

REVIEW FOR ACCREDITATION  
OF THE  
PUBLIC HEALTH PROGRAM  
AT  
CALIFORNIA BAPTIST UNIVERSITY

SITE VISIT DATES:  
March 1-2, 2018

SITE VISIT TEAM:  
Sara Plaspohl, DrPH, CHES, Chair  
Ralph Clegg, EHS, MPA

SITE VISIT COORDINATOR:  
Alexandra DiOrio, MPH

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

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## **INTRODUCTION**

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

California Baptist University (CBU) was founded in 1950 by Southern Baptists to serve the world. The university was originally located in El Monte, California with 42 students. Four years later, after much growth, the university moved to Riverside, California. As of fall 2017, CBU enrolls almost 10,000 students and has surpassed the 2020 enrollment goal. CBU has 12 schools, colleges and divisions: Ferne Collinworth School of Music, College of Engineering, College of Nursing and Division of Online and Professional Studies.

The MPH program in the Department of Public Health Sciences, College of Health Sciences, was established during the fall of the 2014-15 academic year. The department is located on the Health Science Campus in Riverside. Riverside is located in the Inland Empire region of southern California, an area that has seen transition in recent years from a rural to suburban area, due to affordable home ownership compared to homes in the nearby Los Angeles and Orange counties.

The program currently enrolls 63 students in its master's program of study between the two concentrations. It employs six primary faculty and 11 total faculty.

This is the program's initial accreditation review.

Instructional Matrix - Degrees & Concentrations					
Master's Degrees	Academic	Professional	Campus based	Executive	Distance based
Health Education and Promotion		MPH	Yes	No	No
Health Policy and Administration		MPH	Yes	No	No

**A1. ORGANIZATION & ADMINISTRATIVE PROCESSES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, implementation		There are five committees for decision making and implementation within the MPH program. These include the MPH Program Advisory Committee, the MPH Program Committee, the MPH Program Accreditation Steering Committee, the Faculty Search Committee and the Thesis Committee. Membership for each committee is clearly defined in the self-study and includes various combinations of primary instructional faculty, as well as adjunct faculty, community members and/or students.	Click here to enter text.	Click here to enter text.
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> <li>• degree requirements</li> <li>• curriculum design</li> <li>• student assessment policies &amp; processes</li> <li>• admissions policies &amp; decisions</li> <li>• faculty recruitment &amp; promotion</li> <li>• research &amp; service activities</li> </ul>		Faculty provide input regarding: degree requirements and curriculum design through participation in the MPH Program and Graduate Curriculum Committees; student assessment policies and processes and admissions policies and decisions through participation in the MPH Program Committee; faculty recruitment and promotion through the Faculty Search and Promotion and Tenure Committees; and research and service activities, which are outlined in the CBU Faculty and Staff Handbook, are discussed along with other faculty and curricular topics during monthly department meetings.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		Faculty also serve in decision-making activities via committee memberships to serve at higher levels for the university, with representation on various committees such as the Seminar of Faith and the Academic Profession, the University Assessment Committee, the Graduate Curriculum Committee, the Institutional Review Board,		

		<p>the Student Judicial Affairs Board, the Faculty Senate and the Interprofessional Educational committee.</p> <p>Within the MPH program, full-time and part-time faculty share common office space, promoting direct interaction with programmatic colleagues. There are regular departmental and programmatic meetings, as well as other opportunities like a departmental luncheon, that further facilitate regular interaction. Part-time faculty regularly attend all of these events.</p>		
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**A2. MULTI-PARTNER SCHOOLS & PROGRAMS**

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

**A3. STUDENT ENGAGEMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		<p>MPH students are engaged in policy making and decision making in four primary ways. First, there is student representation on the MPH Program Advisory Committee. Second, the department chair conducts a student focus group each semester for student input and reports the</p>		Click here to enter text.

<p>Students engaged as members on decision-making bodies, where appropriate</p>		<p>information to the program director, faculty, Advisory Committee, and university administrators. Third, an external reviewer conducts focus groups and individual student interviews every five years as part of the University Program Assessment Plan. Finally, students provide feedback at the completion of their program of study via formal surveys and at the conclusion of the thesis/project requirement.</p> <p>During the site visit, the program director further described how students are given the opportunity to apply and interview for various roles to support the program. MPH faculty review student applications to fill the program's graduate assistantship position. Likewise, Program Advisory Committee members review applications to select a student member to serve on that committee as well.</p> <p>Participants in the student lunch session with site visitors noted that while they were not directly involved in the development of the self-study, they were involved indirectly through their feedback and surveys which contributed to program changes. They agreed that the program provides ample opportunities for them to engage in policy making and decision making.</p>		
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**A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH**

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



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

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

**B1. GUIDING STATEMENTS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		<p>The program's mission statement is as follows: "The Master of Public Health Program at California Baptist University, driven by its Christian commitment, prepares students to serve as practitioners, researchers and educators in the area of public health, who are capable of improving and preventing local, national and global health problems by delivering life-span health and wellness education through excellent teaching and mentoring, meaningful scholarship and servant relationships. This mission is accomplished through the purposeful academic and applied experiences that each student receives while in the MPH program." The mission statement, goals, and values are clearly defined, and adequately address instruction, scholarship, and service.</p> <p>Program values align with the university's 'Core 4' values, which define a commitment to produce students who are academically prepared, biblically rooted, globally minded, and equipped to serve.</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
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				

		<p>The program's three goals are focused on instruction, research and scholarship, and service. The instructional goal focuses on enhancing student knowledge and skills to perform core functions and essential services of public health while the research and service goal discusses student engagement in research to "better plan, implement, and evaluate health programs and policies that are evidence based, through the dissemination of research findings." The service goal focuses on skills and engagement with the local and global community with an emphasis on serving Christianity. These goals, along with the mission and vision define the program's approach to student success and the advancement of the field.</p> <p>The program aims to meet the growing demand for faith-based, working-adult degree programs in Southern California, and maintains international partnerships to support its mission, goals, and values. During the site visit, the provost discussed CBU's interest in recruiting students interested in staying in the local area/region after graduation to support the community.</p>		
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**B2. GRADUATION RATES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The program collects graduation rate data for all master's students. The maximum time to graduation is five years, although the program considers itself a two-year program.	The graduation rate for CBU's MPH Program is below 70% benchmark. To improve this measure, in May 2018, the CBU MPH program has implemented the revised Integrative Learning Experience (ILE). Students	The Council noted that the program's response to the site visit team's report. The Council looks forward to seeing the
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		The program has a 21% attrition rate overall since its start in 2014. The program identified that reasons for attrition		

		<p>include identifying other programs that better meet the students' professional goals, inability to successfully complete the program due to insufficient preparation and personal needs. The program director reaches out to students who are not making sufficient progress or opt to withdraw to discuss reasons.</p> <p>No cohort has yet reached the maximum time to graduation. Currently, the first cohort is in year four and has a graduation rate of 50%. If the remaining two students complete the program in the next year, the graduation rate for the first cohort would be 66%. The second cohort, in year three, has a current graduation rate of 22% and a potential rate of 65%. The third cohort, in year two, has a current graduation rate of 0% and a potential graduation rate of 86%. The fourth cohort, in year 1, has a 0% graduation rate and a potential graduation rate of 96%.</p> <p>The concern is related to the fact that graduation rates fall below the 70% expectation for this criterion. The program believes that the low graduation rate may be a combination of the program's schedule of offering required courses, students' inability to complete the ILE within the expected time and being eligible to participate in commencement events before completing all graduation requirements.</p> <p>The program has made changes to address the three challenges mentioned above. Students may now transfer up to nine credits from a CEPH-accredited or applicant program to allow students to finish the program more quickly rather than wait another year for the class to become available again. On site, the program director</p>	<p>will now complete a manuscript style thesis which will make the research more manageable for students, facilitating the completion of the research in one semester.</p> <p>The attrition rate for CBU's MPH program has remained stable. Since the site visit, three additional students have completed the program, increasing the graduation rate for the second cohort from 22% to 29%. Six additional students are expected to complete the program during the 2018 summer term, further increasing the second cohort graduation rate to 50%.</p> <p>Based upon the stability of student enrollment and retention, it is expected that the 70% graduation rate benchmark will be obtained for third and fourth cohorts.</p> <p>Please see updated B2-1 template.</p>	<p>program's continued efforts to ensure that demonstrates minimizing attrition and that 70% of students are graduating within the allowable timeframe.</p>
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		<p>explained that faculty review all potential transfer credits before sending documents to the registrar for final validation and approval. The program has changed the ILE format from chapters to a manuscript and is implementing it with the cohort who will be starting their ILE process soon. Finally, as of winter, 2017, students must complete all degree requirements ahead of commencement participation.</p> <p>On site, the chair emphasized the importance of the changes to the ILE and commencement policies for improving graduation rates. The chair feels strongly that changing the ILE format to a manuscript will be more useful to students preparing to work in the public health field and make the project more manageable to complete in one semester. Students are encouraged to expand their thesis for publication once they have completed the ILE.</p>		
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**B3. 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 utilized a newly developed instrument to survey its first alumni for post-graduation outcomes after they graduated in calendar years 2016 and 2017. Of the 14 alumni surveyed, eight were employed and two were enrolled in continuing education, resulting in a post-	Click here to enter text.	Click here to enter text.

