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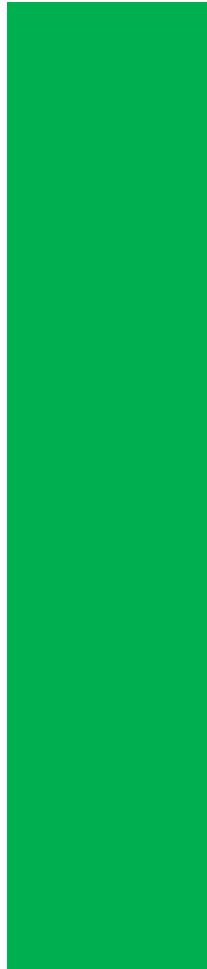


current students. Sessions are semi-structured focus groups in which the committee solicits direct student feedback on the program. The committee chair emails all students each spring to ask for volunteers to attend the PIP meeting. The PIP is considering incorporating future sessions within the program's culminating seminar to increase participation. The PIP shares summaries of these sessions with the full faculty complement at faculty meetings or retreats.

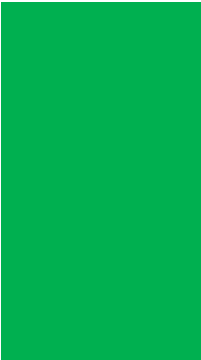
The department chair submits new hire requests, and faculty review position descriptions and comprise search committees. The department elects a Retention, Tenure, and Promotion (RTP) Committee comprising tenured faculty. Faculty also revise the department RTP policies, which dictate research and service activities.

Program faculty serve on departmental, college, and university-level committees. Service examples include the College Faculty Council, the College Research Committee, the University Provost Search Committee, and the University Student Union Board of Trustees.

Part-time faculty are invited and some attend monthly department meetings, faculty retreats, and other committee meetings. The program recently revised its bylaws to give part-time faculty voting rights during faculty meetings. The Health Science Graduate Association invites all faculty, including part-time faculty, to social mixer



made by attendees. Site visit conversations confirmed that



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


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



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		<p>presenting committee-collected evaluation data at faculty meetings. Faculty then discuss and vote on improvements based on the data.</p> <p>The program has made improvements based on student and other feedback. For example, both alumni and the CAB suggested that the program should consider courses focused on human rights. In response, the program created HSC 520: Global Health Policy and Human Rights: An Interdisciplinary Approach. In response to findings from the alumni survey relating to areas in which students felt less prepared, faculty have made changes to the curriculum over the past year, including adding leadership and negotiation workshops in the course that accompanies the program's APE.</p> <p>Faculty gave another example related to foundational competency 3. Students have consistently asked for more statistical training over the years, and this issue has been an ongoing conversation at faculty meetings and retreats. In the short term, the program directs students to take advanced psychology statistics for electives; faculty note this is a not a good long-term solution, as students are not always able to enroll in courses reserved for other majors. Faculty stated that if they had fewer administrative duties, they would hold a statistics workshop, but the program does not currently have the staff or faculty support to follow through with this plan.</p> <p>The program has also made non-curricular changes based on stakeholder input. For example, based on faculty feedback, the program recently revised the RTP policy to give greater consideration to research and service efforts related to diversity, equity, and inclusion.</p>		
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B3. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		<p>The program presents graduation rates that meet or exceed the established threshold for all its cohorts that have reached the maximum time to graduation.</p> <p>The program allows students seven years to graduate. The self-study reports on seven cohorts of students, starting with students who matriculated into the program in 2015. The 2015 cohort reports a 100% graduation rate. Despite not having reached the maximum allowable time to graduation, all subsequent cohorts of students through those who entered in 2019 have exceeded this criterion's</p>		

post-graduation for each public health degree offered

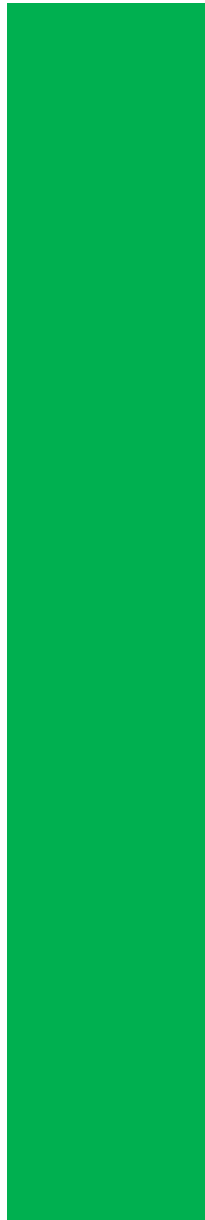


individuals).

