered programs designed to meet the needs of traditionally underrepresented individuals in higher education. EES is committed to increasing the enrollment, retention, and graduation of underrepresented individuals in higher education." (<http://www.csulb.edu/divisions/students/ees/>)

Within the College level, the BEACH 2030 Initiative includes one objective for having the Black/African American student population within the College better reflect the demographic representation within the city of Long Beach. The College has had each Department identify a BEACH 2030 designee, and the designee works with the department faculty to develop and implement an action plan. As of Spring 2022, our Department Designee is the MPH program director/graduate coordinator.

The department has also acted to enhance recruitment efforts. In addition to removing the Graduate Record Examination (GRE) requirement for admissions, we have also enhanced the number of graduate certificates and concentrations. We have also allocated time at faculty meetings to specifically discuss recruitment efforts. A recruitment video was created and distributed to all internship instructors to share with graduating Health Science students.

Faculty and student scholarship and/or community engagement activities:

The faculty of the Health Science Department actively engage in research projects that address the needs of diverse populations, aiming to achieve health equity for underrepresented community members. For example, within the Center for Health Equity Research, examples of projects on which graduate students have been involved include: The Community Wellness Project, PPower2, Building Healthy Communities, and My Sister's Keeper. Within The Center for Latino Health, examples of projects on which graduate students have been involved include: LINK and Eat, Play, Go! The program also provides student opportunities through training grants that support the diversification of the workforce, by providing training to those of diverse backgrounds, and teaching students methods to effectively work with diverse populations (e.g., becoming culturally competent and providing health equity services). Because the program is located in such a diverse location, these diverse populations are students of the program, and they are continuously exposed to and supported in diverse learning environments.

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

Goal 1: Ensure students have the opportunity to interact with diverse populations in the classroom and through training activities (e.g., internship) which support understanding of cultural differences and diverse views.

Demographic Data:

Students

2020-21

59 total MPH students

- 8.5% Non-Hispanic White (n=5)
- 6.8% Non-Hispanic Black (n=4)
- 27.1% Non-Hispanic Asian (n=16)
- 50.8% Hispanic/Latino (n=30)
- 6.8% Two or More Races (n=4)

2021-22

67 total MPH students

- 9.0% Non-Hispanic White (n=6)
- 10.4% Non-Hispanic Black (n=7)
- 23.9% Non-Hispanic Asian (n=16)
- 46.3% Hispanic/Latino (n=31)
- 9.0% Two or More Races (n=6)
- 1.5% Decline to state (n=1)

Faculty

Among our 11 tenure/tenure-track faculty in 2021-2022, the composition is as follows: 2 males (1 Latino, 1 Persian) and 9 females (2 White, 1 Black, 3 Latino/Latina and 2 Pan-Asian and 1 declined to respond).

Courses that incorporate cultural competence: 507, 585, 534, 624

Goal 2: Provide students with education and training in cultural competence (not limited to ethnicity-related cultures) to be able to implement culturally relevant health education and public health practices among diverse populations.

Within each concentration, there is a concentration competency related to cultural competence. The competency is attained through both didactic instruction, as well as one or more assignments within the core concentration course assigned to that concentration (e.g., H SC 507's Photovoice Assignment).

The Center for Latino Community Health is currently implementing a study titled Eat, Play, Go! Integrated Transdisciplinary Research, Education, and Extension Project to Prevent Latino Youth Obesity (2020-2024). The goal of the education component is to increase the pool of qualified health professionals to enter the workforce to prevent chronic diseases among Latinos. The research team will implement a total of five (5) annual orientation trainings (3 days/8 hours) for a total of six (6) MPH students and monthly research trainings (approximately 2 hours) for each graduate research fellow. The Center for Latino Community Health is also implementing a program titled Leveraging Interdisciplinary Nutritional Knowledge (LINK) (2021-2025). Through LINK, ten (10) graduate students will receive one-year fellowships including tuition coverage and monthly stipends to participate in training, research, and professional development activities. Each graduate student will participate in a summer orientation (5 days/ 8 hours per day) and monthly training (approximately 2 hours) focused on addressing chronic disease prevention for Latinos. Training topics focused on cultural competence include Nutrition-related Chronic Disease Affecting Latinos, Introduction to Mixed Methods Research, Community Based Participatory Research, Biopsychosocial

Research, Collaborations with Community Health Workers, and Development of Culturally Responsive Nutrition Education Programs.

