Council on Education for Public Health
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REVIEW FOR ACCREDITATION

OF THE

MPH PROGRAM IN COMMUNITY HEALTH EDUCATION

AT

SAN JOSÉ STATE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
October 17-18, 2022

SITE VISIT TEAM:
Cara Pennel, DrPH, MPH—Chair
Christina Floyd, MPH

SITE VISIT COORDINATOR:
Nicole Williams, MPH, PMP

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

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INTRODUCTION

San José State University (SJSU), located in downtown San José, California, was founded in 1857 as the oldest public institution of higher education in California. SJSU was founded as the Minns' Evening Normal School and was dedicated to training teachers as the region experienced a population boom in the wake of the Gold Rush. Now one of 23 campuses in the California State University System, SJSU is designated as an Asian American and Native American Pacific Islander-Serving Institution and a Hispanic-Serving Institution.

SJSU houses eight disciplinary colleges in business, education, engineering, health and human sciences, humanities and the arts, professional and global education, science, and social sciences plus the College of Graduate Studies. The university offers 143 bachelor's degrees, 95 master's degrees, four doctoral degrees, 11 credential programs, and 38 certificates. As of spring 2022, the university enrolled 30,693 students, of which 27,701 were undergraduate students and 8,507 were graduate students, and employed 4,300 employees, of which 1,957 were faculty.

SJSU is accredited by the Western Association of Schools and Colleges. The last review took place in 2022 and resulted in an accreditation term of six years. The university responds to professional and specialized accreditors in a variety of disciplines such as art and design, business, engineering, nursing, psychology, social work, and speech-language pathology.

The MPH program was founded in 1970 with a mission to prepare community health education practitioners to serve Northern California. The program now offers the MPH in community health education in both place- and distance-based modalities. The MPH program is housed in the Department of Public Health and Recreation in the College of Health and Human Sciences. The college also houses departments of social work, nursing, military science, audiology, kinesiology, aerospace, nutrition, and occupational therapy. In addition to the MPH degree, the Department of Public Health and Recreation also houses bachelor's degrees in public health and recreation, which are not included in the unit of accreditation. The MPH degree enrolls 98 students (47 place-based and 51 distance-based) and employs four primary instructional faculty (PIF) and seven non-PIF.

The MPH program was first accredited by CEPH in 1974. As part of the program's most recent full accreditation review in 2014, the Council requested an interim report related to faculty resources. The Council accepted the program's 2015 interim report as evidence of compliance in this area. Additionally, the program submitted a compliance report demonstrating curricular alignment with the 2016 Accreditation Criteria, which resulted in two interim reports in 2020 related to foundational learning objectives and foundational competencies. These interim reports were also accepted by the Council.

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

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Designates appropriate committees or individuals for decision making, and implementation		The program's official committee structure includes the MPH Curriculum Committee and the MPH Admissions Committee. In addition, the core faculty meet weekly to discuss a variety of program-related topics and issues such as accreditation, student issues, and community partnerships. The MPH Curriculum Committee is responsible for MPH degree requirements, curriculum design, and student assessment policies and processes. The Curriculum Committee is intended to meet weekly during the academic year and includes the program's four PIF and one adjunct faculty member. This committee, in consultation with individual instructors, instructional teams, and the assessment coordinator, is responsible for making decisions about course assessments and other course-related topics. Faculty acknowledged that this committee has not been active since 2019 when the last curricular revisions took place. One faculty member described a planned syllabi review process; however, this had not yet been implemented at the time of the site visit. The MPH Admissions Committee makes admissions policies and decisions during the admissions period, which is October to June. Faculty who met with the site visit team described the MPH Admissions Committee's processes and confirmed that this committee meets regularly during the admissions period.	Following the site visit, the MPH program has revised their committee structure to include more formalized committees, beginning in November of 2022. This process involved division of core responsibilities to specific committees, the development of charters for each committee, and the implementation of regular meetings and notetaking for each committee. Completed committee charters and notes for select committee meetings are provided in Attachments A-E. This process will continue during the upcoming semester to finalize charters and processes for each committee. **Attachment A** includes the list of all Committees that support the MPH program (including a summary of responsibilities, meeting cadence, and '22-'23 membership) **Attachment B** includes the Charter and Meeting Notes for the SJSU MPH Program Curriculum	The Council appreciates the program's response to the site visit team's report, including attached evidence. Initial efforts appear promising, and the Council looks forward to reviewing evidence of an ongoing, sustained process in order to validate compliance with this criterion.
Faculty have opportunities for input in all of the following: • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities				
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program				

		The department's Research, Tenure, and Promotion Committee makes decisions about research and service activities, and one program faculty member serves on this committee. During the site visit, faculty described regular meetings among MPH core faculty meetings and provided evidence of discussions related to individual students and community partners. Site visitors validated that these meetings allow core faculty to interact in ways that benefit the program. However, these meetings do not address all elements required by this criterion. The concern relates to the lack of implemented administrative processes and structures to affirm the program's ability to fulfill its mission and goals and to conform to the conditions for accreditation. Through discussions with program leaders and faculty, the site visit team was unable to confirm that the program's committee structure operates as defined, and the program provided no evidence, such as agendas, notes, or minutes, to document an operational programmatic committee structure. Core faculty members appear to function as a collaborative team and were able to provide evidence of some discussions about specific curricular issues (outside of the committee structure presented in the self-study), but there was no evidence of recent discussions or decisions related to student assessment policies and processes, overall curriculum design, or programmatic research and service priorities. Program faculty engage in committees and decision-making at the departmental, college, and institutional	Committee **Attachment C** includes the Charter for the SJSU MPH Program Admissions Committee **Attachment D** includes the Charter and Meeting Notes for the SJSU MPH Evaluation Committee **Attachment E** includes the Charter and Meeting Notes for the SJSU MPH CEPH Committee	

		levels. Program faculty serve on the SJSU Committee to Enhance Equity and Diversity, SJSU Online Committee, college- and department-level curriculum committees, and the department's Career Explorations Committee. Faculty also serve in institutional leadership and liaison roles, including with the SJSU Black Spartan Advisory Council and the Black Leadership and Opportunity Center. The self-study reports that departmental faculty, including tenure-track, lecturer, and adjunct categories, interact with one another at monthly department meetings. However, during the site visit, faculty noted that adjunct faculty are primarily public health professionals working full-time in the field. To be respectful of their time, adjunct faculty can voluntarily join meetings, but it is not required. The MPH fieldwork coordinator, who is an adjunct lecturer, regularly interacts with core faculty on internship placements and is technically a member of the MPH Curriculum Committee. Core faculty interact with adjunct faculty on an ad hoc basis through periodic check-ins throughout semesters in which they teach MPH courses.		

A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Both the place- and distance-based public health programs have active student organizations. For the place-based program, an MPH Student Association (MPH-SA) is led by elected student leaders. The MPH-SA holds two annual events designed to facilitate communication of program-related issues. The first event is a student-only general meeting, during which students can share and discuss program-related issues with the MPH-SA leadership team. The MPH-SA leadership team meets with the faculty advisor and MPH campus-based coordinator to communicate and discuss concerns. For the distance-based program, the MPH Online Student Club has three elected cohort leads. Club leaders meet with the faculty advisor and online MPH coordinator monthly to discuss issues, concerns, courses, and curricula. Student leaders from both delivery formats meet periodically, and they bring issues or concerns to the faculty advisor, which are then taken to MPH core faculty. After the faculty advisor and MPH coordinators share concerns with core faculty and identify solutions, the core faculty may hold a town hall, at which they communicate	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate				

		potential solutions with students and agree on program changes, when feasible. During the site visit, students verified the program's intentionality in obtaining student feedback and implementing changes. For example, one student who met with the site visit team serves as the lead for her cohort. Students reported significant inconsistencies in participation grades from a faculty member, and the concern was not resolved at the instructor level. In their roles as peer advocates, the cohort leads communicated the issue to the faculty advisor, which led to changes that resulted in the implementation of fair participation grades.		

A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The program defines an appropriate vision, mission, goals, and set of values. The vision is outwardly focused: "A just and equitable society of empowered communities and environments in which everyone has the opportunity for optimal health and well-being." The program's mission is "to provide a professional education that prepares students to be innovative thinkers, critically engaged practitioners, and transformative leaders who can apply the conceptual frameworks, health education and public health competencies, in order to develop programs, build community capacity, advocate policies for health equity, and contribute to evidence-based public health practice." The program's goals address education, scholarship, and service and emphasize transformative and applied graduate education; an inclusive environment; learning that integrates theory, practice, evidence, and lived experience; advancing the body of knowledge (while disrupting dominant approaches); leadership and active participation in community; collaboration with community partners in service and scholarship to eliminate health disparities and promote social justice; and an interdisciplinary approach to community and capacity building, scholarship, and teaching.	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				
Guiding statements reflect aspirations & respond to needs of intended service area(s)				
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes				

		In addition to seven program goals and nine core values, the program's guiding statements explicitly identify "reasons for disrupting dominant approaches" and define eight program learning outcomes that encompass the areas of responsibility defined by the National Commission for Health Education Credentialing and "informed by CEPH accreditation criteria."		