The program coordinator collects post-graduation data from a variety of sources including the alumni survey, email outreach, information from social media, and web-based searches. The program reports positive post-graduation outcomes for its MPH graduates in the last three years (2019, 2020, and 2021). 94% of graduates are employed or seeking continued education.

Site visitors asked about the numbers presented in the self-study document, which did not appear to accurately represent the graduating students over the past three years. The program provided additional materials that supplant those provided in the self-study. The program coordinator indicated that the program would benefit from reviewing the methods for collecting post-graduation outcomes to prevent missing students in the future.

Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation



questions to encourage qualitative data responses.

The survey asks students to rate their satisfaction with the overall academic program, quality of course content, and academic preparation, among other topics. These results are shared out at the next full faculty meeting. The survey also asks students to rate their competence level for all 22 foundational competencies, and if the Graduate Committee identifies any data of concern, those results

applied training in statistics and policy could be strengthened. A stakeholder and employer of program graduates who met with site visitors stated that during a recent hiring cycle they hired a student from a different program because, with all other qualifications equal, the CSULB candidate lacked a depth of training in public health policy.

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

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

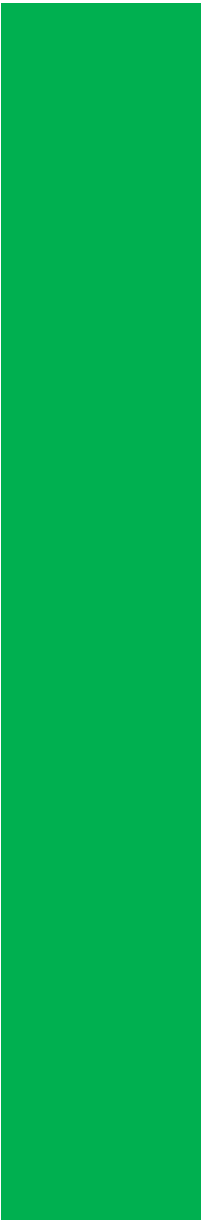
The department and college provide student support through scholarships and graduate research fellowships. The department offers two scholarships that MPH students can apply for, one of which is specific to MPH thesis students. The college also offers a Graduate Research Fellowship to CHHS students engaged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

A portion of the university lottery fund supports faculty professional development, and the amount allocated is based on the tenure/tenure-track headcount of the

C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
School employs at least 21 PIF; or program employs at least 3 PIF		<p>The program offers three MPH concentrations and meets the minimum PIF requirements defined in parts one and two of this criterion's three-step analysis of faculty resources; these parts focus on the minimum required faculty (nine) for three concentrations with one degree level. As of fall 2022, there were eight PIF and 11 non-PIF. The program defines non-PIF as departmental faculty who teach fewer than 10 courses each academic year.</p> <p>Weighted teaching units (WTU) determine a faculty member's FTE. Full-time faculty (1.0 FTE) have 15 weighted teaching units per academic year, 12 of which are dedicated to instruction, and the remaining three are required service time. Departmental PIF do not have significant instructional or advising responsibilities in the undergraduate program.</p> <p>Faculty advise six students on average (with a minimum of four and a maximum of seven) for career advising. The graduate coordinator serves as the academic advisor for all students in the program. This position is done on a volunteer basis and does not receive release time or compensation to fill this role.</p> <p>During the site visit, the program coordinator explained that prior to 2010, there were two faculty positions dedicated to day-to-day program operations and student advising. The college stopped funding the staff position</p>	<p>Thesis ILE advising was most recently discussed during the November and December 2022 faculty meetings. At the December 2022 meeting, the Department Chair shared a table that showed Faculty Thesis Committee allocation over the past few years in order to illustrate the discrepancy and encourage a more equitable distribution. During the past three years, five faculty members (out of 12 faculty members) including the department chair have served as thesis chair for 1 to 2 students per year. Although these faculty traditionally do not have a full 5-course load, this is still a major time commitment that needs ad3(d)()JTJa:</p>	