The MPH Program Improvement Panel (PIP) discussion questions assess student perceptions related to the diversity and availability of diverse faculty as well climate and culture of the MPH program. A total of twelve (12) students participated in Spring 2020, eight (8) students participated in Spring 2021, and fifteen (15) students participated in Spring 2022. All three groups of students provided feedback (See section 6 below).

With respect to our faculty, we aim to recruit and retain a faculty whose diversity parallels the diversity of our students.

As shared above, among our 11 tenure/tenure-track faculty in 2021-2022, the composition is as follows: 2 males (1 Latino, 1 Persian) and 9 females (2 White, 1 Black, 3 Latino/Latina and 2 Pan-Asian and 1 declined to respond). While we have control over the language used in our position description, as well as our recruitment efforts, we ultimately do not have control over, amongst other things: whether the university approves a tenure-track search; whether we have a diverse pool of applicants; the selection of an applicant (as this is ultimately done at levels beyond the department); and/or whether a selected applicant is able to join our campus.

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

Student

The program improvement panel consist of annual meetings with MPH students. The meetings are held in the spring and approximately 8-15 students attend each meeting. The meeting is moderated by the PIP Chair and is guided by structured questions focusing on different MPH program aspects. During the spring 2020, 2021, and 2022 meetings, MPH students were asked about the MPH program's climate as it relates to diversity and cultural competence. In spring 2020, most students expressed satisfaction with the program climate and no concerns were raised. Students expressed that faculty diversity is important to them, however they shared that most MPH program faculty are female and that there are not enough male faculty members. When discussing cultural competence, students shared that they have been able learn how to be culturally competent health professionals. In spring 2021, students shared that they like the "range of research topics" available to them by faculty members in the MPH program. Students shared that they were able to gain different research perspectives and interest in different research after exposure to faculty. Students did not mention any concerns related to diversity of faculty or research topics. When discussing program climate, students shared that virtual learning made it more difficult to meet other students and the need for students to make more effort to get to know others and connect with faculty. In spring 2022, student expressed satisfaction with the cultural competence of the faculty and raised no concerns. Student's also shared that they appreciate the focus on Latino and Global Health, but they would also like to see more classes developed about other communities (i.e., Black Health).

Faculty

Faculty are queried about the program's climate regarding diversity and cultural competence as part of the annual faculty survey. Results from the 2019-2020 faculty survey showed that most faculty were satisfied with the culture and climate of the program. Some positive aspects of the MPH program's climate and diversity included the diversity of students, involvement of students in research, which motivate them to apply for doctoral degrees, faculty collaboration, student relationships, and faculty exposing students to health equity issues and research. A few faculty members shared aspects that can be improved including the addition of a health disparities/ cultural competence assessment across courses or in the comprehensive exam, the need to create more hands-on experiences for the application of concepts learned regarding diversity and cultural competence and the need to add more faculty from underrepresented groups to the HSC

department. Results from the 2020-2021 faculty survey were similar to the findings from the 2019-2020 survey; positive aspects included the diversity of faculty and alignment with the student population, the faculty culturally relevant research, research brown bag meetings welcoming faculty, staff, students and community members, the integration of cultural competence and diversity awareness into program curriculum and research. As for aspects for improvement the faculty mentioned the faculty diversity needs to better match student body composition, the need to require diversity training, and the lack of a cultural competence assessment.

Staff

Staff are queried about the program's climate regarding diversity and cultural competence as part of an annual survey. Results from the 2021-2022 staff survey demonstrate that staff members perceived the program's climate to be very diverse as it relates to different racial and ethnic backgrounds. One person shared that program staff are very respectful. None of the staff mentioned cultural competence.

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

Strengths: The program has been very intentional about changes made to the curriculum to better promote diversity and cultural competence.

Weaknesses: Prior to Spring 2022, we did not have a formalized action plan to recruit and retain students identifying as Black or African American. However, with the BEACH 2030 Initiative, we now have a department designee who will work with faculty to develop and implement said action plan.