Chooses methods explicitly designed to minimize number of students with unknown outcomes		graduation outcomes rate of 78%. Three alumni were still seeking employment and one was unknown. The program draws students who are already working full-time and interested in attaining a master's degree to enter a management level position.		
Achieves rates of at least 80% employment or enrollment in further education for each public health degree		CBU uses surveys as well as LinkedIn to monitor post-graduation outcomes. Students are required to create a LinkedIn profile and are guided by both MPH faculty and the CBU career center. On site, faculty explained that students/alumni and faculty communicate frequently so faculty are aware of career or continuing education opportunities that they are pursuing. Students told site visitors that they appreciate the level of communication with faculty and feel comfortable talking to any faculty member about future plans and opportunities.		

**B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The MPH Alumni Survey was developed to capture post-graduate outcomes data, including alumni perceptions of the usefulness of the program after graduation. The three sections of the survey collect data on: demographics, education and employment and curricular effectiveness.	MPH Alumni Survey has undergone revision to better obtain more explicit data on both student attainment and application of foundational and concentration competencies. Students are no longer asked broad questions about the most useful courses. Instead, students are asked to assess their ability to apply the foundational and	The Council noted that the program's response to the site visit team's report. The Council looks forward to seeing the program's continued efforts to report progress and data regarding alumni perceptions in success and usefulness in achieving competencies and to explore and implement other data collection methods to improve the
Documents & regularly examines its methodology & outcomes to ensure useful data		The program administers an alumni survey to each cohort over the summer, one-year post-graduation. The survey is sent to all alumni annually even after the one-year post-graduation mark. The program will assess whether this method is useful as they receive data from the surveys.		
Data address alumni perceptions of success in achieving competencies				

<p>Data address alumni perceptions of usefulness of defined competencies in post-graduation placements</p>		<p>The survey was designed by the MPH Program Committee. Open- and closed-ended questions allow graduates to provide additional explanations. The survey, hosted in Qualtrics is deployed during the summer via a link and is available for one month. Alumni are solicited three times for their response to the survey. At the end of the survey, students are asked for their current employer's information to facilitate the employer survey.</p> <p>The survey results are downloaded and analyzed by the MPH program director. They are shared with faculty, students, alumni, practicum preceptors and employers by way of the MPH program website. The data are used to identify potential programmatic and curricular changes and to identify potential practicum sites and preceptors. For the evaluation of the survey itself, the MPH program committee reviews the survey questions to determine if they are capturing the data that the program wants and is asking for. This review happens annually in May.</p> <p>The first alumni survey was distributed during December 2017 to 14 graduates. Five alumni responded, resulting in a 35% response rate. Of the five responders, two were employed full time, one was employed part time and two were pursuing additional training in public health or a health-related discipline. In part three of the survey, evaluation and curricular effectiveness, when asked "how well did CBU's MPH program prepare you for a career in public health?" 100% of students responded "extremely well" or "very well". When asked "do you feel the MPH practicum experience prepared you for the public health workforce?," 60% of alumni responded "Yes, it prepared me" and 40% of alumni said "it somewhat prepared me."</p>	<p>the relevant concentration competencies using a scale ranging from proficient (I am very comfortable and could teach this skill to others) to None (I am unaware or have very few skills in this area).</p> <p>To improve the usefulness of the data, the program will employ multiple data collection methods, such as an online, paper-based, and telephone survey. The program is also considering twice yearly survey dissemination.</p> <p>See updated B4. Alumni Survey as an attachment.</p>	<p>response rates. Efforts seem to be underway but a progress report is needed to assess these efforts.</p>
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		<p>The concern relates to how the data address alumni perceptions of achieving competencies and the ability to apply them in post-graduation placements. Reviewers could not validate that the survey covered these two topics but rather asked more broad questions about student preparation for post-graduation employment or further education and most useful courses. While on site, the program director noted that the MPH Program Committee has discussed adding these questions to future surveys. The program must obtain more explicit data related to attainment of and application of competencies, including both foundational and concentration competencies.</p> <p>Another concern relates to the usefulness of the data. On site, faculty told reviewers that they were in touch with alumni, however only five out of the 14 alumni responded to the survey. The program should consider additional data collection methods.</p>		
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**B5. DEFINING EVALUATION PRACTICES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Partially Met			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		A broad set of evaluation measures are sufficiently defined to track progress in achieving the instructional, research/scholarship, and service goals. Data collection measures to evaluate the instructional goal include an annual student survey, practicum self-assessment, pre-and-post program assessment, and annual faculty portfolios. The research goal is evaluated by tracking student abstract submissions to research colloquia and	To better illustrate the implementation of the evaluation plan for the MPH program, a detailed timeline detailing the systematic evaluation schedule was developed. The updated Template B5-1 includes additional columns to indicate when data and assessment	

		<p>faculty portfolios. The service goal is evaluated by regular review of Applied Practice Experience (APE) sites, maintenance of memoranda of understanding with these sites, the global health engagement practicum, faculty portfolios and preceptor surveys. Student learning outcomes are assessed each semester on a rotating basis.</p> <p>The program clearly defines the responsible parties who review the data for each measure. The evaluation data is reviewed by program faculty during monthly MPH program meetings and is shared during MPH Program Committee and MPH Program Advisory Committee meetings. At this time, the program has not finalized a formal timeline for reviewing evaluation measures and is still experimenting to determine the most effective schedule.</p> <p>The concern pertains to findings that while evaluative measures are substantively defined, many elements are newly developed and in the process of being implemented for the first time. During the site visit, the department chair recognized that the program does not yet have a standardized systematic evaluation schedule, and there is ongoing discussion about this. Faculty acknowledge that additional work is needed to solidify evaluation practices. An annual evaluation timeline may be helpful to fully illustrate the ongoing review cycle.</p>	<p>items will be collected, reviewed and reported out to the relevant committees and subcommittees. In addition to this updated template, a yearly timeline and Gantt chart have also been included to better align evaluation activities with the program and academic calendars. See the updated B5-1 template.</p>	
<p>Defines plan that is ongoing, systematic &amp; well-documented. Plan defines sufficiently specific &amp; appropriate methods, from data collection through review. Processes have clearly defined responsible parties &amp; cycles for review</p>				<p>The Council noted that the program's response to the site visit team's report. The Council looks forward to seeing a progress report update presenting evidence that it has implemented an evaluation based on the updated timeline (B5-1 template) provided in the response.</p>

**B6. USE OF EVALUATION DATA**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			



Engages in regular, substantive review of all evaluation findings, including strategic discussions. Clear evidence that process is regularly implemented as described		Although the program does not have a timeline that is utilized consistently right now, when they have reviewed programmatic evaluation findings in the past, the review has been conducted during the MPH Program Committee meeting at the end of the academic year.	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings		These annual evaluations have resulted in several changes in the program’s brief history. For example, the number of MPH concentrations was reduced from three to two, as the program merged the Food, Nutrition, and Health concentration with the Physical Activity concentration, forming the new Health Education and Promotion concentration. This was made after determining that the two original concentrations did not align with traditional MPH competencies. Another change made based on evaluation findings was adjusting the admissions schedule from twice a year (fall and spring) to once a year (fall), allowing for better student monitoring. A third example involved the reduction of hours for the practicum from 250 hours to 150 hours, based upon a comparative analysis with accredited MPH programs at other institutions. This example was further corroborated during the site visit with faculty commenting that they prioritized quality of the contact hours over quantity, with 150 hours being sufficient for a student to obtain a meaningful experience from their site.		