<p>Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)</p>		<p>around that time and granted the program coordinator six units of release time to manage the program and advising. After two years, the college stopped allocating extra release time to the program coordinator. Since then, survey data shows a steady decrease in student satisfaction with academic advising. However, students who met with site visitors expressed high satisfaction with advising and stated that their career advisors regularly provided academic advising as well.</p> <p>PIF advise an average of two (with a minimum of one and a maximum of three) ILE thesis students. These numbers represent self-imposed maximums set by faculty rather than a true number of students interested in or actually completing the thesis ILE option. During the site visit, faculty explained that chairing a thesis committee for a student's ILE requires the student to enroll in an independent study course under the department chair's name. Under this structure, faculty do not receive credit or compensation for teaching this course because it is not in their name. This means that, in addition to a full-time course load of five courses per semester, any faculty who chair thesis committees add an additional three-credit course per thesis student they advise without release time or compensation. The faculty member is responsible for creating a personalized course, including an individual syllabus and weekly class schedule, for each thesis student they advise.</p> <p>Due to the heavy workload of creating independent studies for thesis students, faculty reported during the site visit that they have had to turn students away and encourage them to find faculty in other departments to chair their ILE projects. CSULB policy dictates that thesis</p>	<p>with the College to support release time for faculty based on number of Thesis ILE students served. In addition, we plan to meet with our CEPH Accreditation Coordinator to further discuss ways to improve this area.</p>	
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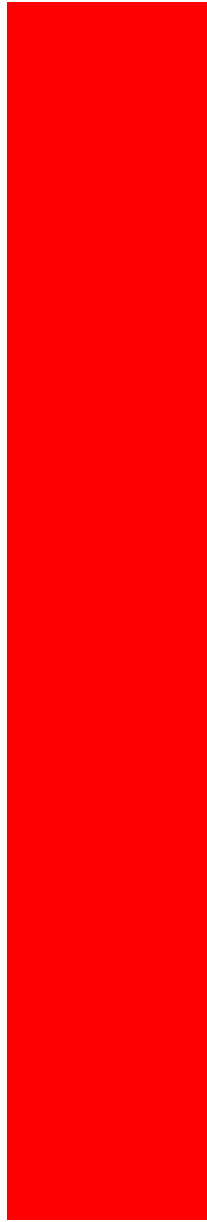
chairs must be tenured or tenure-track faculty in the student's home department. In cases in which faculty have turned students away, public health PIF serve as "chair" of these committees in name only and faculty from other departments agree to take on the formal responsibilities of chairing. When the department chair was hired in 2020, they recognized the heavy burden of ILE advising and have since worked to create close relationships with appropriate faculty in related disciplines to ensure that students interested in the thesis can still complete this option. However, the program reports that, each year, at least one or two students cannot complete the thesis due to lack of faculty resources. Students who met with site visitors and survey data from the past five years confirm this statement.

The program collects quantitative and collects thesis ds th2



dedicates 12% of their time to the MPH program.

In addition to the ASC, the program has a program coordinator position that is filled on a volunteer basis by full-time faculty or lecturers who receive three units of release time. The program coordinator holds the following responsibilities: academic record management; monitoring student progression through the program; advancing students to candidacy for APE and ILE courses; coordinating comprehensive exam grading; overseeing admission processes; managing outreach and student recruitment activities; chairing two standing program committees (Graduate Committee and Graduate C



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

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

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

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

The third concern relates to the lack of sufficient space for students to work or attend place-based and virtual classes. CSULB is .18 45-BDC qstude24 269.18 456.67 reW*ñBT2(se

		<p>Lack of physical space for students and faculty additionally cuts into informal advising time that naturally occurs before and after class.</p> <p>Though plans are in motion to build a new health sciences building sometime in the future in which the MPH program would be housed, current physical resources are not adequate to support the program's mission and goals.</p>		
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C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		The university and college provide sufficient information		