Plans for improvement: As suggested during the PIP, a specific question on cultural competence was included in the Spring 2022 Integrated Essay portion of the comprehensive exam. We will plan to have this question remain in all future iterations of the exam, and ensure that students completing a thesis are also assessed on their demonstration of cultural competence.

H1. Academic Advising

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

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

Within the program, the program director/graduate coordinator has the dual role of also being the graduate advisor. Thus, the program director/graduate coordinator also handles advising for academics, internship suggestions, and initial guidance for thesis. Although we have increased the number of concentration offerings, we have not experienced a change in the number of students; as such, it is anticipated that the program director/graduate coordinator will continue to lead academic advising services.

Because of the nature of graduate education, it is beneficial for graduate students to routinely consult with the program director/graduate coordinator, even when pressing matters are not imminent. To fulfill this role, the graduate advisor is assigned 20% release time (equivalent of three weighted units) from teaching in fall and spring semesters. The program director/graduate coordinator holds scheduled office hours for two hours per week for advising. Additionally, students are encouraged to make an appointment with the program director/graduate coordinator for advising throughout the work week at a time that works best for them; this flexibility is best suited to the needs of the graduate students, many of whom work full-time and are unavailable for scheduled office hours. Graduate advising in the summer and winter sessions is the responsibility of the department chair.

The program director/graduate coordinator also requests that students seek specific information and advice from department faculty teaching in the program. Generally, department faculty members have contact with graduate students in class, at general department functions, and with specific faculty projects in which graduate students may participate. These and their own office hours provide opportunities for students to obtain advising from faculty members. All graduate faculty members are also available to advise graduate students. The full-time and part-time faculty have extensive academic and professional experiences in many facets of public health and health education. Students are encouraged to seek out program faculty members for advice about courses, but also for career, research, and community service opportunities. They also are alerted to resources such as scholarships, forgivable loan programs and conference participation.

To facilitate advising of incoming students, a new student orientation occurs each semester. During spring 2020, fall 2020 and spring 2021, orientation was held via Zoom. The agenda for the orientation includes information available in the Graduate Student Handbook. The handbook was developed to give students sufficient information to help select classes, take care of advancement to candidacy, and to plan for internships as well as the thesis or comprehensive examination. In order to obtain information about the specific requirements of the university, college, and department students may consult the University Catalog.

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

In Fall 2020, a new director (i.e., Dr. Judy Jou) was appointed by the Department Chair. The outgoing graduate director (i.e., Toni Espinoza-Ferrel, who had over 20 years of experience) worked with the new director from fall 2020 to spring 2021 to assist with a seamless transition.

Biweekly meetings took place for the 2020-2021 academic year to orient the new director/coordinator to their roles and responsibilities. For the 222-2023 academic year, Toni Espinoza-Ferrel will return as graduate director; as she earned sabbatical for Fall 2022, Dr. Fiona Gorman will serve as interim director.

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

Samples of advising material are provided in the ERF: **ERF Criterion H/Criterion H1**.

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

All graduating students are asked to fill out an Exit Survey during their last two weeks in the program. The Exit Survey contains one question asking whether they feel academic advising to be helpful, and a second question asking whether they feel that access to an advisor is sufficient. Response options are provided on a 5-point Likert scale, from Strongly Disagree to Strongly Agree.

For students graduating in 2020-21, the distribution of responses (response rate: 55%) is as follows:

N=15	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Academic advising is helpful	0	1 (6%)	1 (6%)	3 (20%)	10 (67%)
Access to an advisor is sufficient	0	2 (13%)	1 (6%)	5 (33%)	7 (47%)

For students graduating in 2019-20, the distribution of responses (response rate: 44%) is as follows:

N=14	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neither Agree nor Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
<u>Academic advising is helpful</u>	1 (8%)	1 (8%)	0	3 (25%)	7 (58%)
<u>Access to an advisor is sufficient</u>	1 (8%)	1 (8%)	0	5 (42%)	5 (42%)

For students graduating in 2018-19, the distribution of responses response rate: 81%) is as follows:

N=17	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neither Agree nor Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
<u>Academic advising is helpful</u>	1 (7%)	1 (7%)	0	2 (14%)	10 (71%)
<u>Access to an advisor is sufficient</u>	0	0	2 (14%)	3 (21%)	9 (64%)

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

To facilitate advising of incoming students, a new student orientation occurs each semester. During spring 2020, fall 2020 and spring 2021, orientation was held via Zoom. The agenda for the orientation includes information available in the Graduate Student Handbook. The handbook was developed to give students sufficient information to help select classes, take care of advancement to candidacy, and to plan for internships as well as the thesis or comprehensive examination. In order to obtain information about the specific requirements of the university, college, and department students may consult the University Catalog.