**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 Department of Public Health Sciences administers the MPH program in the College of Health Science. The Division of Academic Affairs provides financial support to the program. To provide adequate financial resources, the university funds all faculty salaries out of general operating funds, making the salaries fully guaranteed.	Click here to enter text.	Click here to enter text.
Financial support appears sufficiently stable		<p>The department chair makes requests to the college dean for additional full-time, tenured faculty. The requests are based on student FTE, programmatic needs, and external accreditation requirements. The department follows the same request process for additional department staff and student assistants as it does for additional faculty. Department requests for adjunct faculty are made on a semester-by-semester basis.</p> <p>The program funds student support, scholarships, faculty travel and other activities through the college, though its mechanisms and structure are in the early stages of growth. During the site visit, faculty acknowledged that there are currently no formal scholarship opportunities for student travel funding in the MPH program. Some scholarships are available through the university, and many of the grants the program obtains do allow payment for students work. The program is looking for potential donations from Advisory Board members to help with student travel expenses. During the upcoming APHA conference in San Diego, the program will be sponsoring a booth so the students can be involved in the conference. In addition, public health workers who attend the program receive a 30% discount on tuition. The Randall Lewis Health Policy Fellowship and the Western Regional Council of Governments Fellowship provide financial assistance and paid internships for several MPH students each year.</p>		

		<p>Students also work with faculty to raise funds to support student travel and enrichment activities such as the Global Health Engagement experience. On the site visit, students indicated that they appreciated all the support they get from the faculty to help with fundraising for travel costs.</p> <p>Faculty development expenses, including travel support, come from the department's allocations to the MPH program. The university's Faculty Development Fund also provides developmental support as part of the annual budget. During the site visit, the faculty indicated that they feel very supported in their professional development efforts. While they would like to see more financial support in this area, they are grateful for what is allocated to them.</p> <p>Tuition and fees paid by students are not returned in a standard model to specific departments or programs. The university collects all tuition and fees in its general fund and then disperses funds in budgets to the university colleges. During the site visit, the college dean indicated that the finances for the university are tuition and fees driven. As programs mature and generate excess revenues, the revenues are used to start other programs. As programs experience growth, funds are returned to that program in turn.</p> <p>The university has recently hired a director of research initiatives to develop guidelines addressing how indirect costs associated with grants and contracts are returned to the school or program and/or individual faculty members.</p> <p>Approximately 26% of the departmental budget is allocated to the MPH program. The budget for 2014-2015</p>		
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		<p>(first year of the MPH program) saw program students generate \$405,160 from tuition and fees for the university and documented program expenditures of \$329,770. For 2015-2016, \$1,073,520 was generated from tuition and fees and expenditures were \$473,441. For 2016-2017, tuition and fees generated \$1,740,935, and the program's expenditures were \$600,879.</p> <p>As noted, the excess revenue that the program generates goes back to the university to support and develop other programs.</p> <p>When reviewers on-site about allocation of resources, the program director felt that adequate resources were allocated to the program. During a meeting with the provost, he confirmed that appropriate funding is provided and that CBU wants to maintain and grow the program.</p>		
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**C2. FACULTY RESOURCES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The program employs six primary instructional faculty (PIF), three for each concentration, and five non-PIF.	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
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 identified appropriate resources to satisfy this criterion for faculty per concentration. Two of the program's six PIF allocate their full effort to the		

Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable	NA	program; two others allocate .6 FTE each; and the last two allocate .5 each.		
Ratios for general advising & career counseling are appropriate for degree level & type		The program requires PIF to instruct eight courses in an academic year. Both the chair and the program director teach fewer than eight classes due to administrative responsibilities.		
Ratios for MPH ILE are appropriate for degree level & nature of assignment		The advising structure has recently changed from the university level to the program level. Previously, students received advising regarding classes, registration, etc. from a university advisor. As of fall 2017, students are now assigned a faculty advisor from the MPH program who discusses these subjects with them. The program director also reaches out to faculty advisors annually to review student progress and develop a plan for struggling students.		
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	NA			
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	NA			
Students' perceptions of class size & its relation to quality of learning are positive		The advising load is 10 students per PIF, five first year students and five second year students. Structured academic advising in this form is new to the MPH program and has been gradually implemented, beginning in fall 2017. Currently, there are 63 students in the program and 27 are receiving programmatic academic advising, producing an average of five students per PIF. During fall 2018, two non-PIF will also adopt academic advising responsibilities.		
Students are satisfied with faculty availability		During any semester, each PIF may have a maximum of three students, or a maximum of nine over the entire academic year, for ILE supervision. Currently the average is five students per PIF per year. Two additional non-PIF will begin supervising students' ILE in the fall of 2018.		

		<p>At the close of each semester, students complete a course evaluation. The evaluation is administered online through the office of the associate provost for accreditation, assessment and curriculum, and responses are measured using a five-point Likert scale. In previous evaluation periods, students were asked about professor accessibility via email and office hours as well as class sizes. Out of 19 respondents, 76% strongly agreed and 24% somewhat agreed that the class size was conducive to their learning. When asked about faculty availability, 72% of respondents reported that they strongly agreed and 24% somewhat agreed that faculty were available via email and 68% strongly agreed and 24% somewhat agreed that faculty were available by office hours and appointments.</p> <p>Students were also asked open ended questions to collect qualitative data. There were not many qualitative responses, but most comments were positive when asked if the class size was conducive to their learning with examples including: "Having a small class was extremely beneficial. It made it easier to ask questions and facilitated learning in a greater capacity," "class sizes were small and conducive" and "class sizes were 6-12 individuals which still allowed for personalized attention." When asked about faculty accessibility outside of the classroom, results were mixed. Examples of student responses include "professors were fairly quick with responses," "very few professors respond via email," "I always received a response to my emails within 24 hours" and "responses sometimes are delayed or slow."</p> <p>While on site, students expressed satisfaction with class size and faculty availability. Students mentioned that</p>		
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		<p>faculty members respond quickly to emails. They also told site visitors that they feel supported by the faculty and staff and are able to meet with faculty to discuss the many topics including advising, career counseling and class content. Students also indicated an appreciation for faculty's open-door policy and emailed reminders of office hours, particularly when before being assignments or tests.</p> <p>When asked on site about the discrepancy between student responses to site visitors and survey responses, the chair explained that the data from the survey reflects the first two cohorts and that the program has made changes to address faculty availability. Faculty feel that current students' satisfaction will be illustrated in future student surveys.</p>		
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**C3. STAFF AND OTHER PERSONNEL RESOURCES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The college lists five support staff who spend a portion of their time supporting the MPH program. Between all the staff listed, the FTE equivalent totals .89 FTE. In addition, the MPH program employs a .35 FTE undergraduate student assistant who provides general office support to the department chair, department administrative staff, and faculty. Also, a .15 FTE graduate student assistant supports the MPH program by supporting the program director and assisting with the CEPH self-study document and supporting materials. There is additional university and department administrative support. The program	Click here to enter text.	Click here to enter text.
Staff & other personnel resources appear sufficiently stable				

		indicates that the provided administrative support is sufficient at this time. During the site visit, the faculty confirmed that they were receiving adequate personnel resources for their jobs particularly with some of the newly hired staff who support the program.		
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**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		<p>To ensure adequate physical resources to support both its mission and degree programs, the college acquired its own campus of 11 acres and 68,919 square feet of indoor space. The college invested significant resources in remodeling classrooms, laboratories, clinic and office space. Approximately 1,200 students are enrolled in programs offered by the college and utilize the new health science campus. The campus has 15 buildings, 23 classrooms, three conference rooms, and 60 faculty and staff offices. The college campus also has 25 laboratory spaces, several shared student rooms, computer labs, and a full-service restaurant. All class rooms are smart classrooms with projects, screen and/or smart boards and various media players. Classroom sizes range from seating for 38 up to 80.</p> <p>Students have access to instructional and study space as well as access to faculty offices, which are often within feet of each other. Further development of nearly 70,000 square feet of indoor space will facilitate continued growth of all health science programs, including the MPH program. During the site visit, the students indicated that</p>	Click here to enter text.	Click here to enter text.
Physical resources appear sufficiently stable				



		they felt that the facilities were adequate with sufficient classroom space, study space, and computer labs. The faculty also indicated at the site visit that they felt like they had adequate physical facilities.		
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**C5. INFORMATION AND TECHNOLOGY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		<p>The university library has over 100,000 print books and subscribes to over 350 print journals. Online resources include over 30,000 periodical titles and over 150,000 e-books. The library holds 506 books and more than 2800 monograph titles related to public health. Through electronic databases, the library has access to 147 full-text public health-related journals, including Medline and CINAHL Plus with full text.</p> <p>Library materials are available to students whether they are located on- or off-campus.</p> <p>Students have email accounts and online access through the campus, with two computer labs for students on the main university campus. Web access to relevant student resources such as the library, Blackboard, etc. is available, and students can purchase cloud storage.</p> <p>The Office of Conferences and Events, IT Helpdesk and the director of instructional technology provide technological assistance. Faculty are trained regularly on using the smart</p>	Click here to enter text.	Click here to enter text.
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable				