		<p>Microsoft Office products and other software programs. A broad range of adaptive devices, software, and facilities make the library a hospitable environment for students with special needs. The library offers interlibrary service to obtain materials not at CSULB. The library website can be used to search journal articles and deliver them to any web address.</p> <p>Free internet is available across campus, and each faculty member is provided with a computer and/or laptop, printer, and software. The university replaces computers every three years to maintain the state-of-the-art technology. The university has site licenses with major software vendors.</p> <p>The university's Active Learning Classrooms (ALCs) allow instructors and students to experience a flexible, student-centered learning environment. Instructors using the ALCs are required to receive training in the use of the equipment and facilities. Departmental faculty can apply to use these rooms.</p> <p>Faculty and students have access to technical assistance through CHHS IT and the university's Academic Technology Services.</p> <p>Students who met with site visitors expressed appreciation for library services, especially the graduate-specific editing center. Students also reported a desire for more graduate-specific resources, as much of the campus caters to undergraduate students.</p>		
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D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

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

D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements

Compliance
Finding

Team's

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

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

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

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

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

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

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

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

20: The instructor of H SC 624 has agreed to include explicit instructions in the current assignment to discuss the importance of tailoring materials to be culturally competent for their target population. Our coordinator believ/F2 11 o 1 594.91 206.69 Tm0 c

		<p>HSC 500: Principles of Epidemiology where students write a report using epidemiological data targeting a lay audience.</p> <p>Reviewers noted that only students who elect the comprehensive examination ILE take HSC 626: Integrative Seminar in Public Health. Students in this course participate in an intensive interprofessional case-study that appropriately assesses competency 21; however, students who elect to do a thesis as their ILE project do not take this course. Thus, thesis students are not assessed on foundational competency 21. Discussions during the site visit confirmed this to be true.</p> <p>The concern relates to the lack of an assessment opportunity that appropriately aligns with the intent of foundational competencies 16, 18, 20, and 21. Although the program provided documentation, reviewers were unable to validate that students are adequately assessed on every facet of these competencies.</p>	<p>different sectors can contribute to population health. This initial plan appeared appropriate to our CEPH coordinator, and the H SC 508 instructor will work amending the existing assignment to match the competency.</p>	
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D2 Worksheet

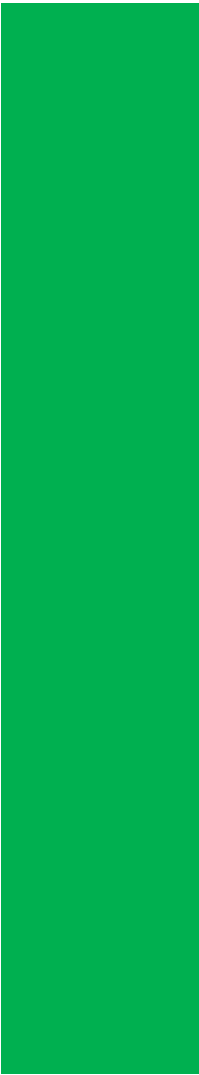
MPH Foundational Competencies	Yes/CNV
1. Apply epidemiological methods to settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics,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

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

enhancement beyond foundational

D4 Worksheet

MPH in Community Health




and final student evaluations. Many preceptors meet with students at the end of the internship to complete required evaluation forms and documentation to be included in the student's final report. Students must submit and present their two APE work products at the Career Fair.

Faculty, preceptor, and self-assessment methods are used to assess student internship performance. Students are required to submit their work products, resume/CV, and a pre/post survey via Qualtrics. Preceptors can provide feedback upon reviewing the work products after submission. Students can edit their work products for future presentations or share their products if they wish. The course instructor is ultimately responsible for evaluating both the work products and oral presentation at the end of the semester and ensures that identified competencies are addressed.


Site visitors reviewed five student samples of the APE report from the community health education concentration. All included at least two work products of high quality.