B2. EVALUATION AND QUALITY IMPROVEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Collects & reviews all measures in Appendix 1		While the self-study outlines an ambitious evaluation plan to determine the program's effectiveness in advancing its mission and goals, the program provided minimal data and acknowledged that much of the program's evaluation plan, as presented in the self-study, was unimplemented. Some data, such as exit surveys, have been collected on a more consistent basis, but surveys have not always produced useful data. Response rates for some surveys, such as the alumni survey, are poor. Other data collection has not yet begun or has not occurred in several years. For example, the syllabi review process is intended to identify the percentage of courses in which theory is integrated. However, faculty confirmed that this review process had not yet started. As another example, the program cites qualitative data from alumni focus groups as a means to track progress on its goals; however, faculty confirmed that these focus groups had not yet happened.	Prior to the CEPH Site Visit, the MPH Core Faculty met to begin reviewing the B2-0 ERF report on B2-1 (which was submitted as part of the Self-Study) as part of establishing a process for regularly reviewing collected data and incorporating findings into improvement efforts for the program. The notes of this meeting are found in Attachment F. The review involved examining the analysis of each goal, measure, or indicator, discussing the implications, lessons learned, or changes to be taken from each finding, and recording proposed next steps. We reviewed Goal 1 during this meeting, and this review process will continue in Spring 2023,	The Council appreciates the program's response to the site visit team's report, including attached evidence. Initial efforts appear promising, and the Council looks forward to reviewing evidence of an ongoing, sustained process in order to validate compliance with this criterion.
Measures mission & goals & addresses unit's unique context				
Reviews & discusses data				
Makes data-driven quality improvements				
Consistently implements evaluation plan(s) over time				

		The concern relates to the lack of evidence that the program consistently implements an evaluation plan that collects the data required for accreditation; provides information to monitor effectiveness in meeting the mission and goals; and supports regular review and discussion that leads to data-driven improvements. First, data were not available for several of the measures required for accreditation, including the following: student perceptions of faculty availability; specific indicators for instructional effectiveness (other than course evaluation scores); and indicators for faculty participation in extramural service. As noted in Criterion H1, preliminary data on student satisfaction with academic advising (a required element) have been collected but were not sufficiently robust. Additional concerns about data collection or analysis are described in Criteria B3, B5, and F1. Next, data were not available for many of the program's self-defined measures that provide information on its mission and goals. Even where data collection had been recently implemented, longitudinal data were largely unavailable to inform decision making. Finally, little evidence was available to document regular meetings or collaborative processes for discussing data and making quality improvement-related decisions. The site visit team was unable to validate that the program's decision-making bodies consider the limited evaluation data that are available in accordance with the process described in the self-study.	utilizing the Summary of B2-1 Goals Evaluation document provided to the CEPH Site Visit participants during the visit as well as the full B2-1 report. As noted by reviewers, much of the MPH Program's evaluation plan has been revised or newly implemented. Since the CEPH Site Visit, the establishment of the SJSU MPH Evaluation Committee has created a formalized structure and process through which the collection, analysis, and review of data and incorporation of findings and data quality assessments into ongoing quality improvement for the MPH program will take place (see Attachment D). This Committee is charged with strengthening the existing timeline and process for data collection, data analysis, and data reporting for the MPH Program.	

		During the site visit, faculty indicated that data collection and evaluation plans were evolving, and faculty were at the stage of identifying gaps and where new tools or methods can be added to supplement existing processes. For example, faculty discussed providing incentives for completion of surveys with poor response rates. The department chair started in her role four months before the site visit and was working to create a framework that leverages faculty and staff strengths. As a first step, a new faculty member has taken the lead on developing, strengthening, and implementing the program's evaluation plan. This faculty member has been tasked with creating and implementing consistent processes to collect and synthesize data; creating structures to engage in regular, substantive review of evaluation findings; and hosting an annual report-out about the state of the program to foster strategic discussions and to make data-driven decisions. The core faculty, through operational and day-to-day discussions and problem solving, have been responsive to trends and observations, even when these are not captured and analyzed through a structured process. The self-study indicates that faculty noted a trend of students not passing the Graduate Writing Assessment Requirement, so they implemented a new writing assessment at orientation and a winter writing tutorial for students who did not pass this initial assessment. When place-based students indicated to the fieldwork coordinator that they would like to have a fieldwork expo similar to that offered for online students, faculty implemented such an event.		

B3. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		MPH students have seven years to graduate, and while the self-study reports on four cohorts of students, it does not include data for the program's three most recently enrolled cohorts. Data for the available cohorts show that the program's graduation rates exceed this criterion's threshold. The cohorts that entered in 2015, 2016, 2017, and 2018 achieved graduation rates of 96%, 91%, 91%, and 85%, with no students remaining enrolled from any of these cohorts. The commentary relates to the program's data collection and analysis process, which does not align with the CEPH template or CEPH guidance. Data provided for the four cohorts discussed above are consolidated in the self-study into summary results by cohort rather than detailing the progress of students year-by-year. Without the detail required in the template, the program is not able to track and analyze trends in graduation rates over time, which would benefit the program's overall evaluation efforts, as described in Criterion B2.	Following the Site Visit, to strengthen our ability to gather and report graduation data by cohort and year-to-year, the MPH Admissions Committee developed a new database structure. Students will be grouped by the year they were admitted to the program, but will then be followed individually, noting the year in which they graduated (or withdrew) on the same sheet. In this way, we will be able to identify the number of continuing students in a given year and their time-frame for completion. A screenshot of this database is provided in Attachment G.	The Council appreciates the program's response to the site visit team's report, including attached evidence.
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

B4. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The program reports positive post-graduation outcomes that exceed the required threshold for each of the three cohorts in the reporting period. Although the most recent cohort had not yet reached 12 months post-graduation at the time of the site visit, the program had collected data on all graduates by the time of final self-study submission. The program uses a yearly alumni survey, reviews of LinkedIn profiles, and personal connection or engagement with MPH graduates to collect post-graduation placement data. The 2019 cohort (39 graduates) and 2020 cohort (36 graduates) each report that 97% of graduates were employed within one year of graduation. Each cohort had one student actively seeking employment or enrollment in further education at one-year post-graduation. The 2021 cohort (45 graduates) reported that 100% of graduates were employed or enrolled in further education within one year of graduation. All MPH graduates had known outcomes within one year of completing the degree.	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree				

B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The program has identified three data collection methodologies to support its review and assessment of alumni perceptions of the curriculum: 1) an annual survey of the most recent graduates, 2) a survey administered every three years to the entire alumni body, and 3) alumni focus groups conducted every three years. The annual alumni survey is administered in the spring to graduates from the previous year and includes quantitative and qualitative questions intended to identify course materials that have been useful in the graduate's current work and what may have been missing or unhelpful in the curriculum. The survey also elicits suggestions for improvements to the program. The first annual alumni survey, administered in spring 2022, had 10 respondents, for a 25% response rate. The every-three-years alumni survey was administered for the first time in spring 2022 to the program's entire alumni network. This survey asks quantitative and qualitative questions about which courses enhanced graduates' professional skills, what aspects of the program were most helpful, and what areas of the curriculum could be improved. Additionally, the survey asks respondents to identify any gaps in the curriculum. In 2022, the program sent the survey to 713 alumni and received 79 responses, for an 11% response rate. For both surveys, the program	As noted by reviewers, much of the MPH Program's evaluation plan has been revised or newly implemented. Since the CEPH Site Visit, the establishment of the SJSU MPH Evaluation Committee has created a formalized structure and process through which the collection, analysis, and review of data and incorporation of findings and data quality assessments into ongoing quality improvement for the MPH program will take place (see Attachment D). This Committee is charged with strengthening the existing timeline and process for data collection, data analysis, and data reporting for the MPH Program. In addition, the MPH Core Team, which is charged with alumni engagement and tracking as part of its responsibilities (see Attachment A) included an explicit discussion of alumni engagement and assessment in its 12/12 Core Team Meeting (see Attachment H). This discussion	The Council appreciates the program's response to the site visit team's report, including attached evidence. Initial efforts appear promising, and the Council looks forward to reviewing evidence of full implementation to ensure compliance with this criterion.
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation				

		had not yet finalized plans to address the low response rates at the time of the site visit. As noted in Criterion B2, the alumni focus groups had not been held by the time of the site visit. The program plans to convene one to three groups of six to eight participants who will be recruited from the local population of MPH graduates as well as the program's broader alumni network. The focus groups will respond to questions related to skills most applicable in post-graduate work and additional preparation that would have been beneficial for their post-graduate placements. The program coordinator plans to perform a rapid analysis of the responses, summarizing perspectives related to each question. The program provided initial results from the two alumni surveys, and respondents indicated that they felt prepared across all skills and generally viewed the skills as applicable to their current positions. Specifically, graduates found skills in program planning and a focus on community-centered health promotion to be most helpful in their post-graduate placements. Graduates also identified several areas that might benefit from additional training, such as program evaluation, quantitative and qualitative research methods, and bias-free writing. The concern relates to the program's need to establish practices to evaluate its methodology and outcomes to ensure useful data. Reviewers noted that the program's data collection processes are in a nascent stage and would benefit from further examination. The program had not yet implemented its planned focus groups, and its response rates for both alumni surveys were low, which limited the usefulness of the data collected.	focused on how to strengthen the responses from alumni for evaluation.	