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

Strengths: Not applicable

Weaknesses: Not applicable

Plans for improvement: Given that the program director/graduate coordinator's release time is limited to 3 units per semester, we plan to develop more streamlined and time-efficient advising services (e.g., a posted video that provides an overview of program requirements that addresses frequently asked questions).

H2. Career Advising

The program provides accessible and supportive career advising services for students. All students, including those who may be currently employed, have access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to their professional development needs; these faculty and/or staff provide appropriate career placement advice, including advice about enrollment in additional education or training programs, when applicable. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

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

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

Each graduate student is assigned randomly to a tenured or tenure-track faculty member for career advising upon entering the program. If a student prefers a specific faculty member as a career advisor, they can make this request to the graduate director/coordinator, who then updates assignments accordingly. Students are also able to request a change in career advisor assignment at any point during their time in the graduate program, in order to match them with an advisor who best meets their specific needs. Procedures are the same across all concentrations.

Students and advisors are notified of their assignments and encouraged to meet at least once per semester. Prior to meeting, students are asked to fill out a worksheet asking them to identify their professional interests, career goals, and personal traits and interests that can be applied toward their future career paths. Students then discuss this worksheet with their career advisor so that there is a standardized, structured approach to advising during their initial meeting.

Graduate students also have access to the CSULB Career Development Center (<https://careers.csulb.edu/>) for the duration of their time as a student and one year after graduation. Services include writing resumes & cover letters, personal assessments, internship preparation, CSULB LinkedIn Network, Career Counseling, Career Resource Library, Workshops, Employer information Sessions, Job and Internship fairs, and digital badges.

- 2) Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.

Individuals providing career advising are tenured and tenure-track faculty in the department. Each faculty member is assigned a roughly even number of advisees each semester, and students remain paired with the same advisor throughout their time in the program unless a reassignment is requested. Career advisors are provided with the aforementioned student worksheet so that they are aware and prepared to discuss it with their advisees during their initial meeting. Advisors are not provided with formal resources for training in career advising, as formal training opportunities are not offered at the university level. Students and advisors are also asked to track each meeting to ensure that all students are receiving career advising as needed.

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

Career Advising to Students

Applying to Ph.D. Programs: Many MPH students contemplate applying for doctoral programs after graduation and MPH program faculty advise students as part of office hours, during advising meetings, as well as through formal research training programs. Dr. Melawhy Garcia and staff from the Center for Latino Community Health have developed a doctoral program planning workshop for MPH students at CSULB. This training was developed as part of a grant funded study that enrolled 35 graduate students in research training. Various faculty from the HSC department have collaborated with the Center for Latino Community Health to provide presentations for students. One recent example is the career advising by Dr. Garcia to an MPH student alumnus who is currently enrolled in a PhD program at UC Merced. Dr. Garcia worked with the alumnus to apply for the California Doctoral Incentive Program (CDIP) to receive financial support and to establish a formal mentorship relationship with Dr. Garcia. This mentoring relationship will allow the alumni to gain experience with teaching, research, and other professional activities to prepare for a faculty position in the CSU system.

Internship Class: The graduate internship class provides a lecture on professional development. The lecture covers: the purpose of professional development and seven strategies to maximize professional development. Additionally, resources are provided to include an overview of APHA's web source "Center for Public Health Practice and Professional Development" and short online videos.

HSGA Professional Development Workshop. Each year, the HSGA includes a Professional Development workshop in its schedule of workshops. For example, Dr. Bavarian has led sessions that discuss what to do before, during, and after an interview for a position and/or graduate school. Topics include developing strong Cover Letters and Resumes/CVs, practicing responses to common interview questions, how to follow-up after an interview, and what to do if you do and or do not receive an offer. HSGA has also hosted career panels, and workshops on topics such as salary negotiation. With respect to attendance, HSGA meeting attendance varies from ~7-25 attendees per meeting.