D6. DRPH APPLIED PRACTICE EXPERIENCE

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




integrative essay on four areas—responsiveness to questions, accuracy and depth of response, use of evidence, and writing quality. Students must pass at least



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

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



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

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

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

		<p>departmental PIF. Some faculty have had to decline students requests to chair the committee, although they always assist in trying to connect the student with another faculty member. The work is time intensive since the chair of the committee meets with the student nearly every week. As noted in Criterion C2, faculty do not receive credit or time-release to serve as chair or member of a committee, since the course is under the department chair's name. Aside from not receiving credit for teaching an independent study, faculty are unable to submit grades for their ILE students and must go through the department chair.</p> <p>The concern relates to the inadequate assessment of integration and synthesis of both foundational and concentration competencies for the current comprehensive exam and thesis projects. Both projects plan to change grading procedures beginning in spring 2023 to ensure that at least two foundational and one concentration competency are integrated and synthesized into a high-quality written product.</p>		
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

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

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements

Compliance
Finding

		<p>includes faculty with international health and international human rights law background and faculty with expertise in preventive medicine and community health research support the Latino health concentration.</p> <p>During the site visit, students shared perspectives on their appreciation of the diversity of faculty training and experiences. One student indicated that diverse faculty experience was one of the reasons they chose to attend this program.</p>		
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E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

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

		<p>example, a guest lecturer recently spoke on Cambodian health and health disparities in California.</p> <p>Faculty are encouraged to maintain ongoing practice links with state and local public health agencies. Discussions during the site visit revealed that this is mostly achieved through service that PIF provide to the local community, as described in Criterion E5.</p>		
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E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

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



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

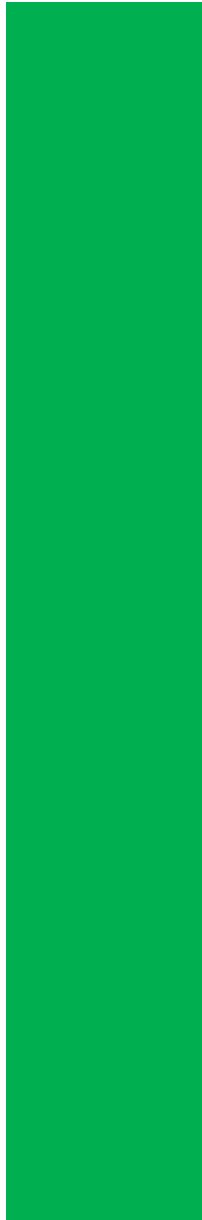
The university provides instructional support for both part- and full-time faculty. Both PIF and non-PIF complete diversity-focused training, including instruction on accessibility, to support instruction. Other trainings include Equity Mindedness Workshop, Implicit Bias Training, Safe Zone Ally Training, Vulnerable Populations Training, and o

for scholarship and must buy out WTUs (further described in Criterion C2) to maintain productive research programs. Faculty who met with site visitors expressed frustration that, although research is required, they must buy out their own time to successfully manage research expectations.

The university supports research by offering sabbatical leaves to full-time faculty to work on their research programs. The university's Office of Research and Economic Development coordinates faculty and staff efforts to develop research proposals, informs faculty of funding sources, and oversees funding activity. In 2021-22, the university started offering awards of \$15,000 of the President-Provost Initiative Faculty Research Awards in Equity, Diversity, and Inclusion. The university also recognizes faculty research through annual achievement awards. Four MPH PIF members have won this award in as many years.

The college supports faculty research through its Grant Ready program. The program supports faculty in various stages of their research with funding from \$10,000 to \$15,000 to support revising unfunded proposals or external grant-writing efforts. The department supports scholarly work by providing funding for conferences to faculty and students and by informing faculty of research opportunities.

Program faculty regularly integrate research into their instruction. For example, one faculty member who teaches the HSC 570 class on health behavior theory incorporates their research on how the Theory of Triadic Influence can explain behavior






Though faculty described numerous resources available

		with site visitors praised faculty involvement in the community, especially with underserved populations. One student stated that one of the reasons they chose CSULB's MPH program was the extensive faculty connections to the local community. Another student said that the faculty were clearly leaders in the community and teach from experience in their service work.		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program engages with community partners primarily through its CAB, which consists of leaders at various community organizations, some of whom are internship preceptors and/or MPH employers, and CSULB students and alumni. The CAB meets annually in the fall and attends the program's spring mixer with students.		