		<p>classroom technology. Support services are available from 7:00 a.m. to 10:00 p.m.</p> <p>Students who met with site visitors were very positive about the library resources and indicated that the personnel were available and very helpful there. The faculty also indicated that the resources took some building for public health but are now adequate and if the faculty needs new resources, the library quickly provides them what they need. The students did mention that it would be nice to have computer and printing services on the health sciences campus which would be more readily accessible to them than those on the main university campus. This was mentioned to the dean who indicated that it would be addressed.</p>		
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**D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		To ensure foundational public health knowledge, the program assesses students before coursework begins using sample questions derived from the Certified Health Education Specialist (CHES) and Certified in Public Health (CPH) examinations. Students are again assessed upon program completion, and the results gauge students' knowledge and suggest areas for curricular improvement. The program has matched its 10 required classes to the 12 student learning outcomes. For each course the expectations for student effort and time are outlined so the student can have a clear understanding of what will be	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

		<p>expected of them. Students are expected to pass the class with a B- or higher grade. Each course syllabus outlines competencies, learning objectives and course objectives.</p> <p>During the site visit, students expressed that they were very aware of the foundational learning objectives and that each syllabus had them outlined very well.</p>		
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## D1 Worksheet

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

**D2. MPH FOUNDATIONAL COMPETENCIES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The site visit team reviewed the program’s curriculum and assessment opportunities for each of the required foundational competencies. Students are assessed on foundational competencies through required MPH courses.</p> <p>The self-study document, syllabi and assessment examples, along with information gathered during the site visit, allowed reviewers to validate the assessment for some, but not all, competencies.</p> <p>For example, site visitors validated the program’s assertion that competency statement 18 “select communication strategies for different audiences and sectors” is assessed in HSC 516: Public Health Promotion, Disease Prevention and Intervention through the final paper. Students must select a specific population and determine appropriate communications materials to use. They must validate that the materials are culturally competent, at the appropriate reading level.</p> <p>The concern relates to the fact that the site visit team was unable to validate assessment activities for foundational competency 16. Based on explanations on-site and rubrics presented, reviewers could not validate that the policy analysis assessment captured leadership, governance and management. The program director said that students must select leadership principles and explain them in the</p>	<p>To address the concern pertaining to foundational competency MPH 16, the assessment activities have been revised. The competency will not be assessed using a single common core course. Instead, there is a slight variation in assessment using two concentration courses. The students in the Health Education and Promotion (HEP) concentration will be assessed using a Vision and Policy, System, Environmental (PSE) Development assignment in the HSC 555 Public Health Leadership course. The students in the Health Policy and Administration (HPA) concentration will be assessed using the Strategic Initiative Assignment in the HSC 539: Health Care Management Strategy course. This revised assignment information can be reviewed in the attached D2-1 Template. The revised course syllabi with the incorporated assignment instructions has also been attached.</p>	<p>The Council reviewed the program’s response to the site visit team’s report, as well as the supplemental documentation provided by the program. Based on the information provided in the updated version of Template D2-1 and the corresponding syllabi, the Council found that the program has adequately addressed the concern site visitors raised. Therefore, the Council changed the finding for this criterion from partially met to met.</p>

		policy analysis but this is not evident from the assessment rubric or assignment description in the syllabus.		
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## D2 Worksheet

<b>MPH Foundational Competencies</b>	<b>CNV/Yes</b>
1. Apply epidemiological methods to the breadth of 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 & societal levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	Yes
12. Discuss multiple dimensions of 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 principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	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 public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Perform effectively on interprofessional teams	Yes
22. Apply systems thinking tools to a public health issue	Yes

**D3. DRPH FOUNDATIONAL COMPETENCIES**

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

**D4. MPH & DRPH CONCENTRATION COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		<p>The program defined seven competencies for each MPH concentrations. For the health education and promotion track, the competencies are as follows:</p> <ol style="list-style-type: none"> <li>1. Apply theory in the development, implementation, and evaluation of health promotion interventions and programs</li> <li>2. Develop interventions or programs to effect change at multiple levels, including individual, community, organizations or policy</li> <li>3. Identify, design and deliver a variety of health communications strategies, methods and techniques</li> <li>4. Define evaluation problems, frame evaluation questions, design evaluation procedures, and outline methods of analysis</li> <li>5. Examine relationships among behavioral, environmental and genetic factors that enhance or compromise health</li> <li>6. Develop a scope and sequence for the delivery of health education</li> <li>7. Analyze leadership characteristics in public health</li> </ol>	<p>The Health Education and Promotion (HEP) concentration and the Health Policy and Administration (HPA) concentration each have seven (7) competencies. The reviewers had several concerns with this criterion.</p> <p>The first concern is regarding the validation of the assessment for Health Education and Promotion competency #5. The two assessments previously listed in the self-study to help satisfy this criterion have been revised. The competency will continue to be assessed using two courses, HSC 505 and HSC 553. The HSC 505: Principles of Community Nutrition course will assess the competency using midterm exam essay question</p>	<p>The Council reviewed the program's response to the site visit team's report, as well as the attached documentation.</p> <p>Based on the information provided, the Council found that the program has adequately addressed the concern site visitors raised. Therefore, the Council changed the finding for this criterion from partially met to met.</p>
Assesses all students at least once on their ability to demonstrate each concentration competency				
If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES)	N/A			



		<p>For the health policy and administration track, the competencies are as follows:</p> <ol style="list-style-type: none"> <li>1. Identify the main components and issues of the organization, financing and delivery of health service and public health systems in the US</li> <li>2. Conceptualize, analyze and resolve problems related to health service delivery and finance</li> <li>3. Apply economic financial, legal organizational, political or ethical theories and frameworks</li> <li>4. Employ appropriate qualitative and quantitative technique to manage human, fiscal, technological, information, physical and other resources</li> <li>5. Establish and manage systems and processes to assess organizational performance for continuous improvement of quality, safety and effectiveness</li> <li>6. Apply leadership skills in all levels of public and private health service organizations</li> <li>7. Integrate theory and practice to plan, market, implement, and evaluate strategies and policies in health services programs, systems and organizations</li> </ol> <p>The program identified an assessment method for each competency, and site visitors validated the assessment activities by examining syllabi and other documentation.</p> <p>The first concern relates to the fact that reviewers could not validate the assessment for one competency: competency five for the health education and promotion concentration. The self-study lists two assessments: one is a question asking students to explain the connection between risky behavior, environment, genetics and health outcomes. The second assessment is a test asking questions about physical exercise. When asked on-site,</p>	<p>#4 as well as a Needs Assessment and Nutrition Intervention Report. The HSC 553 course will assess the competency using midterm exam questions 1-4, 14, and 18, as well as a Physical Activity Behavioral Intervention Paper.</p> <p>The second concern of the reviewers pertained to the similarities between two foundational competencies and two concentration competencies. These similarities exist for both the Health Education and Promotion as well as the Health Policy and Administration concentrations. To address these concerns the MPH program has revised their concentration competencies by removing the two similar competencies, which include HEP 2 and HEP 3, and HPA 4 and HPA 6.</p> <p>As a result, the MPH program has retained five (5) distinct competencies for each concentration.</p> <p>Please see the revised D4-1 Template and the attached course syllabi, revised concentration competency list, and revised assessments.</p>	
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		<p>faculty explained that the spirit of the course is understanding why different populations are more physically active than others. While there are implicit links to environment, genetics and behavior, these themes were not clearly demonstrated in the test questions.</p> <p>The second concern relates to the similarities between some of the concentration competencies and the foundational competencies. Health education and promotion competency two is very similar to foundational competency nine, and competency three is very similar to foundational competencies 18 and 19. Health policy and administration concentration competency four is very similar to foundational competency 2, and competency six is very similar to foundational competency 16. The program must ensure that concentration competencies are distinct and build upon skills gained from the foundational competencies.</p>		
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**D5. MPH APPLIED PRACTICE EXPERIENCES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
All MPH students produce at least 2 work products in appropriate applied practice settings		Students are required to complete a 16-week practicum, during which students complete 150 contact hours. This is generally completed in the spring or summer of the student's second year. The student must demonstrate the attainment of five competencies, three of which are foundational. Students complete an MPH competency self-assessment and rate their level of attainment for each	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				

