May 6, 2022

Master of Public Health and B.S. Public Health

Department of Health Science and Human Ecology

CSU, San Bernardino

CEPH SELF-STUDY

Accreditation Team

This document was written by:

Salome Mshigeni, PhD, MPH, MPA
Co-chair, Public Health Accreditation Committee
Coordinator, Master of Public Health
Assistant Professor
Department of Health Science and Human Ecology
California State University, San Bernardino

Sen Padilla, MPH, DrPH
Co-chair, Public Health Accreditation Committee
Coordinator, Undergraduate Public Health Program
Assistant Professor
Department of Health Science and Human Ecology
California State University, San Bernardino

Amber Olney, MPH
Co-chair, Public Health Accreditation Committee
Coordinator, College of Natural Sciences & Health Science Assessment
Lecturer
Department of Health Science and Human Ecology
California State University, San Bernardino

Christy Scroggins, MPH
Public Health Accreditation Committee
Lecturer
Department of Health Science and Human Ecology
California State University, San Bernardino

Jessica Romero, BS, MPH(c)
Student Coordinator, Public Health Accreditation Committee
Department of Health Science and Human Ecology
California State University, San Bernardino

INTRODUCTION

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

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

California State University, San Bernardino was born on April 29, 1960, when legislation was enacted to found San Bernardino-Riverside State College. The California State College system's board of trustees selected a 430-acre site in north San Bernardino in 1963 to build the campus, and the college's official name was changed to California State College at San Bernardino.

The original three-building campus welcomed its first 293 students in 1965 under the leadership of founding President John M. Pfau, who was appointed to the position in 1962 and set the stage for the opening of the college. In 1967, California State College, San Bernardino celebrated its first graduating class of 59 students. CSUSB is a State University.

California State University, San Bernardino is accredited by the Western Association of Schools and Colleges, the official accrediting body for institutions of higher learning in the West. The teaching credential programs are approved by the California State Board of Education, California Commission on Teacher Credentialing, and the National Council for Accreditation of Teacher Education (NCATE).

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

There are 6 Colleges at CSUSB namely:

i). College of Arts and Letters (9 Departments)

ii). College of Business and Public Administration, Jack H. Brown (12 Departments)

iii). College of Education (9 Departments)

iv). College of Natural Sciences (9 Departments)

v). College of Social and Behavioral Sciences (12 Departments)

vi). College of Extended and Global Education (CEGE) (6 Departments)

Number of Degrees offered by the Institution as each level:

Bachelor's degrees = 117

Master's degrees = 64

Doctoral degree = 2

Professional degrees = 0

c. Number of university faculty, staff, and students

As of Fall 2021 Faculty: 1,123

As of Fall 2021 Staff: 846; Management Personnel (MPP) 147

As of Fall 2021 Students: 19,182

https://www.csusb.edu/about-csusb/facts-and-stats

d. Brief statement of distinguishing university facts and characteristics

CSUSB is a designated minority serving institution, composed of a large number of low-income first-generation college students with diverse racial and socio-economic backgrounds. On average, 88% of the students are seeking an undergraduate degree, 82% attend college on a full-time basis, 81% are first-generation college students (parents without a bachelor's degree); 66% are Hispanic, 12% are White, 6% are non-resident foreign students, 5% are African American, 5% are Asian, 4% Unknown, 2% are Two or More Races, and <1% are Native American/Alaskan Native or Native Hawaiian/Pacific Islander.

Also, 58% of the undergraduate students are identified as low-income students and solely depend on Pell Grants for their source of financial support. The average age for undergraduate students is 22 years and graduate students is 32 years. Overall, the university resembles the average state university campus with a slightly greater number of females (63%) enrollees than male (37%), very similar to most other programs in the United States. In terms of students' classification, there are approximately 18% freshmen, 14% sophomores, 29% juniors, 28% seniors, 2% post-baccalaureate, 9% masters, and <1% doctoral students.

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

Accreditations:

California State University, San Bernardino is accredited by the Western Association of Schools and Colleges, the official accrediting body for institutions of higher learning in the West. The teaching credential programs are approved by the California State Board of Education, California Commission on Teacher Credentialing, and the National Council for Accreditation of Teacher Education (NCATE).