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

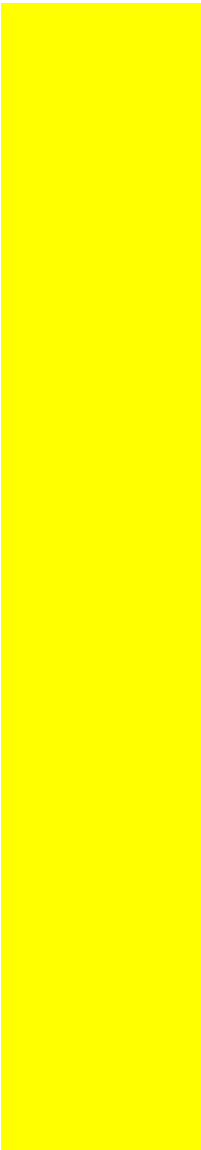
The program surveys both employers of alumni and current student preceptors. Topics include application of systems thinking on the job; how the intern or employee can/could have become a stronger public health professional; and how satisfied the supervisor is with the CSULB student or alumnus. Faculty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

Reviewers noted that, in 2019, minutes showed

		comments. The program received no commentary or feedback from CAB members and "assumed there was no feedback to be given." Faculty reported that it would be beneficial to have administrative support available to free up time to focus on increasing their engagement with the CAB.		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		<p>The program introduces students to community and professional service via emails, promotion on the student BeachBoard website, and through the HSGA.</p> <p>The self-study provides examples of recent professional and community service opportunities in which MPH students have participated. One PIF partners with the Boys and Girls Club of Long Beach to provide virtual health education to their youth members throughout the pandemic. Graduate students volunteered to deliver programming including baile folkorico sessions, in-home physical activity routines, and education on vaping. Another PIF included students in their service to the City</p>		





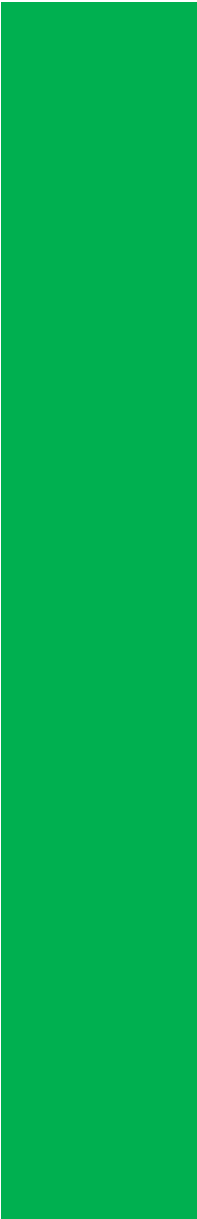
One PIF created the Black Health Equity Collaborative in 2020 after recognizing that Black-serving organizations in Long Beach have historically not been engaged in the delivery of health-related services to the community. The collaborative comprises 16 Black-serving organizations. This PIF hosted information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

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

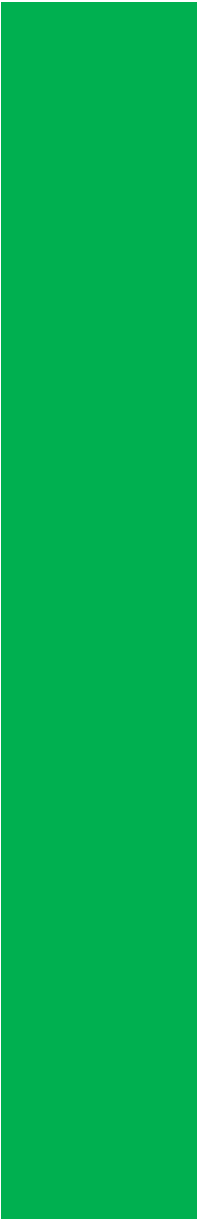
The commentary pertains to feedback from community stakeholders who met with site visitors that indicated a lack of awareness of any professional development opportunities offered by the program. Site visitors asked CAB members, preceptors, alumni, and employers if they were aware or had attended any professional development offered by the program. All reported they were unaware that the program hosts professional development opportunities but stated that if the program were to offer training or workshops, they would eagerly