All students demonstrate at least 5 competencies, at least 3 of which are foundational		competency. Based on the results, students choose five competencies that they would like to improve on and focus their practicum experience on. With the preceptor, students review competencies and develop a scope of work. The scope of work document outlines the goals, objectives, activities, timeline, responsible parties and tracking measures agreed upon by the student and preceptor. The preceptors come from governmental, non-governmental, community-based and for-profit settings. During the site visit, the preceptors confirmed the process detailed in the self-study. Once students complete their practicum, they hand in a portfolio that contains a career investigation report, professional goals, resume and self-assessment. On-site, faculty explained that students also submit copies of acceptable work products (eg surveys, health education materials, reports, proposals, presentations, etc.) at the end of the experience. In addition to the portfolio, students also complete a practicum report that is either a reflection of the field training experience or an independent empirical research paper based on activities conducted during the practicum. The practicum faculty advisor evaluates the practicum report and portfolio for competency attainment and assign a final grade.		
If applicable, combined degree students have opportunities to integrate & apply learning from both degree programs	N/A	<p>Samples of the practicums from five students for the past three years from both concentrations were provided in the ERF. Site visitors reviewed sample products and found work products such as: a PowerPoint presentation about the effects weight loss pills, a program evaluation plan for a behavioral health care initiative, a data report of grocery stores surveyed in Riverside County and a healthy dining survey for restaurants in the City of Downey.</p>		

**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
	Met with Commentary			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		The required Integrative Learning Experience (ILE) is a master's thesis or project that provides students with the opportunity to integrate and synthesize a minimum of three foundational and three concentration competencies. Students select a three-member committee, decide upon a topic and submit a formal proposal to the MPH program director for approval. Once this is fully accomplished, IRB review is completed if appropriate, the student enrolls in HSC 599, completes the work, and delivers an oral defense to his/her committee. All students must complete an ILE that involves collecting primary data or analyzing secondary data. Examples of ILE documents reviewed by site visitors included an analysis of attitudes and beliefs of college students regarding marriage and intimacy, a cross-sectional study focusing on the influence of school gardens on fruit and vegetable consumption in elementary school students and an examination of health education competencies in nutrition education providers.	Click here to enter text.	Click here to enter text.
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				
If applicable, combined degree students incorporate learning from both degree programs	N/A			

		<p>There is a clearly defined format for the written thesis document. Projects may vary in their format though there were no examples of different formats as all students have completed a thesis to date. Site visitors reviewed sample theses and found that they were of appropriate quality and formatted to include an introduction to the issue, a literature review, research methods, results and discussions and conclusions.</p> <p>The commentary pertains to the process in which faculty validate demonstration and synthesis of specific competencies for the ILE. The student's committee completes a rubric prior to the oral defense of the thesis that identifies the core and concentration competencies that are addressed in the research; however, there is no documentation to validate the committee's evaluation of the satisfactory attainment of the competencies. During the site visit, the program director clarified that the committee discusses their level of satisfaction with the listed competencies and will not permit the student to advance to the oral defense until the specific competencies have been validated. The program may wish to revise its standard practices to supplement the rubric with written evidence to clearly document the validation of satisfactory demonstration and synthesis of specific competencies.</p>		
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**D8. DRPH INTEGRATIVE LEARNING EXPERIENCE**

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

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

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

**D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS**

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

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

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

**D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES**

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

**D13. 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			

**D14. MPH PROGRAM LENGTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		<p>All students must complete a 47-unit degree program. The 47 units also includes a 2-unit ILE and a 3-unit APE.</p> <p>CBU defines a unit as a minimum of 45 hours of engaged learning time over the course of a semester based on an hour of instructional time and two hours of engaged learning outside the classroom per week. One unit is a 50-minute period of seat time each week.</p>	Click here to enter text.	Click here to enter text.

**D15. DRPH PROGRAM LENGTH**

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

**D16. BACHELOR'S DEGREE PROGRAM LENGTH**

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

**D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES**

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

**D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES**

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

**D19. ALL REMAINING DEGREES**

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



**D20. DISTANCE EDUCATION**

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

**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		<p>Program faculty are educationally and professionally prepared to teach and supervise MPH students in their respective areas of knowledge and expertise. Several primary faculty in the health policy and administration concentration have advanced degrees in related fields and rich field experience that supports their teaching of subject matter, rather than holding a degree in the discipline.</p> <p>For the primary faculty, there is a diversity of terminal degrees, including an EdD, two PhDs and three DrPHs, with a wide array of academic disciplines including curriculum and instruction, community health, health education, developmental psychology, health and behavioral science, preventive medicine, sociology, health policy and management, epidemiology, and fitness promotion.</p>	Click here to enter text.	Click here to enter text.
Faculty education & experience is appropriate for the degree level (eg, bachelor's, master's) & nature of program (eg, research, 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		Within the faculty complement, one PIF member has 12 years of experience in healthcare administration and quality and brings case examples and experiences into the classroom. Another PIF has worked as a health educator with the American Red Cross. A third PIF has 17 years of experience in community and public health, with 10	Click here to enter text.	Click here to enter text.
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		serving as a local epidemiologist for both Riverside and San Bernardino counties. She has also served as the program manager for the Health Equity and Healthy Riverside County initiatives and maintains collaborations with five local public health departments, which result in collaborations to provide students with practice-based experiences.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		As evidence of professional experience, the program also notes that half of the faculty have either CHES or MCHES designations, professional credentials that require continuing education. One PIF has experience as a health educator with the American Red Cross. He also has served as an evaluation consultant for Riverside and San Bernardino county health departments. Another PIF has provided health coaching services for communities and health care organizations since 2009. Many of the faculty already have established relationships with local public health and related community health agencies that they work closely with on coordinating student experiences or helping with various community assessments.		

		<p>Faculty also indicated that practitioners are often invited as guest lecturers or involved in classes in other ways. This was confirmed by preceptors who met with site visitors.</p> <p>During the site visit, the department chair emphasized that faculty are expected to maintain ongoing practice links with public health agencies, t and such connections are a significant part of the faculty annual performance evaluation process.</p>		
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**E3. FACULTY INSTRUCTIONAL EFFECTIVENESS**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team’s Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>CBU is a teaching institution, with 60% of faculty time devoted to teaching, along with 20% for research and 20% for service. The primary mission of CBU is to facilitate student learning. The College of Health Science and the Department of Public Health Sciences encourage the maintenance of faculty currency in their areas of instructional responsibility and in pedagogical methods. The department chair develops course schedules and workloads for all faculty that allow them to be continually engaged in professional practice. Departmental and program meetings are used as vehicles to disseminate information on conferences, trainings, and other avenues for instructional currency.</p> <p>Instructional effectiveness is evaluated in a variety of methods, including student course evaluations, peer faculty evaluations of teaching, Chairperson, Dean and</p>	Click here to enter text.	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				

		<p>Provost evaluations and self-evaluations. Mandatory indicators of teaching performance include self-assessment, a list of courses taught, course syllabi and materials, statistical summaries of student evaluation data, and any adjustments made to pedagogy, curriculum, or teaching materials that were accomplished in order to improve student learning.</p> <p>The university supports faculty development by a number of means, including the Educational Assistance Loan Program, the Faculty Development Fund, micro-grants, and the Teaching and Learning Center.</p> <p>The program's indicators for instructional quality are faculty maintenance of professional credentials or certifications, student satisfaction with instruction and using Bloom's Taxonomy and active learning techniques in courses. The program provides financial assistance to faculty regarding credentials and certifications, tracks student satisfaction and provides examples of courses with Bloom's Taxonomy and active learning techniques in the self-study document.</p>		
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**E4. FACULTY SCHOLARSHIP**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		There are numerous policies and practices in place to support faculty involvement in scholarly activities, including the Faculty Development Fund, departmental	Click here to enter text.	Click here to enter text.