C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The program receives sufficient funds through a mix of funding sources to fulfill its mission and goals. The place- and distance-based delivery modalities are funded separately. State funds support the place-based program; this process starts with the CSU System allocating funds to individual campuses. The Office of Student Affairs distributes funds to the college, which in turn distributes funds to the department. The program makes budget requests to the department. State funds cover on-campus faculty salaries and operational costs. Operational costs include staff salaries and benefits, accreditation-related expenses, office equipment and supplies, faculty travel, hospitality-related expenses, and marketing/promotion costs. Student tuition supports the distance-based program. Expenses include salaries and benefits for online course instructors and recruitment-specific travel. New place-based or tenure-track faculty may be hired only when such lines are allocated to the department by the university. The university determines a specific number of new faculty for each academic year, and the provost allocates these faculty lines in consultation with college deans, primarily based on the number of student FTEs.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit				

		State funds may support faculty development. Tenure-track faculty receive $2,500 for travel support each academic year. Lecturers and adjunct faculty have travel funds available based on the flexible funding overage for the academic year. The department provides additional faculty development resources. Faculty explained that start-up packages are negotiated for each faculty member when they are hired. Start-up packages include funds to build course resources and to support research. A library representative told site visitors that each faculty member receives $1,000 in their start-up package to buy books. These funds come from the library in collaboration with the provost. MPH student clubs can request additional funds from the university to support student activities. The department chair explained that the college can provide support for any additional requests. University leaders echoed this sentiment, explaining that the university can provide additional support as needed. Indirect costs are not returned to the program and are directed to the private, philanthropic Tower Foundation and to the public, governmental Research Foundation.		

C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF			Click here to enter text.	

3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable		The program has adequate faculty resources to support its single MPH offering. At the time of the site visit, the program had four PIF and seven non-PIF. One of the program's three named PIF dedicates 80% of her time to the program, while the remaining two named PIF each dedicate 60% of their time to the program. Full-time equivalence (FTE) is determined by the CSU System. Three course units is equal to 0.20 FTE. FTE can also be calculated outside of course assignments as a percentage of the work week. In a 40-hour work week, 10 hours is equal to 0.25 FTE. One PIF volunteers to serve as the program advisor for all students (98 in fall 2022). For the integrative learning experience (ILE), there are, on average, two students per faculty advisor. Program faculty said that the current advising system is sustainable. Students who met with the site visit team said that they are well supported by the program through formal advising mechanisms and informal advising with their course instructors. The program collects data on student perceptions of class size through a current student survey. The first current student survey was launched in May 2022, and 71 of 100 students responded. Overall, approximately 70% of current students who responded to the survey agreed or strongly agreed that class size is appropriate to cultivate a supportive learning environment. The program plans to collect additional data, including perceptions of faculty availability, through exit interviews		
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A			
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	N/A			
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)				
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)				

		and focus groups. While the self-study states that exit interviews were conducted on May 17, 2022, the program was not able to provide notes or a summary of findings to reviewers. The program conducted its first student focus groups in summer 2022 in a virtual format; however, the data did not address class size or faculty availability.		

C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The program has sufficient staff to support its operations and to fulfill its mission and goals. The program has staff support that totals 1.75 FTE. The program employs a full-time MPH administrative coordinator, and the program is supported by the department analyst at 0.5 FTE and the department coordinator at 0.25 FTE. The MPH administrative coordinator provides support to the program in areas including administration, human resources, finance and budget, event planning, communications, and promotion. The department analyst and coordinator provide support in accounting, class scheduling, and other administrative roles.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable				

C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The program's physical resources are sufficient to support the degree program. The department is housed in the Spartan Complex, which includes five offices for tenure-track faculty, one shared office for lecturer faculty, and a conference room. Each tenure-track program faculty member has an assigned private office. If needed, faculty can request lab space through the college. Classroom space is assigned each semester, and assignments depend on course enrollment. In fall 2022, the program was assigned seven classrooms to support courses delivered through the place-based modality. The self-study identifies shared student spaces as an area for growth. MPH students do not have any dedicated shared spaces. During the site visit, faculty explained that students can reserve the conference room. Additionally, MPH students can access the graduate lab and reserve study rooms in the Dr. Martin Luther King, Jr. Library. Students who met with the site visit team did not raise any concerns about physical space and said that university resources were sufficient to meet their needs.	Click here to enter text.	
Physical resources appear sufficiently stable				

C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		The program's library and technology resources are adequate and stable. The Dr. Martin Luther King, Jr. Library is a merged university and public library with a mission to "bring people, ideas, and information together through its spaces, resources, and expertise to facilitate community building, innovation, and knowledge creation." The facility features an Adaptive Technology Center, a Writing Center, student learning commons, a virtual reality lab, a sound studio, group study rooms, and library classrooms. Library access for students and faculty is available in person and virtually. The library provides students and faculty access to over 470 databases, including PsycInfo, PubMed, Scopus, ScienceDirect, and Allied Health, and 380 journal titles specific to public health topics. The library also uses a unified search engine. The library provides a subject specialist librarian for the department and MPH program. The librarian provides faculty and students with course-specific library instruction, workshops, library orientations, collection development, research guides, and one-on-one sessions in-person and via Zoom. Students and faculty have access to Ecampus for remote learning and Canvas for the learning management system. Camtasia is used for recording video presentations, and Criterion is an online writing evaluation service. The program can reserve AV equipment through the	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable				

		Instructional Resource Center and solicit the library to acquire hardware, software, and other accessories at no cost. IT support is available through in-person and virtual formats. Students and faculty have access to software and technology throughout the academic year. Hardware is accessible to students for free in the library. Student Computing Services is a library resource through which faculty and students can borrow laptops, iPads, and other equipment for the semester at no charge. Students and faculty can access remote learning resources through ECampus. SJSU's IT Division provides support to all students, faculty, and staff. In-person resources are available from 8 a.m. to 7 p.m., while Blackbelt Help is an online, 24-hour assistance option. Students who met with the site visit team said that IT resources are readily available, and online students complimented the responsiveness of the 24-hour help team.		

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)		All MPH students are grounded in the foundational public health knowledge areas. The program maps these 12 learning objectives to eight courses: • PH 200: Contemporary Practice: Public Health, Health Promotion & Community Health Education	Click here to enter text.	

		• PH 205A: Quantitative Methods for Public Health Practice I • PH 205B: Quantitative Methods for Public Health Practice II • PH 215: Qualitative Methods for Public Health • PH 262: Health Policy & Organization • PH 265: Environmental Health • PH 271: Theoretical Foundations for Public Health • PH 272: Health Promotion Planning & Evaluation Students are grounded in the learning objectives through a combination of readings, lectures, and assessment activities. Site visitors' review of syllabi and associated materials confirmed that all foundational knowledge areas are appropriately covered, as indicated in the D1 worksheet.		

D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		The program addresses foundational competencies through 15 required courses. In addition to the eight courses listed in Criterion D1, all students complete the following courses: • PH 201: Groups & Training: Theory and Practice • PH 225: Evaluation Methods for Public Health Practice • PH 276: Community Organization and Health Promotion • PH 277: Multicultural Communication for Health Professionals • PH 291C: Professional Skills for Public Health Practice • PH 291P: Professional Development • PH 263/293: Public Health Leadership & Administration All MPH students complete the same courses; however, there are differences in didactic coverage and assessment opportunities between place- and distance-based modalities. Site visitors reviewed each modality separately, where appropriate. The D2 worksheet presents reviewers' findings. The concern relates to the lack of an appropriate assessment for competencies 8 and 21 for both place- and distance-based students. During site visit discussions, the course instructor for PH 277: Multicultural Communication for Health Professionals confirmed that there is no formal	Regarding Competency 21, since the site visit, the department chair and MPH Curriculum Committee have met what the director of the School of Nursing. Notes from the meeting can be found in Attachment B, "12/14/22 Interprofessional Brainstorm Session between Nursing and MPH." One proposed activity is to have MPH students participating in activities with Nursing and Occupational Therapy students in the Nursing simulation lab on campus. Steps are also being taken to have MPH students participate in the annual citywide disaster preparedness training and simulation that is coordinated by the Santa Clara Valley Medical Center. In the Spring 2023 semester, the MPH Curriculum Committee will initiate the development of the activities to meet this competency in cooperation with the Nursing and Occupational Therapy departments.	The Council appreciates the program's response to the site visit team's report, including attached evidence and looks forward to reviewing the program's curricular changes to address foundational competencies 8 and 21.

		assessment for competency 8. For competency 21, faculty were unable to provide information about how students are prepared to integrate perspectives from other professions, and the assessment does not appear to ensure that a perspective outside of public health is incorporated in the final product.		