G1. DIVERSITY & CULTURAL COMPETENCE

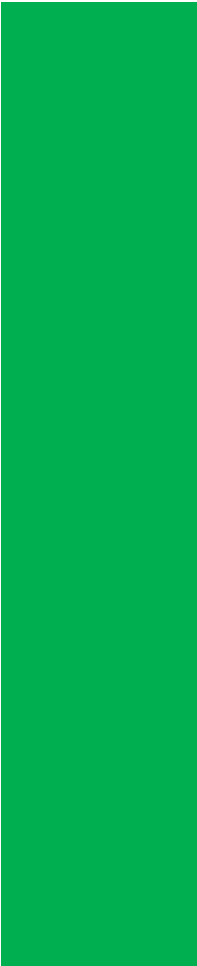
Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Defines appropriate priority population(s) Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals</p>	 	<p>The program defines its student, faculty, and staff priority populations as ethnic minorities, LGBTQ individuals, veterans, and persons with disabilities. These priority populations were chosen based on the university's non-discrimination policy, which identifies these groups. The identified underrepresented groups are particularly important to the program because students, faculty, and staff who have been historically excluded from higher education have the potential to contribute to the field through their understanding of barriers experienced by ethnic minorities, students with disabilities, LGBTQ persons, and veterans.</p> <p>The program defines clear goals for increasing representation and supporting the ongoing success of its underrepresented populations. The program's goals for supporting success in the priority student population are to 1) ensure that students have opportunities to interact with diverse populations through the curriculum in class and practice experiences and 2) provide students with education and training in cultural competence.</p> <p>The program outlines clear strategies for reaching these goals. For example, the new Latino health and global health concentrations represent programming that may attract diverse students and employ a heavy focus on cultural competence training. The Curriculum Committee is</p>	<p>Click here to enter text.</p>	



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



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




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

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

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

H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
Students have ready access to advisors from the time of enrollment	Met	<p>Advising resources are adequate to support the program's mission and goals. The graduate coordinator serves as the academic advisor for all MPH students.</p> <p>The graduate coordinator holds advising office hours each week. Students can also make advising appointments, which allows for flexibility best suited for graduate students. Students who met with site visitors explained that their career advisor (discussed in Criterion H2) often also provides academic advising. The graduate coordinator is also responsible for processing student applications to advance to candidacy for the APE and ILE. This</p>		



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

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

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

MPH Student Exit Survey results indicate that students are generally satisfied with career advising. In 2021 (81% response rate), 60% percent of students agreed that career advising was helpful,

H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements		Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Defined set of policies & procedures govern informal complaint resolution & formal student complaints & grievances</p>		<p>Student complaint procedures are clearly articulated on the CSULB website. The procedures for filing complaints are clearly documented, and links to procedures on how to file complaints with the college are also published on this website. New student orientation also highlights the website and policies for communicating program-related concerns.</p> <p>PIP sessions also provide a platform for students to voice complaints or concerns and develop action plans, in conjunction with the faculty advisor, to reach resolution. The program also encourages students to raise concerns with leadership. The graduate coordinator maintains consistent contact with all students, and the department chair employs an open-door policy to support student communication and resolve concerns.</p> <p>The university outlines formal procedures for addressing complaints on the CSULB website, which gives details for handling student complaints against non-students and student complaints against other students. The university directs students to discuss any complaints regarding grades with the professor or the department chair if necessary. If necessary, the student may file a complaint with the department Grade Appeals Committee. If no resolution can be reached, the associate dean of the college mediates.</p>		

		The program reports that no formal complaints or grievances have been submitted in the past three years.		
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H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements



connections.

The graduate coordinator organizes and leads the student admissions process. Admissions are conducted

H5. PUBLICATION OF EDUCATIONAL OFFERINGS

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

AGENDA

Wednesday, October 12, 2022

5:00 pm Site Visit Team

Friday, October 14, 2022

8:30 am University Leaders via Zoom

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

10:00 am Site Visit Team Executive Session 4

12:00 pm Site Visit Team Working Lunch

1:00 pm Exit Briefing