Faculty are involved in research & scholarly activity, whether funded or unfunded		travel support, micro-grants, a new faculty support unit within the Office of the Provost, sabbatical leave, and grant writing support from CBU's University Advancement Department.		
Type & extent of faculty research aligns with mission & types of degrees offered		Faculty are expected to devote 20% of their time to research and scholarship and are assessed annually regarding pay decisions and promotion. The self-study states that the university "does not endorse any rigid formula for assessing contributions in this area; quality, quantity and the impact of one's contributions all need to be considered and seen in light of prevailing professional standards." This was confirmed on-site when site visitors met with faculty.		
Faculty integrate their own experiences with scholarly activities into instructional activities		During the interview session with faculty related to research and service, the site visitors were impressed with the rich diversity of current scholarly activities, including grants, presentations, and publications, shared by all of the faculty participants. Frequently, faculty incorporate research into instruction, such as students reviewing a request for abstracts submitted to the DHHS Office of Minority Health and subsequently using it as a guide to develop their own responses. Another example included using data from an NIH-funded study on adolescent drug use and parental monitoring to allow students to conduct data analysis and develop their own research questions and hypotheses.		
Students have opportunities for involvement in faculty research & scholarly activities		MPH students have numerous opportunities for involvement in faculty research, as evidenced by research presentations at conferences and meetings, research-based practica, and obtaining student research assistant positions. During the student interview session, site		

		visitors heard enthusiastic stories about student involvement with faculty research.		
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**E5. FACULTY EXTRAMURAL SERVICE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		<p>The university's faculty handbook stresses extramural service as an expectation. It is an important element of the promotion and tenure policy. Annual performance reviews include an assessment of extramural activities with an assigned weight of 20% to performance in the service area. In the assessment, activities such as service to the community, participation in community groups related to the profession, active membership on advisory boards and service to churches are considered, among others. During the site visit, the department chair indicated that faculty are allowed to use their university time for these extramural service opportunities. The chair also indicated that community agencies frequently contact faculty for help and advice, particularly for grant writing assistance and program evaluation assistance.</p> <p>One hundred percent of the primary instructional faculty participated in extramural activities over the past three years.</p> <p>Three examples of faculty extramural activities were provided. One PIF is the chairman for the Health Evaluation section of the American Evaluation Association, and he incorporated the work he does for the</p>	Click here to enter text.	Click here to enter text.
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means				

		<p>association (evaluation policy, standards, and ethics) in his graduate instruction. Another PIF serves as a subject matter expert for Hagerty Consulting, an emergency management firm that assists businesses, agencies, and organizations to prepare for and recover from disasters. Her experience with Hagerty has allowed her to develop practical application opportunities for the students in the form of tabletop exercises and simulations. Another PIF is the chair for the Health Yucaipa Committee, which is part of the Healthy Cities Initiative in California. She uses her experience with this committee to teach students the importance of committee membership and how a committee functions. Her experience with the committee is also used to provide the students with examples of how policy can be used to make a difference in the health of community members.</p> <p>The self-study discusses the university's environment of support for service extramural participation, indicating that CBU has more students on short-term service-learning projects than any other university in the country.</p>		
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**F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The formal processes for community involvement, engagement and input include the MPH Program Advisory Committee (PAC), MPH preceptor survey, and the MPH Alumni Survey. The MPH PAC has representatives from local public health agencies, community-based organizations, hospital and health care organizations,	Click here to enter text.	Click here to enter text.

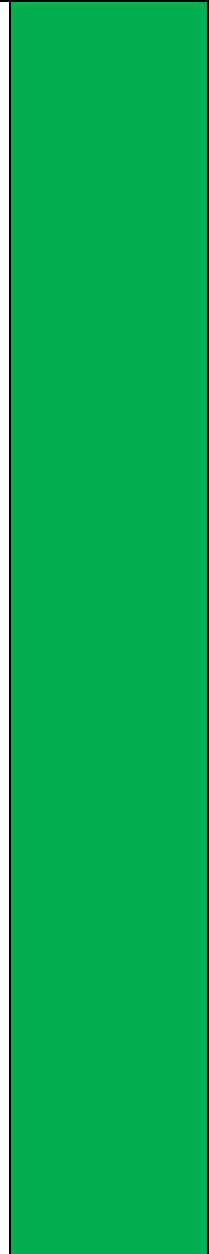
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> <li>• student outcomes</li> <li>• curriculum</li> <li>• overall planning processes</li> <li>• self-study process</li> </ul>		local cities, and businesses (eight members) as well as one student member and one alumni member. The program director and department chair also serve on the committee.		
Defines methods designed to provide useful information & regularly examines methods		With 25 current practicum sites, each semester the program provides MPH practicum preceptors with opportunities to review curriculum and provide content feedback. Each May, the program hosts a preceptor lunch, which provides further opportunity for preceptor feedback and discussions on student preparedness and the MPH curriculum. MPH alumni are surveyed each year to request feedback on courses and programmatic experiences.		
Regularly reviews findings from constituent feedback		The MPH PAC makes contributions to the program's guiding statements through reviewing and responding with suggestions. The same is true for the self-study process, as the PAC reviewed and responded to several self-study criteria. These reviews are documented in the minutes of these meetings. During the site visit, faculty confirmed that the preceptor survey and alumni survey results were shared with the MPH PAC as part of their program evaluation efforts.		

**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 makes service opportunities available to students through various means including course instruction, MPH Community Blackboard page, CBU email	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>



Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field



system, announcements in the Public Health Student Club meetings, and via text messaging. These opportunities expose students in public health work outside of the academic setting. The self-study document provided the following examples:

1. The Randall Lewis Health Policy Fellowship, which is an 8-month commitment for students interested in health policy and related disciplines. It is a collaboration between participating cities, agencies, businesses, health systems, local not-for-profits, county public health departments and universities. Each fellow is placed according to a skill set needed by a host city, agency, business or fellow's interest and training. Since 2014-2015 program year there have been five students accepted and placed in this fellowship.
2. The Western Regional Council of Governments Public Service Fellowship which is a 9-month fellowship which aims to encourage students to seek careers in public policy through hands on experience. The students work to address health issues pertinent to the Inland Empire. So far, three MPH students have participated in it.
3. Eta Sigma Gamma – seven MPH students volunteered 12 hours at the Ragnar Running Relay Race in Southern California to raise money for charity.

During the site visit, more student opportunities were discussed both with the students, with the faculty and with the preceptors. Faculty members have relationships with community stakeholders and reach out to them for assistance with projects such as grant writing and program evaluations. Students often assist faculty in their engagement with agencies though the structure is more

		informal. On site, one PIF explained clinics often reach out to him and he then brings the project into the classroom for students to engage in service learning.		
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**F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a professional community or communities of interest & the rationale for this choice		The program defines its professional community of interest as the local public health agency. Their choice was based upon research indicating that only one in five local public health practitioners have formal training in public health and only one in five who holds a public health leadership role has earned an MPH degree.	Click here to enter text.	Click here to enter text.
Periodically assesses the professional development needs of individuals in priority community or communities		<p>The most recent assessment of professional development needs came from information gathered as part of the local health department's workforce development plan as part of its PHAB accreditation efforts. This assessment was conducted in the fall of 2016, and surveys will continue every five years as required by PHAB. The assessment indicated five areas of need: public health data, planning and policy, performance management and quality improvement, public health funding, and fundamentals of public health.</p> <p>CBU faculty reviewed the survey prior to its deployment and provided feedback, but they were not engaged in the deployment of the survey nor the development of the Local Health Workforce Development Plan. They do plan</p>		

		to participate in future workforce assessments and to expand their focus to other organizations such as non-profit, community-based, and private organizations. During the site visit, faculty also indicated that they plan to survey the preceptors on the needs they have for skills in their workforces, but this has not yet been done.		
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**F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team’s Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		<p>There have been few workforce development opportunities supported by the program for the current public health workforce. Future trainings and programs are planned but not yet available. Future planned trainings include training in data analysis and program evaluation, data translation, and grant writing. While these had been scheduled, they were cancelled as the program’s faculty focused on preparing for this accreditation review. During the site visit, faculty indicated that certificate programs were also being considered for the public health workforce, but these efforts are in the discussion phase.</p> <p>The concern relates to the lack of implementation of professional development programming. While the program made some good efforts to develop training opportunities for the county public health workforce based on information in the workforce development plan, no programming has been delivered. The program acknowledged this as a weakness and explained plans to implement an effective effort in the coming months.</p>	<p>There are seven (7) workforce development opportunities that have taken place or are planned between the spring 2018 and the spring 2019 semesters. These opportunities have been identified through a combination of discussions and review of the local health agency’s Public Health workforce Development Plan, as well as specific requests made by several community partners including the MPH Program Advisory Committee.</p> <p>The revised schedule has been included for review.</p> <p>Follow up surveys will be utilized to capture data for evaluation of</p>	The Council reviewed the program’s response to the site visit team’s report. Based on the information provided including the number of workforce development trainings underway or completed, the Council found that the program has adequately addressed the concern site visitors raised. Therefore, the Council proposes changing the finding for this criterion from partially met to met.