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	CNV
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	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate (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	Yes
21. Integrate perspectives from other sectors and/or professions to promote & advance population health	CNV
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The program defines five competencies for its community health education concentration that delineate an appropriately advanced set of knowledge and skills. The competencies reflect the program's guiding statements' emphasis on community health, evidence-based practice, and health equity. The program addresses the competencies in a subset of the courses referenced in Criteria D1 and D2. Assessment activities include an evaluation plan, theory-based program plan, advocacy project, stakeholder interview, and technical poster presentation. Reviewers' findings are summarized in the D4 worksheet. The concern relates to the lack of individual student assessment for concentration competency 4. To demonstrate collaboration, as the competency requires, the assignment involves a stakeholder interview. However, this assignment is completed as a group, and not all group members are required to participate in the interview. The assignment instructions state, "The	Click here to enter text.	
Assesses all students at least once on their ability to demonstrate each concentration competency				
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)				

		interview can be conducted over the phone, Zoom, or email by either all members of the group or whoever is available during the time of the interview." Additionally, reviewers were unable to validate that faculty individually assess students who do participate in the interview. Faculty who met with site visitors confirmed that this assignment does not require individual assessment of all team members.		

D4 Worksheet

MPH Community Health Education Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1. Design a process, impact, and outcome evaluation plan as part of the program planning and implementation cycle, including data collection and analysis strategies.	Yes	Yes
2. Develop a program plan for the delivery of health education/promotion using the values of our program including theories, an ecological lens, evidence-based practices, social justice and cultural humility.	Yes	Yes
3. Engage coalitions and/or stakeholders in addressing a health issue and planning community advocacy and organizing efforts.	Yes	Yes
4. Collaborate with priority populations, partners, and/or other stakeholders in the planning process.	Yes	CNV
5. Promote the profession of community health education.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	**Compliance Finding**	**Team's Evidence for Compliance Finding**	**School/Program Response**	**Council Comments**
	Partially Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		All MPH students complete PH 291A: Fieldwork Practicum Seminar and PH 291B: Fieldwork Practicum as their applied practice experience (APE). During the seminar course, students identify a fieldwork site, develop learning and project objectives, and negotiate a memorandum of	Since the Site Visit, the Fieldwork Handbook for our campus students has been updated in support of the students beginning their Fieldwork experiences in Spring 2023 and	The Council appreciates the program's response to the site visit team's report and looks forward to reviewing evidence of

Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		understanding (MOU) with their preceptor. The course instructor approves each placement site and MOU. The MOU details fieldwork products, and the practicum requires 325 hours of fieldwork under the guidance of a preceptor. The handbooks for place- and distance-based students outline expectations and require that students identify learning objectives that incorporate several areas related to CEPH foundational competencies, including "communication/collaboration on teams; qualitative/ quantitative research assessment methods; and presentation, research and evaluation skills." Tools to assess student performance in the fieldwork practicum include a student self-assessment and preceptor assessment structured around 11 learning objectives. Examples of the learning objectives include "Assess the factors which affect the health of individuals, groups, or communities" and "Implement health education programs." The 11 learning objectives are not competency statements found in Criteria D2 or D4. Halfway through their fieldwork hours, each student submits a midterm report, which serves as the basis for the midpoint conference consultation between the instructor, student, and preceptor. This midpoint review is used to determine whether the goals set in the MOU are still appropriate and attainable. The final report is submitted at the end of the fieldwork placement and includes a progress report addressing each of the objectives identified in the MOU and evidence of the work completed (e.g., reports, materials, photos, etc.).	beyond (see Attachment I). The updates related to the Competencies include the following: (1) the explicit requirement for the identification of 5 competencies, 3 of which are foundational competencies, which will be fulfilled by the 2-3 products of the fieldwork activities that the students agree to complete with their Preceptor and Fieldwork Coordinator (pages 8-9 of Attachment I), (2) the requirement to document the relationship between students' impact objectives and the 5 competencies (page 17 of Attachment I), (3) the connection between the evidence provided in the students' portfolium and the 5 identified competencies (page 22 of Attachment I), and (4) the reflection on the 5 competencies as part of the fieldwork report and its assessment (pages 24-25 of Attachment I). The Fieldwork Coordinator, who is the faculty member assessing whether the APE products demonstrate the specific competencies, will utilize the D2 guidance as well as the descriptions of our Program-Specific Competencies to guide the review of the portfolium products. These same changes will be incorporated into the Fieldwork Handbook for the	implementation to validate compliance with this criterion.
All students demonstrate at least five competencies, at least three of which are foundational				

		Site visitors reviewed five samples of student work. The examples included work from field placements at Trumbull's Prevention Partners, University of California San Francisco Medical Center, CommUniverCity, Las Lomitas Elementary School, and the Hallmark Youth Summit. Work products included resource maps, PowerPoint presentations, data analysis, and infographics for health promotion among teachers. Preceptors who met with the site visit team said that the interns coming from SJSU are strong students whose work adds value to their organizations. Additionally, alumni said that the fieldwork experience was an important part of their graduate education. Both preceptors and students were complimentary of the course instructor's efforts to support all participants in finding the right match for each opportunity and throughout their experience. The first concern relates to the lack of a structure and documented expectations that ensure that students' work aligns with this criterion's requirements: at least two work products that are mapped to five competencies, at least three of which are foundational. Among the samples provided for review, reviewers noted inconsistencies. Some student portfolios included two work products appropriately mapped to competencies, but others did not, and some portfolios referred to work products that were not included for site visitors to review. The handbook that guides the experience requires that learning objectives be tied to competency areas, but not to specific competency statements. The course instructor confirmed that there is no defined expectation for at least two work products, and students	online students in advance of the next cohort's fieldwork experience, which will begin in August 2023.	

		are not required to document how their products align with specific competencies from Criteria D2 and D4. Students who met with the site visit team seemed unaware that the APE was linked to competencies at all. The second concern relates to the lack of evidence that faculty assessment of APE products focuses on competency demonstration. Reviewers found no evidence in the provided handbooks or in conversations with faculty that faculty assess student work for competency attainment.		

D6. DRPH APPLIED PRACTICE EXPERIENCE

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

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		The program offers three ILE options: a written comprehensive exam, a thesis, or a project. While place-based students may select any of the three options, online students must complete the comprehensive exam. Nearly all MPH students choose to complete the comprehensive exam, which involves a fictional request for proposal and results in a 30- to 50-page comprehensive	The SJSU MPH Program Curriculum Committee, established in Fall 2022 (see Attachment B), will review the thesis and independent project options in Spring 2023 to determine their utility as competency synthesis options and to ensure their	The Council appreciates the program's response to the site visit team's report and looks forward to reviewing future reporting to document compliance with this criterion.
Project occurs at or near end of program of study				
Students produce a high-quality written product				

Faculty reviews student project & validates demonstration & synthesis of specific competencies		health plan. Students complete the exam in 13 hours over three days. Two faculty reviewers assess the final product using a grading rubric that is mapped to the CEPH foundational competencies. The program has identified that the comprehensive exam requires synthesis of 14 foundational competencies. While the rubric is not specifically mapped to the program's concentration competencies, program faculty explained that the exam was designed to require students to create a comprehensive health plan and require synthesis of skills defined in the concentration competencies. Upon review of the student samples, reviewers confirmed that the exam addresses both foundational and concentration competencies. Students must earn an overall score of 70% or higher and at least 70% on each section to successfully pass the exam. Students can retake up to two sections of the exam. If students fail more than two sections or do not pass the retake, they must complete additional preparatory work and take a different exam the next time it is offered. The program offers the exam three times per year. Samples of student comprehensive exams from May 2019 to May 2022 demonstrate that students produce high-quality written work. The comprehensive exam results in the development of a comprehensive health plan with a focus on different health topics (e.g., obesity, asthma, lead poisoning) and populations. The exams are similar in structure and require a problem statement, needs assessment, assets inventory, program goals, theoretical basis, intervention type, program objectives, program plan, evaluation, budget justification, Gantt chart,	compliance with the CEPH requirements.	

		timeline, cultural capacity, technical assistance, and dissemination. The second ILE option is a thesis, during which students conduct original research. The thesis option requires a faculty mentor and thesis committee with three to five members. The third ILE option is an independent project, in which students collect, analyze, and report data with the support of a faculty mentor and community partner. The thesis and independent project options require additional prerequisites, including a research methods course. These options often require students to remain enrolled in the program beyond the typical two-year period. During the site visit, faculty estimated that approximately three to four students completed the thesis or written project as their culminating project in the past eight years. In the past three years, only one student completed an independent written project. This project, in collaboration with a Federally Qualified Health Center, was an exploratory, mixed methods project related to African and African American mothers' wellness. The concern relates to the lack of evidence that the thesis and independent project options align with this criterion's expectation of competency synthesis. During the site visit, faculty said that they recently met to create a thesis and independent project handbook. However, information on who selects competencies, how many are required, and how faculty assess competency synthesis was not included in the handbook or other program materials. Faculty acknowledged that the thesis and independent project do not explicitly require competency synthesis, nor is it a documented component of the assessment.		