Career Advising to Alumni

Currently, mechanisms for career advising with alumni are primarily informal. Faculty maintain communications with alumni, offering to write letter of recommendation, review application material, practice mock interviews, provide advice, and share information about new positions. The Department also maintains a social media presence, with an Alumni page on Facebook/Meta where opportunities are shared, and reminders to reach out with career advising questions are provided. Social media sites such as LinkedIn are also used to connect with Alumni and provide advising. One more formal mechanisms of support offered through the university is through the Career Development Center. Specifically, the center allows 12 months of services post-graduation.

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

All graduating students are asked to fill out an Exit Survey during their last two weeks in the program. The Exit Survey contains one question asking whether they feel career advising is helpful. Response options are provided on a 5-point Likert scale, from Strongly Disagree to Strongly Agree.

The distribution of responses to the statement “Career advising is helpful”, were as follows for the past three years:

<u>Career advising is helpful</u>	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neither Agree nor Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
<u>2020-2021 (N=15)</u>	1 (6%)	0	5 (33%)	3 (20%)	6 (40%)
<u>2019-2020 (N=12)</u>	1 (8%)	1 (8%)	5 (42%)	2 (17%)	3 (25%)
<u>2018-2019 (N=14)</u>	1 (7%)	0 (21%)	3 (21%)	4 (29%)	6 (43%)

*Response rates are as follows: 2020-2021 Response Rate: 81%; 2019-2020 Response Rate: 44%; 2018-2019 Response Rate: 55%

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

Strengths: Our program developed a more equitable distribution of career advising that benefits both students and faculty.

Weaknesses: Not applicable.

Plans for Improvement: We plan to better engage our Alumni in program activities through a more active Alumni Association. For example, we would like for the Alumni Association to hold an Annual Meeting for networking and socializing.

H3. Student Complaint Procedures

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

- 1) Describe the procedures by which students may communicate complaints and/or grievances to program officials, addressing both informal complaint resolution and formal complaints or grievances. Explain how these procedures are publicized.

A variety of procedures are used for students to informally and formally express complaints and/or grievances. During new student orientation, which is led by the program director/graduate coordinator, students are informed of procedures for communicating program-related concerns. At orientation, the students are also provided with a link to universities student grievance policy (http://web.csulb.edu/divisions/aa/catalog/current/general_policies/student_grievance_policy.html). The program director/graduate coordinator also maintains constant communication with students, and holds weekly office hours where complaints can be shared. The department chair also maintains an open-door policy to support student communication and freedom to raise concerns and complaints. The Program Improvement Panel, led by a separate faculty member, also provides a platform for students to voice their concerns, and develop an action plan to help the program effectively work to improve the problem. This student-led process to solution finding is important as it provides students the ability to take part in program improvement and feel that their concerns are validated.

The university has a formal procedure for submitting and addressing complaints. The language is available in the 2022-2023 catalogue: <http://catalog.csulb.edu/content.php?catoid=7&navoid=771&hl=student+grievance+policy&returno=search#student-complaint-procedure>. The website details the formal procedure for handling student complaints against non-students, as well as student complaints against students. For example, students who believe they have experiences discrimination, harassment or retaliation can file a complaint; within 10 work days of receipt of a formal complaint, an interview is to be conducted with the student. Within 60 days of the interview, the investigation shall be completed. Formal complaints related to academic program quality can be presented to the Western Association of Schools and Colleges.

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

Concerns or complaints from graduate students regarding course grades can be discussed with the specific instructor involved and, if this intervention does not help, the student can meet with the department chair. The next step would be for the student to file a formal complaint with the departmental grade appeals committee. If students have other types of complaints about the program, they can first meet with the program director/ graduate coordinator. If after meeting with this advisor, the student has not resolved the complaint, he or she can meet with the chair. The next step in resolving the complaint is to meet with the associate dean of the college. At the university level, students may refer their complaints to the university ombudsperson.