		Evaluating the effectiveness of the activities will be important after implementation.	implemented activities. This information gathered will be used to gain, not only suggestions and recommendations for further development of training opportunities but to also inquire about the utility and application of training areas in public health practice.	
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**G1. DIVERSITY & CULTURAL COMPETENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		During the site visit, the provost described how CBU demographics mirror the local community.	Click here to enter text.	Click here to enter text.
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals		Demographic data was reviewed from the California Department of Finance, California Baptist University and the MPH program. Based on the data and discussions in the MPH Program Committee meetings, the program defines priority populations as males, students of color, and international students. An example of the data includes the following: despite males making up almost 50% of Riverside County's population, they only make up 28% of students enrolled in graduate programs at the university and further only 13% of students enrolled in the MPH program.		
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
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)		<p>The program has identified four goals to advance diversity and cultural competence, including increasing the proportion of male students, increasing the proportion of international students, retaining a racially and ethnically diverse student body, and retaining a diverse MPH faculty. Strategies and practices to achieve these goals include collaboration with local community colleges, particularly those with greater proportions of males and students of color, to introduce the public health profession and the MPH degree program as preparation for entrance into public health practice; working with CBU Graduate Admissions to host recruitment events and enrollment fairs; and working with CBU International Admissions to better facilitate the application and visa process for international applicants. The program does not include strategies to retain a diverse faculty in the self-study document.</p>		
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies		<p>Over three of the past four years, the MPH program has increased the number of enrolled male students per year. Likewise, the proportion of students of color has remained consistently strong, between 40-50% per year. The complement of diverse MPH faculty has remained stable. The one goal that requires further attention is enrollment of international students, which steadily declined for three years before seeing an increase for this first time this year.</p> <p>The MPH program survey administered each year to students has a set of indicators that measure the program's climate of diversity, with a summary of most current results reflecting high percentages of agreement for questions such as "students in my program are treated with respect by faculty" (85% agreement), "students in my program work well with each other" (95%), and "overall, the climate of my program is positive" (90%). On-site,</p>		
Perceptions of climate regarding diversity & cultural competence are positive				

		faculty members responded positively when asked about the program's environment and culture, with faculty willing to help each other.		
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**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 receive academic advising from faculty advisors, university academic advisors and the annual student meeting.	Click here to enter text.	Click here to enter text.
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study		The six PIF advise students. As noted in Criterion C2, during the fall of 2018, the program will be adding two non-primary faculty to advise students. The program sees this as a benefit given extended graduation times and the potential for increased enrollment.		
Qualified individuals monitor student progress & identify and support those who may experience difficulty		Students are matched to advisors, to the extent possible, based on the student's chosen concentration. If a student wishes to change advisors, the program director will review the student's request and work with faculty to determine the most appropriate advisor. Faculty do not receive a formal orientation to advising; they are informally oriented during MPH Program Committee meetings in preparation for the MPH program orientation.		
Orientation, including written guidance, is provided to all entering students		The faculty and program director regularly check in about student progress. The program director also conducts an annual review of each student's progress. If there are concerns, the director reaches out to the that student's		

		<p>faculty advisor encouraging him or her to set up a meeting with the student to engage the student in the advising process and address any concerns related to their progress.</p> <p>The program uses a course plan document in the advising process. This serves as a road map for which semesters to take certain classes and to track the grades for each class to determine if the student is projected to graduate in the expected semester.</p> <p>In addition to faculty, MPH students can also receive advising from the university's academic advising office. This office provides academic advising for students and tools and resources to enable students to register for classes and create a degree plan using CBUs online registration system. An advisor from this office contacts students once they are accepted into the MPH program to assist with onboarding and initial course enrollment.</p> <p>Students have additional access to technology, tools and in-person resources to enhance their advising experiences. The Blackboard page provides students with information about conferences, trainings, jobs, internships and program requirements and documentation. The Remind application allows faculty to send text message reminders to students about upcoming program due dates and development activities. The student email group is another communication tool to notify students about important program information. Finally, for second year students, a student meeting is held in the fall to provide students with information about upcoming program activities and requirements such as the ILE and APE.</p>		
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		<p>Student satisfaction with academic advising is measured in the MPH program survey. In the most recent survey 64% of respondents were extremely satisfied or satisfied with the availability of their assigned faculty advisor; 60% were extremely satisfied or satisfied with the advisor's ability to provide accurate information about degree requirements; and 72% were extremely satisfied or satisfied with the overall academic advising experience. When asked on-site, students expressed a high satisfaction with advising from all faculty members. One student explained that the faculty have been very supportive of her learning disability and helped her file paperwork needed to continue coursework despite her lower grades due to the learning disability. On-site, the chair explained that he felt that the perception of faculty availability versus actual faculty availability did not match. Faculty are required to have a minimum of eight office hours per week but students often seek out the professor ten minutes before class to ask questions. The chair said that they will be emphasizing advising and faculty availability during orientation going forward.</p> <p>Following acceptance into the MPH program, students who enroll are required to attend a full-day program orientation. The orientation includes a program pre-assessment, introduction to the MPH faculty, review of the MPH program handbook and requirements, guest speakers from campus resources such as the CBU career center and a meeting and mingling with second year students. Students receive additional orientation during the annual student meeting in their second year.</p>		
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**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 & can provide career placement advice		Primary faculty serve as the principal sources for career advising. Students are not assigned a specific faculty member for career advising and may connect with any of the MPH faculty. Often, students receive career advising from the same faculty member that they receive academic advising from.	Click here to enter text.	Click here to enter text.
Variety of resources & services are available to current students		Students also have access to career advising through the CBU career center. The career center helps students align educational and career pursuits through individual planning, professional development and hands-on experience in their chosen profession. The career center has relationships with outside employers who are looking to fill open positions with CBU students and graduates.		
Variety of resources & services are available to alumni		<p>Practicum preceptors also provide a unique career counseling opportunity. As students become familiar with job duties and responsibilities in their areas of interest, preceptors can provide career advice and expertise and help students explore career opportunities.</p> <p>Primary faculty members are expected to provide career advisement that they feel qualified to provide, specifically in their area of expertise. There is no formal training or orientation for faculty members. Once a year, the MPH program director meets with the career center staff to discuss their role in career advising and internship opportunities for MPH students.</p>		