D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

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

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

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

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

D13. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		The program requires 42 semester credits for graduation. The program includes 24 credits in core public heath courses, 13 credits in health education courses, and five credits of fieldwork. Each credit hour requires a minimum of 45 hours over the length of the course in instruction, preparation, or course-related activities. Typically, each credit equals three hours a week per 15-week semester.	Click here to enter text.	

D14. DRPH PROGRAM LENGTH

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

D15. BACHELOR'S DEGREE PROGRAM LENGTH

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

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

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

D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

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

D18. ALL REMAINING DEGREES

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

D19. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		The program offers the MPH in community health education in both fully place-based (in person) and distance-based formats. Online courses are taught on an accelerated schedule over five to seven weeks, compared with 15-week terms for the place-based format. Online courses are delivered synchronously one night per week and recorded. The online program is administered by the College of Professional and Global Education, and courses are offered via the Canvas LMS. MPH faculty meet monthly with representatives from the College of Professional and Global Education to discuss student issues and progress, enrollment, and recruitment. The distance-based offering is designed to meet the needs of experienced public health practitioners, and the nighttime course schedule allows for limited disruptions to students' professional careers. Students and faculty interact directly during synchronous class sessions. Students also interact with each other through discussion boards and group projects. Each group is assigned a private subpage with a discussion board. Additionally, all online students are required to come to campus once per year for Campus Week, which takes place during the second full week of August. In addition to opportunities for networking and socialization, each cohort follows a specific schedule during their time on campus. First-year students are introduced to the online	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services				
Ongoing effort to evaluate academic effectiveness & make program improvements				
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification				

		platforms used by the program and receive an orientation to all online and library resources. First- and second-year students take writing courses and attend the first few sessions of their courses for the semester. Third-year students present their fieldwork experiences as part of a poster presentation and take the comprehensive exam. All courses in the program are subject to the same quality control processes as other degree programs at SJSU. To monitor academic rigor and ensure equivalence, the program reviews data from the curriculum review survey, includes courses that meet the Graduate Writing Assessment Requirement (GWAR), and follows the course and curriculum review process. Students complete the curriculum review survey at the end of each semester to assess whether the course met its learning objectives and included relevant readings and assignments. The GWAR is a university requirement for all graduate programs. Each program must include courses that meet the university GWAR standards, and the university reviews all GWAR courses biannually. The program is also required to receive approval for any curricular revisions or additions from the department and college levels. Program faculty are responsible for evaluating the educational outcomes of the online program in the same manner as the place-based offering. Faculty participate in the annual assessment cycle as defined by the department. Programs self-assess against their student and program learning outcomes; recommend and implement desired changes; and reassess the course to determine the effectiveness of each change. This assessment report is submitted to the university.		

		All students have access to IT services, online library services, the Campus Counseling Center, and other academic support services. These resources are made available to online students via Canvas. During the site visit, students reported excellent experiences with the IT Division and with Canvas overall. The program uses DUO two-factor authentication to verify student identity and to allow only the assigned user to access each account. Formal university communication, access to the Canvas platform, and access to the SJSU Spartan App Portal all require DUO login. Upon admission, students receive a unique student identification number. Students are required to use this number and a strong password to access courses.		

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The faculty complement has the appropriate training and experience to support the single MPH offering. All four PIF hold an MPH from a CEPH-accredited institution. Three faculty also hold a DrPH, and one holds a PhD. These master's and doctoral degrees were earned in areas such as interdisciplinary public health, global health, and community health and development. The seven non-PIF bring expertise in areas such as health education and community health, epidemiology, health and social behavior, and social epidemiology. The site visit	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)				

		team reviewed CVs for faculty and confirmed appropriate alignment between courses and faculty training, professional expertise, scholarship, and practice.		

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		The program has faculty with demonstrated competence in public health practice who share their varied experiences and expertise with students. One PIF previously held positions in the public, private, and non-profit sectors. For example, she served as director of planning and evaluation with Kaiser Permanente and director of health education with the American Cancer Society. Another PIF has held positions in county hospitals and Medicare settings. For example, she has worked with Lumetra, a quality improvement organization working with Medicare hospitals and with the San Francisco Public Health Department's environmental health section. Other PIF have worked with organizations including Youth UpRising, Sutter Health Center for Health Systems Research, and the Best Babies Zone National Technical Assistance Center. Non-PIF have professional experience with government agencies such as the Santa Clara County Public Health	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

		Department and the California Department of Public Health.		

E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		The university, department, and program have formal and informal mechanisms to assess and support faculty instructional effectiveness. Tenure-track faculty receive evaluation reviews, including on instructional effectiveness, at various touchpoints. After the first, second, fourth, and fifth years, faculty undergo mini reviews and receive formative feedback to assess instructional effectiveness by a departmental review committee and the college dean. After the third year, faculty engage in a full review. During the sixth year, the Retention, Tenure, and Promotion Committee reviews tenure-track faculty. At the end of each course, students complete the Student Opinion of Teaching Effectiveness (SOTE) evaluation, which includes quantitative and qualitative measures to assess teaching effectiveness. This evaluation is used in courses taught by full-time as well as part-time faculty. Full- and part-time faculty undergo peer observation, and adjunct faculty, including lecturers, must submit an annual summary of achievements that details their teaching and service accomplishments during the academic year.	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				

		During the site visit, the team learned of several informal mechanisms to assess faculty instructional effectiveness. Although not required, many faculty do mid-semester check-ins with students to see how the course is progressing and to elicit feedback. Due to the shorter duration of online courses, faculty often do weekly check-ins with students. The faculty advisor regularly hears feedback from students through one-on-one advising and by meeting with elected student leaders. When issues are raised, they are taken directly to instructors, to the department chair, and/or to the core MPH faculty for discussion and troubleshooting. Students who met with the site visit team said that the program is open to feedback for improving its courses and confirmed these informal feedback mechanisms. The Center for Faculty Development provides services and resources for advancement in instructional effectiveness. Topics have included inclusive teaching, teaching during COVID-19, anti-racist pedagogy, gender-inclusive pedagogy, accessible education, universal design for learning, and remote teaching. Additionally, the program provides annual professional development funds for faculty to attend professional conferences, which enables them to stay current in their disciplines. The program also encourages participation in professional and community-based service, such as professional board membership/leadership or serving as a reviewer or editorial board member for professional journals. During the site visit, the team learned of several mechanisms internal to the MPH core faculty that are used to support instructional effectiveness. Faculty said that their colleagues are important resources, and they		

		meet regularly to share teaching experiences, brainstorm better ways of teaching the material, and coordinate ways to scaffold and build the progression of courses. To assess the instructional effectiveness of its faculty complement, the program tracks three indicators. The first measure is student satisfaction with instructional quality. The SOTE includes two questions related to student satisfaction with teaching: 1) whether faculty demonstrated relevance of the course content and 2) whether faculty were responsive to questions and comments from students. Aggregated data from the last three years resulted in ratings of 4.8 out of 5.0 for both measures. The second measure is peer/internal review of syllabi/curricula for currency of readings, topics, and methods. Instructors review their own syllabi at the beginning of each semester and make changes based on prior feedback and current trends. Then the department obtains feedback through a curriculum review survey administered via email at the end of each semester. Finally, faculty currency is assessed through various levels of approvals for curricular changes and course additions. As previously discussed, the program recently developed a syllabi review process, though it had not yet been implemented. The program's third measure tracks courses that involve community-based practitioners. Faculty review syllabi for assignments that engage community-based practitioners. An example is in PH276: Community Organization and Health Promotion, in which students interview a community organizer.		