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

During the 2018-2019 and 2019-2020 academic year, there were no formal complaints and/or student grievances submitted. During the 2020-2021 academic year, there was one formal complaint/student grievance submitted, but this was related to the undergraduate program.

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

Strengths: Not applicable.

Weaknesses: Not applicable.

Plans for Improvement: Not applicable.

H4. Student Recruitment and Admissions

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

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

The recruitment process relies on a multi-faceted effort to attract a qualified applicant pool. This process includes recruitment of current undergraduate students attending CSULB (as well as surrounding campuses such as CSULA and UCLA), advertisements, distribution of program brochures, and networking activities. These activities have occurred within the classroom setting, at career fairs, and/or at events for campus Public Health clubs. Our recruitment material highlights the diversity of our program, our unique Center for Latino Health, and our options to pursue a concentration in Latino Health or Global Health. In addition to departmental efforts, the College and University also engage in recruitment activities.

Recruitment to Undergraduate Program: The Department's former and current graduate program coordinator developed a recruitment presentation for the MPH program. Starting in spring of 2021, they began visiting senior undergraduate Health Science internship courses to inform students of the graduate program, answer questions, and provide resources about the program. The graduate director/coordinator also attends at least one meeting of the undergraduate Health Science Students Association (HSSA) and Eta Sigma Gamma (ESG) to give the recruitment presentation. In addition, twice a year, a recruitment video is shared via BeachBoard with all undergraduate students.

Advertisements and Brochures: An extensive informational brochure is used as a recruiting tool to promote the program at graduate fairs and tabling events. In addition, it is given to individuals who inquire about the program. It provides a basic description of the program, a sample course schedule, a complete description of the admission requirements for the program, and application materials. The brochure is sent to any individual or groups that ask for it, and copies are also taken to professional conferences for dissemination (e.g., APHA), and also distributed at local public health, health education, and community health events. The departmental website provides information about the faculty and program (<https://www.csulb.edu/college-of-health-human-services/health-science/graduate-admissions>). The website allows the program to receive applications from all over the world.

Faculty and alumni maintain extensive networks that facilitate recruitment of applicants. These networks extend to agencies and professional organizations, such as: Southern California Society for Public Health Education, California Association of School Health Educators, City of Long Beach Department of Health and Human Services, Los Angeles County Department of Health Services, Kaiser Permanente, Family Health Planning, American Cancer Society, American Lung Association, Arthritis Foundation, Orange County Health Care Agency, and the American Heart Association. Recruiting is also supported by placing undergraduate and graduate student interns in these and other locations.

University and College Recruitment Programs: The university actively recruits applicants on behalf of the program. The Office of Public Affairs and the College of Health and Human Services have also developed a one-page description of the program for dissemination through mailings and publicity campaigns. The university's Division of Graduate Studies also has similar materials at its disposal for student recruitment. Campus representatives visit schools and community organizations in order to recruit students.

- 2) Provide a brief summary of admissions policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each. Detailed admissions policies, if relevant, may be provided in the electronic resource file and referenced here.

Admissions Policies

The program director/graduate coordinator organizes and leads the student admissions process. Admissions are conducted twice each year. Students are required to meet one of two established submission deadlines: October 1 for the following spring semester and March 15 for the following fall semester.

The University Catalog and recruitment brochures document the program's admission policies and procedures. Students are asked to complete two applications, one for the university and one for the department. The university application requires prospective students to submit their application materials, such as transcripts, directly to the university. The department application requires a personal statement, resume and three letters of recommendation. The university computer system allows the program director/graduate coordinator to review all transcripts so that duplicate copies are not needed. The current program brochure explains the admission process and contains links to the department website. The university requires a similar form that is forwarded to the program after review by the university's admissions office. Because the program receives more applications for admission than can be accommodated, admissions criteria are more rigorous than those of the university's graduate division. The program requires a higher minimum GPA than the university, as well as professional experience in health education. The final step in the admission process is graduate program approval of all applicants before they are formally admitted by the university. This review is verified by having the program enter the Student Identification Numbers of approved applicants into the Evaluation section of the PeopleSoft database system, the master database for all students in the university.