	<p>Additional examples of career advising opportunities for students include the requirements relating to practicum professional portfolio development and resume development. As part of the APE, students are required to develop a portfolio that highlights their skills and showcases their capabilities as future public health professionals. The portfolio includes professional goals, a resume and self-assessment of core competencies. MPH faculty and the CBU career center also support students' development of their resumes. Thus far, 10 students have utilized this resource.</p> <p>Alumni are invited to join the CBU alumni association, which provides alumni with continuing access to the CBU career center's services which include online job boards, career fair attendance, resume development and interview skills workshops. On-site two alumni members explained that they had not utilized the alumni association and instead went directly to faculty members for career counseling.</p> <p>The MPH program survey gathers data about student satisfaction with career advising. The results show that: 55% of respondents were extremely satisfied or satisfied with the availability of information about internships, fellowships and career related experiences; 27% were extremely satisfied or satisfied with the assistance in preparing for interviews, developing resumes etc.; and 40% were extremely satisfied or satisfied with the overall career services experience.</p> <p>Although there were low satisfaction levels with career counseling based on the survey (36% were extremely satisfied or satisfied with the advisor's knowledge about post-graduation employment opportunities), on-site,</p>		
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		students and alumni expressed satisfaction with career counseling resources and opportunities, citing the faculty as excellent resources and very supportive. When asked on-site, faculty felt that the low scores were related to students' lack of knowledge about career counseling resources. To address this, the MPH program and the university career center are working together to collect more data regarding alumni use of career services and disseminating information to students via multiple avenues. For example, a representative from the career center attend the second-year annual student meeting to remind students of career service resources.		
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**H3. STUDENT COMPLAINT PROCEDURES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		The MPH program abides by the policy and procedures outlined in the grievance section of the CBU handbook. A general explanation of the grievance process is listed in the university handbook provided to all students while more specific information about the chain of communication is listed on course syllabi.  Students confirmed their awareness of grievance policies and said that faculty are responsive to concerns and explain the process and chain of communication. Although the narrative provided in the handbook and syllabi is limited, reviewers felt confident that students understand the process and feel comfortable discussing concerns with faculty. There have been no formal	Click here to enter text.	Click here to enter text.
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				

All complaints are processed & documented		complaints of student grievances filed during the last three academic years.		
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**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 qualified applicants through informational sessions, the CBU international center, distribution of flyers and program guides and recruitment events. Information sessions are one-hour informational meetings held on campus in the evening and are open to the public. There is a minimum of five sessions per academic year and each is hosted by the MPH program director and a graduate admissions counselor from the university admissions office. The international center travels abroad to introduce CBU programs to international academic institutions and assists prospective students with the application process. MPH flyers and program guides are displayed at conferences and recruiting events including professional conferences such as APHA. Program mailers are sent out to local colleges and universities that do not have an MPH program but have undergraduate degree programs that serve as adequate preparation for the MPH degree. The CBU office of graduate admissions hosts recruitment events and fairs off campus at community fairs and events and on campus at events like Sneak Peak Saturday. Sneak Peak Saturday is an opportunity for prospective graduate students to attend information sessions on the weekend.	Click here to enter text.	Click here to enter text.
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers				

		<p>Students are admitted to the program once a year and enroll for the fall. Applications for early admission are accepted between July 1 and March 1 and for standard acceptance are accepted between July 1 and May 1. Required documentation must be submitted to the office of graduate admissions. Applications are reviewed by a minimum of two full-time faculty members utilizing a rubric, and applicants considered for admission are invited to interview on campus. The admissions rubric also assesses a student's written sample based on content, grammar, organization and development and a statistics pre-requisite. Admissions decisions are made in the MPH Program Committee meetings. Each fall, admission is offered to 30 qualified applicants. If the applicant pool has less than 30 qualified applicants, fewer students will be offered admission. There is no minimum number of seats for acceptance, however, the maximum is 30 seats.</p> <p>The program utilizes GPA for newly matriculated students, percentage of male students accepting admission and the percentage of international students accepting admission as measures for its success in enrolling a qualified student body. Over the last three years, the program has been exceeding the 2.75 GPA target and has exceeded the target for the number of males accepting offers of admission for two out of the three years. While the program has not met or exceeded the target for the number of international students accepting offers of admission in the last three years, they have been making progress towards the target.</p>		
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**H5. PUBLICATION OF EDUCATIONAL OFFERINGS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		Educational offerings for the MPH program are published in the graduate catalog. The graduate catalog includes graduate admissions policies, university grading policies, standards for academic integrity, student supports and degree requirements. The graduate catalog is available online in multiple locations. There are minor variations between the academic calendar via the links to the CBU website and InsideCBU and the graduate catalog, but all information accurately presents the degree requirements.	Click here to enter text.	Click here to enter text.
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

California Baptist University  
Master of Public Health Program (MPH)

Agenda

Council on Education for Public Health Site Visit

March 1-2, 2018

Wednesday, February 28, 2018

6:00 pm **Executive Session of Site Visit Team**  
Executive Session held in team chair's suite

Thursday, March 1, 2018

8:30 am **Site Visit Team Request for Additional Documents**  
Marshare Penny, DrPH, MPH  
Program Director, Master of Public Health

8:45 am **Executive Session of the Site Visit Team**

9:45 am **Meet with Program and Department Administration**  
Akua Amankwaah, Ph.D., MS  
Assistant Professor of Public Health Sciences

Lindsay Fahnestock, DrPH, MPH  
Assistant Professor of Public Health Sciences

Sangmin Kim, EdD, MA  
Professor of Public Health Sciences

Robert LaChausse, Ph.D., MA  
Department Chairman, Department of Public Health Sciences

Sanggon Nam, Ph.D., MS  
Associate Professor of Public Health Sciences

Ashley Parks, DrPH, MPH  
Assistant Professor of Public Health Sciences

Marshare Penny, DrPH, MPH  
Program Director, Master of Public Health

Melissa Wigginton, DrPH, MS  
Associate Professor of Public Health Sciences

10:45 am **Break**

11:00 am **Meet with Faculty Related to Curriculum and Degree Programs**

Lindsay Fahnestock, DrPH, MPH  
Assistant Professor of Public Health Sciences

Sangmin Kim, EdD, MA  
Professor of Public Health Sciences

Robert LaChausse, Ph.D., MA  
Department Chairman, Department of Public Health Sciences

Sanggon Nam, Ph.D., MS  
Associate Professor of Public Health Sciences

Ashley Parks, DrPH, MPH  
Assistant Professor of Public Health Sciences

Marshare Penny, DrPH, MPH  
Program Director, Master of Public Health

Melissa Wigginton, DrPH, MS  
Associate Professor of Public Health Sciences

12:00 pm **Break**

12:15 pm **Lunch with Students**

Fatima Abdellatif	Shanice Hunt
Kenneth Collado	Jesse Isimeme
Rebecca Frost	Javier Munoz
Lesley Garnica	Mary Obideyi
Sandra Gomez	Kandis Snowball
Michelle Holguin	Darlene Yao

1:15 pm **Break**

1:30 pm **Meet with Faculty Related to Research, Service, Community Professional Development, Faculty Issues**

Akua Amankwaah, Ph.D., MS  
Assistant Professor of Public Health Sciences

Lindsay Fahnestock, DrPH, MPH  
Assistant Professor of Public Health Sciences

Sangmin Kim, EdD, MA  
Professor of Public Health Sciences

Robert LaChausse, Ph.D., MA  
Department Chairman, Department of Public Health Sciences

Sanggon Nam, Ph.D., MS  
Associate Professor of Public Health Sciences

Ashley Parks, DrPH, MPH  
Assistant Professor of Public Health Sciences

Marshare Penny, DrPH, MPH  
Program Director, Master of Public Health

Melissa Wigginton, DrPH, MS  
Associate Professor of Public Health Sciences

2:30 pm **Executive Session**

4:00 pm **Meet with Alumni, Community Representatives, & Preceptors Advisory Board and Preceptor Attendees:**

Kim Saruwatari, MPH  
Director  
Riverside University Health System-PH

Gayle Hoxter, MPH  
Chief of Nutrition Services  
Riverside University Health System-PH  
Riverside

Sara Mack, MPH  
Assistant CEO  
County of

Cecilia Arias, MPH, MCHES  
Community Benefits Manager  
Grad) Kaiser Permanente

Justin Swanson, MPH, EP-C  
MPH Alumni (2016

Susan Harrington, MS, RD  
Public Health Consultant

Eileen Berrios, BS  
MPH Student (2<sup>nd</sup> Year)



Andrea Morey, MS  
Program Coordinator  
Policy Riverside University Health System-PH Fellowship

Maggie Hawkins, MPH  
Randall Lewis Health

**Alumni Attendees:**

Jason D'souza          Emma Sandoval  
Carolina Gonzalez      Taylor  
Vandenbossche Crystal McGlover

5:00 pm          **Adjourn**

**Friday, March 2, 2018**

8:30 am          **Meet with Institutional Academic Leadership/University Officials**

Dr. Charles Sands, Ph.D., MA  
Provost and Vice President for Academic Affairs

Dr. Elizabeth Morris, Ph.D., MS  
Associate Provost for Accreditation, Assessment and Curriculum

Dr. David Pearson, Ph.D.,  
MSA Dean, College of  
Health Science

9:15 am          **Executive Session and Report Preparation**

12:30 pm        **Exit Briefing**