E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		The program has clear scholarship expectations for faculty. Research, scholarship, and creative activity (RSCA) is considered for promotion and tenure in addition to teaching and service. RSCA achievements encompass a broad, holistic definition of research. Department and university leaders explained to site visitors that the university began placing a greater emphasis on RSCA about five years ago and committed increased support for these activities, including through start-up funding for each tenure-track faculty hire. Faculty confirmed that these resources have been beneficial for building their RSCA portfolio. Historically, tenure-track faculty taught four classes in each fall and spring semester. Now, there is a buy-out policy in which faculty may receive up to eight hours per week for scholarly activities. Tenure-track faculty are offered three weighted teaching units of release time (i.e., 20% workload). The university has also built institutional support with the development of a Division of Research and Innovation. Faculty can apply for summer funding or buy-out to work through the Division of Research and Innovation. Faculty receive institutional support through negotiated start-up packages and opportunities for internal funding. Other institutional resources include the Center for Faculty Development, the Office of Faculty Success, University	Click here to enter text.	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		Personnel-Faculty Services, and a Faculty Writing Center. The university has a strong focus on scholarship of engagement and hosts events to facilitate interdisciplinary research teams, most recently, with an event related to social justice and community-engaged work. During the site visit, faculty noted that while the COVID-19 pandemic seemed to increase silos and disengagement for the department as a whole, the core MPH faculty expanded in number and became a more cohesive group, which resulted in multiple research collaborations among the core and some part-time faculty. Faculty integrate their research activities into instruction in various ways. In the qualitative methods course, students draft a research manuscript using data collected from a previous research study. In another course, the instructor incorporates examples of her recent research on the effects of the COVID-19 pandemic on Asian Americans to demonstrate the limitations of combining heterogenous groups and the value of conducting research that elucidates these types of differences. Another faculty member regularly incorporates examples from their research into a quantitative methods course. To illustrate the difference between mean and median, students analyzed online survey completion times to identify the most meaningful measures. The self-study also highlights opportunities for student involvement in faculty research and scholarly activities. Several faculty have worked with MPH students and graduate assistants on research projects, including topics related to college student wellness during the COVID-19		

		pandemic, vaccination status among college students, neighborhood characteristics of food insecurity, food access during the COVID-19 pandemic, attitudes of breast cancer survivors toward mobile applications for breast cancer, effective case management models for patients prescribed HIV pre-exposure prophylaxis, a community-based qualitative health equity project, and design and implementation of a program evaluation for the Getting to Zero Program (related to HIV). Several of these projects resulted in manuscripts, conference abstracts, or presentations with students as co-authors and/or co-presenters. One MPH graduate who met with the site visit team described an opportunity to participate in a research project and noted that they appreciated not just the opportunity but also the experience of being treated as a member of the research team that co-designed the project. The program selected three indicators to measure success in faculty research and scholarship. The indicators include the number of peer-reviewed publications (target of five per year), the number of conference presentations (target of five per year), and the number of active research projects as measured by IRB activity (target of four per year). The program has seen improvements in each indicator over the last three years and exceeded each of its targets in 2021-22. During the most recent year, the program reported 16 publications, eight presentations, and 12 active research projects.		

E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		The program's service activities align closely with its goal to "collaborate with community partners in service activities…that contribute to eliminating health disparities and promote social justice." In addition to teaching and research, extramural service is a primary consideration for faculty advancement. The program follows the departmental retention, tenure, and promotion guidelines for all tenure-track faculty. Service activities are grouped into four categories. The first three categories include unsatisfactory (i.e., no documented service activities), baseline (e.g., informal peer mentorship, regular student advising, establishing and nurturing community partnerships), and good (e.g., high volume/quality student advising, mentoring students in research, peer mentorship, curricular revision, and cross-campus collaborations). The final category, excellent, includes service activities that align with this criterion's definition of extramural service. Excellent service activities include partnerships with community agencies, academics, and other stakeholders to impact policy and/or practice improvement to address social problems, providing professional service to agencies or community partners, testimony to the legislature or other stakeholders to address social problems, and serving as a guest editor for a journal.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means				

		Faculty can receive up to eight hours of release time to support extramural activities, equal to three weighted units or 20% of their time. The Center for Faculty Development and the Office of Faculty Success provide faculty with additional resources related to extramural service. Program faculty integrate service activities into instruction. For example, one PIF serves as a journal reviewer for four peer-reviewed journals. In the research methods course, he integrates lessons from this work related to critically reading research articles and preparing manuscripts for submission. While other examples presented in the self-study do not align with this criterion's definition and expectations, faculty provided additional examples of appropriate extramural service activities during the site visit. For example, one faculty member serves on the Hep B Free Campaign and integrates best practices for community outreach into his courses. Other examples of faculty service include work with a community advisory board for Black farming in the Chesapeake Bay area, presentations to other universities on preparing suicide crisis workshops, and serving as a SOPHE national conference reviewer. The program did not select appropriate indicators related to its extramural service efforts, instead choosing to track the number of department, community, and university committees served by faculty in 2021-22. Program representatives acknowledged that they have not previously collected data on faculty extramural service activities. While site visitors were able to confirm that the		

		program is appropriately engaged in extramural service, this gap in the program's data collection efforts is discussed in Criterion B2.		

F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program intends to use its MPH Advisory Board, which comprises alumni, community partners, and other interested parties, as the formal structure for consistent stakeholder input. The program provided a list of members who have been engaged with the board, although program leaders acknowledged that no meetings have been held since 2019. Other than names, the roster provided in the self-study did not include any information about each individual's background, credentials, professional role, or relationship to the program. The site visit team met with one individual from the Santa Clara County Health Department who was identified by the program as an MPH Advisory Board member; however, this individual said that they were unaware that they were a member of the MPH Advisory Board. Prior to 2020, program leaders solicited formal feedback from board members on topics including curriculum, fundraising, new student recruitment, and alumni outreach. The program provided documentation of an MPH Advisory Board meeting in September 2019.	The SJSU MPH Program Advisory Board Support Committee was established in Fall 2022 (see Attachment A) to reconvene and strengthen the MPH Program Advisory Board. This Committee developed a proposed Structure for the Advisory Board (see Attachment J). As stated in the structure document, "The purpose of the MPH Advisory Board is to support and guide the direction of the MPH program." As part of this purpose, as noted in the document, the Advisory Board will specifically review and reflect on the MPH curriculum, provide feedback and ideas related to the program structure, planning, evaluation, and CEPH self-study processes, and support a process for soliciting employer assessment of student readiness for the workforce.	The Council appreciates the program's response to the site visit team's report and looks forward to reviewing future reporting to document compliance with this criterion.
Ensures that constituents provide regular feedback on all of these: • student outcomes • curriculum • overall planning processes • self-study process				
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback				

		The MPH curriculum was revised in 2020 in response, partly, to feedback from the MPH Advisory Board's 2019 meetings. Revisions included the addition of courses in program evaluation and quantitative and qualitative research methods. Community partners emphasized the need for students to graduate with skills in training, assessment, evaluation, and professionalism. The concern relates to the lack of regular engagement of external partners for feedback in the areas required by this criterion: student outcomes (including data from employers), overall planning processes, curriculum, and the self-study process. The only recent documented feedback from external stakeholders was internship preceptors' perceptions of student readiness for the workforce, which is helpful but not sufficient for this criterion's expectations.		

F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The program provides professional and community service opportunities through events including the CSU Health Policy Conference, Career Exploration Program, and sponsored volunteer activities. Students also participate in service opportunities through various student-led organizations including the MPH Online Service Learning Club, MPH-SA, and other university organizations. The program funded two students to attend the 2022 American Public Health Association annual meeting.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field				

		For the last 10 years, the program has participated in planning and implementing a health policy conference across the CSU System with approximately 250 students in attendance each year. Students make appointments with legislators to discuss pertinent and important health topics and issues to support potential policy development and legislation. Prior to the conference, students attend a training at which they plan what they will discuss and who they will meet with, and they prepare media sound bites to ensure that their main points will be heard and understood. The Career Exploration Program connects MPH students with undergraduate and high school students interested in pursuing careers in public health. The department also sponsors volunteer events during National Public Health Week and Black History Month. All students must complete PH 291P: Professional Development, which includes 40 hours of professional development training and activities outside of an academic setting. These activities may include attending professional conferences, serving as a reviewer for a request for assistance or request for proposal, and serving in a leadership role for planning or implementing a public health or community event. Faculty assess these activities to ensure that they are current and relevant. The program reported several examples of recent professional and service opportunities in which students have participated. MPH students are active in SOPHE, and seven students received SOPHE's 21st Century Scholars award in the last three years. In 2022, one student won the M. Elaine Auld Horizon Award at the SOPHE conference.		

		Students who met with site visitors described service opportunities as a strength of the program and said that these activities help them to understand how they may stay engaged in public health post-graduation.		