Admission Requirements (<http://web.csulb.edu/colleges/chhs/departments/health-science/contact/HealthScienceGraduateApplicationRequirements.htm>)

1. Each applicant must request that a copy of official transcript(s) of all work be sent to the Office of Enrollment Services.
2. A bachelor's degree with a major in health education which articulates the course requirements for the same degree at California State University, Long Beach; or a bachelor's degree in a related discipline with a minimum of 21 units of upper division coursework comparable to that required of the health science major at CSULB; or a bachelor's degree in a related discipline and willingness to make up any deficiencies in prerequisite Community Health Education courses. Prerequisites for all courses carrying graduate credit must have been completed before enrolling in graduate courses.
3. An overall undergraduate GPA of at least 3.0. Students with less than a 3.0 GPA on the last 60 units of undergraduate units attempted, but who show promise in all other aspects, may be given special consideration after petitioning for conditional admission into the graduate program through the Director of Graduate Studies. Typically, students with deficient grade point averages are encouraged to raise their grade averages elsewhere and to reapply.
4. Acceptance by the university as a student with graduate standing.
5. A maximum of nine units of approved graduate work at the post-baccalaureate level will be credited to a student's program requirements upon departmental acceptance to the program.
6. Three letters of recommendation from persons with whom the candidate has worked and who have direct knowledge of the applicant's qualifications and potential as a community health educator.
7. A separate personal statement describing the reason for pursuing this field of study and comments about professional interests and experience that are germane to their career objectives. In addition, the applicant must submit a resume that reflects their education and relevant experience.

8. Additional admission requirement for the MPH degree only:
At least one year's full-time (or equivalent) paid or volunteer experience in health education or a closely related health role. Preference will be given to those with greater experience and ability.

Admissions Procedures

The admissions procedure consists of establishing an applicant file, review of file for completeness, faculty's review of applications, and notifying applicants of admissions decisions.

Establishing an Applicant's File and Review of File for Completeness

An electronic file is established when the program either receives application materials directly from the applicant or when an application is forwarded by the university. As the admission deadline nears, files are reviewed by the program director/graduate coordinator to identify any additional supporting materials that may be needed. Accordingly, a form letter is sent to applicants, acknowledging status as applicants and indicating what additional materials are needed should the file be incomplete.

Faculty Reviews of Applicants and Notifying Applicants of Admission Decisions

Once files are completed, they are shared with faculty members for review electronically. This review usually occurs about two to three weeks after admissions deadlines close. A memo is sent notifying faculty that the files are available for review. A request is made for their completed review by a specific date. In some circumstances, applicants may be reviewed after the deadline when exigencies beyond applicants' control have delayed receipt of supporting materials. Specifically, the Graduate Program Committee reviews the applications; each application is reviewed by one committee member, and the graduate coordinator serves as the second reviewer for all applications.

The Applicant Evaluation Form is used to assist faculty with the review process. The form presents relevant information needed to enable faculty to make a recommendation about admission to the program. Grade point average carries extra weight because of its significance to success in graduate study. Applicants with a related major from an accredited institution are given extra weight. Personal statements, letters of recommendation, and a resume reflecting prior experience are evaluated on a scale of unacceptable (a score of zero) to outstanding (a score of five). Collected results and comments from faculty evaluations are compiled to assist in the final decision to admit or deny students. In no case is it possible for the program director/graduate coordinator to be the only person who reviews a candidate's file and to make an admissions decision. At least one other faculty member must review each file. Then the program director/coordinator processes input from reviewers and reaches a decision about applicants for admission. Once the program has made admission decisions, the decisions are entered into PeopleSoft and a letter of acceptance, acceptance with conditions, or denial is sent to the applicant via email directly from the university. After the email is sent, the program director/graduate coordinator sends an email inviting students to attend the orientation, as well as to provide suggestions for classes in which to enroll.

Admissions Exceptions

The program usually does not deviate from established admissions policies. Sometimes a promising applicant may have a deficient GPA, which precludes admission. In rare instances, such applicants are counseled to complete a series of undergraduate community health courses to demonstrate their academic abilities. Deficiencies such as an inadequate formal record of completed prerequisite health education courses cause some students to be admitted conditionally. The other notable exception is for potentially qualified applicants who miss application deadlines. An applicant may enroll in a limited number of courses (a maximum of three) without official admission to the program if the application and supporting materials indicate academic promise. This enrollment occurs through Open University, a part of the College of Professional and International Education (CPIE). Enrollment in Open University enables students

to earn university credit without matriculation. Such enrollment does not guarantee subsequent formal admission to the program.