F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Met			
Provides activities that address professional development needs of the current public health workforce		The program could not provide any examples of professional development to the workforce over the last three years. The program provided examples of engaging the workforce, including its alumni; however, these examples demonstrated professional development opportunities for MPH students and networking opportunities. First, MPH students interviewed alumni and community partners about their experiences during COVID-19 and created a viewbook for students to read and engage with alumni. Second, the program hosted Purposeful Storytelling, a Zoom workshop for community partners to share their stories with faculty and students in real time. The final example was National Public Health Week events for students to network with and learn from current public health professionals. The concern relates to the absence of any documented professional development activities that were developed and implemented for the existing public health workforce in recent years.	The SJSU MPH Program Advisory Board Support Committee was established in Fall 2022 (see Attachment A) to reconvene and strengthen the MPH Program Advisory Board. This Committee developed a proposed Structure for the Advisory Board (see Attachment J).As stated in the structure document, one of the purposes of the Advisory Board will be to "Identify needs for professional development in the local public health workforce and, where appropriate, collaborate with MPH faculty to provide such opportunities." The Advisory Board will therefore provide the opportunity through which professional development opportunities can be developed based on identified needs.	The Council appreciates the program's response to the site visit team's report and looks forward to reviewing future reporting to document compliance with this criterion.

G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines appropriate priority population(s)		SJSU is a minority-serving institution with designations as an Asian American and Native American/Pacific Islander-Serving Institution and as a Hispanic-Serving Institution. The program's self-defined priority populations are African American students and faculty; Asian/Pacific Islander students, faculty, and staff; first-generation students and faculty; Latinx students and faculty; LGBTQ+ students and faculty; and students, faculty, and staff with disabilities. The program selected these groups because they have been historically marginalized due to structural factors and have been underrepresentation in higher education. During the site visit, the program explained that two faculty members met and made decisions about priority populations for the self-study. The program does not define specific goals for increasing representation and supporting the persistence of the identified priority populations. Instead, the program cites one programmatic goal identified in Criterion B1, to provide "a program environment that promotes diversity, inclusion, collaboration, respect, social justice, and ethical practice." The program measures this goal through the extent to which the student and faculty community	Click here to enter text.	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				

Perceptions of climate regarding diversity & cultural competence are positive		encompasses a diversity of identities and experiences related to race, ethnicity, gender, language spoken at home, and country of birth. The program advances this goal by reviewing admissions applications from students and job applications from potential faculty and staff from diverse, underrepresented backgrounds. The program participates in recruitment events at neighboring CSU campuses. Graduate students and graduate student ambassadors from the program participate in recruitment events and conferences to share their experiences with undergraduate students. During the site visit, faculty noted that the program's commitment to diversity is reflected in the composition of the faculty and staff. Students also commented on the importance of seeing and knowing there are people who look like them in public health practice and research roles. The program is intentional about exposing students to diverse faculty, staff, and other stakeholders. For example, during National Public Health Week, the program hosts a Career Exploration event and selects speakers based on the diversity of the community they represent. The university provides resources, including campus success centers, for supporting underrepresented student populations. These resources include the Black Leadership and Opportunity Center and El Centro (Chicanx/Latinx Student Success Center), which several first-generation MPH students have used for support. Finally, the internship coordinator supports student placements in diverse areas and provides opportunities for students to reflect on diverse experiences and environments and to consider how cultural humility concepts may be used.		

		The concern relates to the lack of defined goals, actions, and strategies to increase the representation of and support the persistence and ongoing success of its priority student and faculty populations. The existing goal is very broad, and the actions and strategies described in the self-study are not sufficiently well-tailored to address the self-defined priority populations. The program has incorporated elements of diversity into its planned syllabus review process. The review will ensure that each syllabus includes a diversity statement, university policies that address diversity and inclusion, and program learning objective 5 (Apply the principles and skills of effective inclusive and multicultural practice when engaging with…diverse cultures and backgrounds). Quantitative data related to the diversity of the program's faculty complement and student body indicate that many types of diversity are reflected in these populations. For example, MPH faculty include Hispanic/Latinx, Black, Asian, LGBTQ, HIV+, and Jewish individuals. The self-study presents charts about the race/ethnicity of MPH students. Although these charts are only partially visible on the page, they show that more than 25% of students identify as Asian, which includes Japanese, Nepalese, Vietnamese, Chinese, Filipino, Pakistani, and Indian students. During the site visit, students commented positively on the topics and material covered in courses and on the program's focus on representing diverse interests and populations. One student noted that readings throughout the program are representative of non-white perspectives. One student did note inconsistencies across the program,		

		mentioning that some professors effectively incorporate diversity and cultural competence, while others have "blind spots." The program gathers information from students and faculty about its climate from several sources including town halls, the MPH student survey, and a departmental survey. During town halls, students respond to a question about whether the program (considering both delivery modalities) promotes respect. Students indicated that the program instills respect for themselves, each other, and the communities in which they work. Students said that they felt respected by faculty who listen to their concerns and make changes based on those concerns. Students also reported that they feel respected and that faculty care for students' well-being. Self-identified LGBTQ+ students who met with the site visit team said that they felt safe and accepted. The program's current MPH student survey asks whether the number of students in each class cultivates a supportive learning environment and whether there are any barriers to achieving their learning goals within the program. Approximately 89% of respondents agreed or strongly agreed that class size is appropriate, and 60% reported no barriers to learning. While the program considers the results of the departmental survey as part of its efforts to assess the climate, these results are aggregated and cannot be filtered by program. In this survey, faculty responses provided a range of perceptions related to climate. Approximately 46% of department faculty reported that the department is somewhat racially inclusive, 54%		

		reported that the department somewhat provides identity inclusivity, and 84% reported that the department does not or only somewhat provides a collaborative environment. Program faculty who met with the site visit team explained that previous department leaders did not encourage community building. However, faculty said that their public health team had become more close-knit and collaborative over the last two years. Overall, program faculty said they are optimistic about the department's climate with the introduction of new leaders in summer 2022.		

H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		MPH students are assigned to the single program-level advisor upon enrollment and must meet with this advisor every fall semester. For the required session, on-campus students are advised individually. Each student must attend a 20-minute meeting and review the MPH program timeline. Distance-based students meet as a group while they are in person during Campus Week. The faculty advisor is available for additional individual appointments as needed. The faculty advisor is a member of the MPH core faculty and is well versed in the curriculum. Program faculty discuss student issues at their regular faculty meetings, allowing the full faculty to stay up to date on general advising trends and specific issues as they arise. Other core faculty members may participate in student advising as needed.	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

		All core faculty undergo a university-mandated annual training for their roles as advisors. Additionally, the College of Graduate Studies offers just-in-time trainings three times a semester. MPH faculty who met with the site visit team described attending trainings on emerging topics related to student needs and services. In addition to required advising sessions and appointments by request, a formal orientation process introduces students to the program. Place-based students attend two, two-hour orientation sessions during the first few weeks of their first fall semester. The first session provides an overview of the program including expectations and resources. The second session provides technology and library resources training with the public health librarian. Distance-based students attend an orientation via Zoom in the summer before their first course begins, which includes information on registration and materials required for their first course. During Campus Week, online students receive four in-person, cohort-style orientation sessions. These sessions cover the program overview, expectations, and resources; campus resources, including financial aid; technology training with eCampus services; and library resources training with the public health librarian. Students receive the student handbook, study guide, and course worksheet, and these materials are available to all students on the Canvas portal. The program collected data on student satisfaction with advising for the first time in summer 2022 as part of its student exit survey. Thirteen on-campus students responded to the survey; eight (62%) strongly agreed and		

		four (31%) somewhat agreed that faculty advising was appropriate for their needs. Twenty-nine online students responded to the survey; seven (25%) strongly agreed and eight (29%) somewhat agreed that faculty advising was appropriate for their needs. Four students (14%) somewhat disagreed, and two students (7%) strongly disagreed that faculty advising was appropriate to meet their needs. The remaining seven students (25%) neither agreed nor disagreed. Reviewers noted the mixed results related to student satisfaction with academic advising, particularly for distance-based students. At the time of the site visit, the program had not followed up with students for additional feedback or context. While the response rates were low, the neutral and negative responses suggest additional follow up would benefit the program's ongoing program evaluation and quality improvement efforts, as described in Criterion B2. Students who met with the site visit team were complimentary of individual faculty availability and of the faculty advisor. They said that faculty hold virtual and in-person office hours via Zoom and by appointment, respectively. They also said that faculty are respectful of student time and needs and are always available to provide guidance.		

H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & provide career placement advice		The program provides formal and informal career advising services. The fieldwork coordinator serves as the primary public health career advisor for all students. He provides career advising throughout the internship experience, which includes discussing future career goals and encouraging students to reflect on how their fieldwork experiences have impacted their career trajectory. The fieldwork coordinator was selected for this role based on his experience working in public health with the local community prior to joining the university. Additionally, students are required to complete 40 hours of professional development activities as part of their fieldwork practicum. For example, students may attend professional conferences, earn continuing education credits toward a credential, or participate in professional workshops or trainings. Distance-based students participate in professional interviews during Campus Week. Second-year students interview public health professionals about their experiences in the field, and first-year students observe the event. The MPH-SA also hosts a professional development series, bringing panelists from different public health areas to share their career paths with current students. Similarly, the program invites alumni to a Campus Week event at	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		which alumni talk about their graduate school experiences and how these led to their current placements. The program also works closely with its Career Center liaison who provides access to services such as resume and cover letter development, career fairs, meetings with employers, job postings, and networking opportunities. In addition to services for current students, the program provides career services to its alumni. Specifically, the MPH alumni listserv provides a space for alumni to seek public heath jobs and networking opportunities. It also allows alumni to stay engaged with the program after they have graduated. The program surveyed students on their level of satisfaction with career advising as part of its 2021-22 current student survey and received a 70% response rate (71 responses). Approximately 60% of respondents agreed or strongly agreed that there are opportunities to meet with a career advisor and that career advising in the program is appropriate for their needs. About 27% of respondents responded neutrally to both questions. Students and alumni who met with the site visit team said that the program's efforts to expose students to current public health professionals is one of the most valuable aspects of the program. For example, one distance-based alum said that first observing and then participating in the professional interviews during Campus Week were some of the most inspiring moments of their time in the program. They said that the interviews demonstrated the versatility of the degree.		

H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern informal complaint resolution & formal student complaints & grievances		Within the MPH program, students are encouraged to discuss any concern with a member of the core faculty, including the department chair. All discussions related to student concerns are confidential and cannot be raised with other faculty or the department chair without the student's written consent. If an informal resolution cannot be achieved or if the resolution is not satisfactory, the student may file a grievance with the SJSU Ombudsperson's Office. The university's website includes detailed steps for submitting a formal grievance with the ombudsperson. Program syllabi include appropriate links to university grievance policies and student resources. For complaints related to discrimination or harassment, students complete the CSU Student Discrimination/ Harassment Complaint Form with the Office for Equal Opportunity. No formal complaints or grievances were filed in the past three years, as verified during the site visit. During the review team's meeting with students, both place- and distance-based students affirmed their knowledge of the standard process for filing complaints.	Click here to enter text.	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				

H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The program recruits students using the following strategies: college fairs across California, including at University of California and CSU campuses; virtual national college fairs; faculty recruiter participation at national disciplinary conferences, such as APHA and SOPHE; faculty participation in relevant courses at CSU campuses; two to three in-person and online information sessions per month during the admissions cycle; and an online presence on Facebook, Twitter, and LinkedIn. The MPH admissions cycle runs from October 1 through June 1 annually. During this time, the MPH Admissions Committee reviews applications and makes decisions every other week. After decisions are finalized, the administrative assistant sends offer letters to accepted applicants. All applicants must submit two applications, one for the university and one for the MPH program. Required program application materials include two letters of recommendation, a current resume or CV, official transcripts from all colleges/universities attended, and a statement of purpose. Graduate admission exam scores are not required for admission. All applicants must hold a bachelor's degree with a minimum 3.0 GPA based on the last 60 credits completed. Applicants should demonstrate strong writing skills and	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers				

		evidence of quantitative ability. Students should also have demonstrated multicultural experience and a clear commitment to public health as demonstrated through work or volunteer experiences. The program prefers that applicants have two years of post-baccalaureate health-related experience. The program assesses its success in recruiting and enrolling a qualified student body by tracking the percentage of newly matriculating students with previous public health-related and multicultural experience. The program aims to have 83% of matriculating students have experience in these areas. In the last three years, 56%, 49%, and 77% of matriculating students had these experiences.		

H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		Site visitors confirmed that the course catalogs, academic calendar, admissions policies, grading policies, academic integrity standards, promotional recruitment materials, and degree completion requirements are up to date and publicly available. These materials are all accessible through links on the university website.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

Monday, October 17, 2022

8:30 am **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
Robert Rinck, PHD - Adjunct Professor and MPH Fieldwork Coordinator Rachel Berkowitz, DrPH - Assistant Professor Holly Hunt - MPH Administrative Coordinator Andrew Carter, PHD - Assistant Professor Monica Allen, DrPH - Associate Professor, Department Chair Adriana Poo, Instruction and Reference Librarian Anthony Bolanos, Instructional Designer Ramon Perez - College of Health and Human Sciences Resource Analyst Ricky Gong - College of Health and Human Sciences Resource Analyst Monica Allen, DrPH - Associate Professor, Department Chair Lavette Hay - Department of Public Health and Recreation Analyst	*Guiding statements – process of development and review?* **(Criterion B1)** *Evaluation processes – how does the program collect and use input/data?* **(Criterion B2)** *Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?* **(Criteria C2-C5)** *Budget – who develops and makes decisions?* **(Criterion C1)**
Total participants: 11	

9:30 am **Break**

9:45 am **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
Monica Allen, DrPH - Associate Professor, Department Chair Robert Rinck, PHD, Adjunct Professor and MPH Fieldwork Coordinator Anji Buckner, EDD, Assistant Professor Vicky Gomez, DrPH, Assistant Professor	*Foundational knowledge* **(Criterion D1)** *Foundational competencies – didactic coverage and assessment* **(Criteria D2 & D3)** *Concentration competencies – development, didactic coverage, and assessment* **(Criterion D4)**
Total participants: 4	

11:00 am **Break**

11:15 am **Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
Vicky Gomez, DrPH, Assistant Professor Anji Buckner, EDD, Assistant Professor Monica Allen, DrPH - Associate Professor, Department Chair Andrew Carter, PHD - Assistant Professor	*Applied practice experiences* **(Criteria D5 & D6)** *Integrative learning experiences* **(Criteria D7 & D8)** *Distance education* **(Criterion D19)**
Total participants: 4	

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

1:00 pm **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
Andrew Carter, PHD - Assistant Professor Rachel Berkowitz, DrPH, MPH - Assistant Professor Anji Buckner, EDD, Assistant Professor Robert Rinck, PHD, Adjunct Professor and MPH Fieldwork Coordinator	*Currency in areas of instruction & pedagogical methods* **(Criteria E1 & E3)** *Scholarship and integration in instruction* **(Criteria E4)** *Extramural service and integration in instruction* **(Criterion E5)** *Integration of practice perspectives* **(Criterion E2)** *Professional development of community* **(Criteria F1-F3)**
Total participants: 4	

2:00 pm **Break**

2:15 pm **Transport to Hotel**

3:00 pm **Students – via Zoom**

Participants	Topics on which participants are prepared to answer team questions
Iqra Karmally - Campus MPH student (1st year) Rock Braithwaite - Campus MPH student (2nd year) Jerson Zarate - Campus MPH student (3rd year) Elaine Narcisco - Campus MPH student (3rd year) Claunesha Williams - Online MPH student (1st year) Tatiana Ormaza - Online MPH student (1st year) Harleen Sandhu - Online MPH student (2nd year)	*Student engagement in program operations* **(Criterion A3)** *Curriculum* **(Criterion D)** *Resources (physical, faculty/staff, IT)* **(Criteria C2-C5)** *Involvement in scholarship and service* **(Criteria E4, E5, F2)** *Academic and career advising* **(Criteria H1 & H2)** *Diversity and cultural competence* **(Criterion G1)** *Complaint procedures* **(Criterion H3)**
Total participants: 7	

4:00 pm **Break**

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

Participants	Topics on which participants are prepared to answer team questions
Community members • Regina Firpo-Triplett • Joanne Seavey-Hultquist • Cindy Selmi Alumni • Alana Martin (Campus MPH) • Nicole Morgan (Online MPH) • Eliana Oropeza (Online MPH)	*Involvement in program evaluation & assessment* **(Criterion F1)** *Perceptions of current students & school graduates* **(Criteria D5, D6, F1)** *Alumni perceptions of curricular effectiveness* **(Criterion B5)** *Applied practice experiences* **(Criteria D5)** *Integration of practice perspectives* **(Criterion E2)** *Program delivery of professional development opportunities* **(Criterion F3)**
Total participants: 6	

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

6:00 pm **Adjourn**

Tuesday, October 18

8:30 am **University Leaders – Via Zoom**

Participants	**Topics on which participants are prepared to answer team questions**
Vincent Del Casino, PHD - Provost and Senior VP of Academic Affairs Marc d'Alarcao, PHD – Dean for the College of Graduate Studies Audrey Shillington, PHD - Dean for the College of Health and Human Sciences Namrata Shukla, MBA - Associate Dean for the College of Professional and Global Studies	*Program's position within larger institution* **(Criterion A1)** *Provision of program-level resources* **(Criterion C)** *Institutional priorities*
Total participants: 5	

9:00 am **Break & Check Out of Hotel**

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

1:00 pm **Exit Briefing**