- 3) Provide quantitative data on the unit's student body from the last three years in the format of Template H4-1, with the unit's self-defined target level on each measure for reference. In addition to at least one from the list that follows, the program may add measures that are significant to its own mission and context.

Outcome Measures for Recruitment and Admissions (H4-1)				
Outcome Measure	Target	Year 1	Year 2	Year 3
Average G.P.A. for matriculating students	3.25 Average G.P.A.	Fall 2019: 3.23 Spring 2020: 3.43	Fall 2020: 3.26 Spring 2021: 3.14	Fall 2021: 3.24 Spring 2022: 3.44
Percentages of matriculating students reflect the racial/ethnic diversity of the Long Beach community	35.8% Latinx 33.1% White 14.4% Black 11.9% Asian 4.7% all other (CHHS Data Fellows, 2021) *	Fall 2019: Latinx: 64% Asian: 14% White: 13% Black: 4% Two or More: 4% Spring 2020: Latinx: 75% Asian: 25%	Fall 2020: Latinx: 61% Asian: 17% Black: 11% White: 11% Spring 2021: Asian: 40% Latinx: 30% Black: 10% White: 10% Two or More: 10%	Fall 2021: Latinx: 43% Asian: 23% White: 13% Two or More: 13% Black: 7% Spring 2022: Latinx: 50% Asian: 17% Black: 17% White: 17%

**Data are from an internal workgroup, the CHHS Data Fellows 2020-2021, DEI Progress Report.
Fall 2019 Matriculating Students: N=22
Spring 2020 Matriculating Students: N=4
Fall 2020 Matriculating Students: N=18
Spring 2021 Matriculating Students: N=10
Fall 2021 Matriculating Students: N=30
Spring 2022 Matriculating Students: N=6*

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

Strengths: One strength of our admissions process is our recent removal of the Graduate Record Examination (GRE) starting with Fall 2020 applicants, a standardized test that is considered by some to be bias against the populations we wish to serve (Lagin, 2019), from our admissions requirements.

Weaknesses: Not applicable.

Plans for Improvement: During the 2021-2022 Academic Year, one of the College-wide goals identified as part of the BEACH 2030 initiative was to improve the recruitment and retention of students identifying as Black to be more proportional with the City of Long Beach. In the Spring 2022, our Graduate Coordinator became the BEACH 2030 designee for our Department, and has initiated the process to determine the barriers to recruitment and retention for students identifying as Black. A report is expected in Fall 2022.

H5. Publication of Educational Offerings

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

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

Academic Calendar: https://www.csulb.edu/sites/default/files/groups/academic-affairs/academic_calendar_21-22_text_0.pdf

Admissions Policies: http://catalog.csulb.edu/preview_program.php?catoid=6&poid=2933

General Policies: <http://catalog.csulb.edu/content.php?catoid=6&navoid=640>

Grading Policies: <https://www.csulb.edu/academic-senate/policy-statement-12-03-final-course-grades-grading-procedures-and-final-assessments>

About the Graduate Program: <https://www.csulb.edu/college-of-health-human-services/health-science/about-the-graduate-program-0>

Academic Senate Policy on Academic Integrity Regarding Cheating and Plagiarism: <https://www.csulb.edu/academic-senate/policy-academic-integrity-regarding-cheating-and-plagiarism>

2021-2022 CSULB Catalog Cheating and Plagiarism Statement: <http://catalog.csulb.edu/content.php?catoid=5&navoid=369&hl=Plagiarism&returnto=search#cheating-and-plagiarism>

Graduation Checklist for Master's Students: <https://www.csulb.edu/student-records/graduation-checklist-for-masters-students>

2021-2022 CSULB Catalog Graduate Degree Information: <http://catalog.csulb.edu/content.php?catoid=6&navoid=639>

2021-2022 CSULB Catalog Link to MPH Program: http://catalog.csulb.edu/preview_program.php?catoid=6&poid=2933

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