The following professional programs have received specialized approval or accreditation from organizations recognized by the National Council on Postsecondary Education:

College of Arts and Letters:

1. American Alliance of Museums (AAM)
2. National Association of Schools of Arts and Designs (NASAD)
3. National Association of Schools of Music (NASM)
4. National Association of Schools of Theater (NAST)

College of Business and Public Administration:

1. National Association of Schools of Public Affairs and Administration (NASPAA)
2. Association to Advance Collegiate Schools of Business (AACSB)

College of Education

1. California Commission on Teachers Credentialing (CTC)

2. The Council for Accreditation of Counseling and Related Educational Programs (CACREP)

College of Natural Science:

1. Accreditation Board for Engineering and Technology (ABET)
2. Accreditation Board for Nutrition and Dietetics (ACEND)
3. American Chemical Society (ACS)
4. Commission on Collegiate Nursing Education (CCNE)
5. Council on Education for Public Health (CEPH)
6. National Environmental Health Science and Protection Accreditation Council (EHAC)

College of Social and Behavioral Sciences

1. Council on Social Work Education (CSWE)

https://www.csusb.edu/academic-programs/accreditation/specialized-accreditation

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

The Master of Public Health program (MPH) at California State University, San Bernardino (CSUSB) was established in Fall 2006 with the goal of educating health professionals in order to further their careers as educators, supervisors, leaders, and administrators in various public health settings. The purpose of the MPH program is to prepare professionals with the knowledge and skills needed to identify, assess, evaluate, and resolve public health problems with competencies in program planning, implementation, and evaluation. Today, most of our students are working professionals, with a background in public health or related fields.

The MPH program is traditionally a full-time, two-year program that is housed within the department Health Science and Human Ecology, and is one of three master's degrees offered by the department. Students are admitted in the Fall semester only, and progress through the competency-based curriculum in cohorts. In some cases, such as due to work hours or financial limitations, students may enroll part-time. The University allows graduate students a total of seven years to complete a degree program. The curriculum includes an internship experience that further enables our students to develop novel skills or seek further professional growth experiences. The MPH program currently has one concentration: *Community Health Education.*

The Bachelor of Science in Public Health (PH), is housed in the department of Health Science and Human Ecology (HSCI) and is one of three B.S. degrees offered from the Department. The B.S. in PH degree is aimed at preparing students for professional entry-level positions at various public health agencies, community-based organizations, and international organizations, among others. The curriculum is competency-based, similar to the MPH, and is compliant with standards set by the Council on Education for Public Health (CEPH), and by the National Commission for Health Education Credentialing (NCHEC). Currently, there are 145 undergraduate students with a declared major in PH.

Several characteristics distinguish the MPH and PH degrees at CSUSB. Currently, CSUSB is the only public university in the Inland Empire that offers a public health program (undergraduate or graduate) and thus serves as the primary source of academic training for the local workforce development. Additionally, as a Hispanic Serving Institution (HSI), CSUSB, and thus the program, aims to educate the unique population of the service area, with a majority of the student population being first generation college students. Most of our students are from the local geographic area, and the cost of CSUSB programs has been a driving factor in student enrollment. To best serve

our graduate students, who are also working professional students, the majority of MPH courses are offered at night, in a combination of in-person, online, and hybrid formats.

Several of the undergraduate and graduate courses are taught by adjunct faculty who not only work in the professional field, such as San Bernardino and Riverside County Public Health Departments, but also further provide students unique experiences in their courses by incorporating practice experiences. Several of such adjunct faculty in the program also have supervisory roles at their place of work and have provided internship opportunities to the students.

The present self-study includes information relevant to the MPH and PH degrees, and when needed, the HSCI department and College of Natural Sciences (CNS)-specific information is provided. The terminology **program** in this self-study is defined as both MPH and PH (as they are the unit of accreditation), and when needed, separate MPH and PH information is provided. **Program faculty** is defined as a collective noun representing all primary and secondary faculty members in PH and MPH, and when appropriate, primary faculty versus secondary is clarified. **Year** is defined as academic year, and when appropriate, fiscal or calendar year is used and appropriately labeled.

Other degrees offered from our HSCI department include:

Undergraduates:

1. Environmental Health Science (EHS)
2. Health Service Administration (HAS)
3. Nutrition Science and Dietetics (NSD)

Masters:

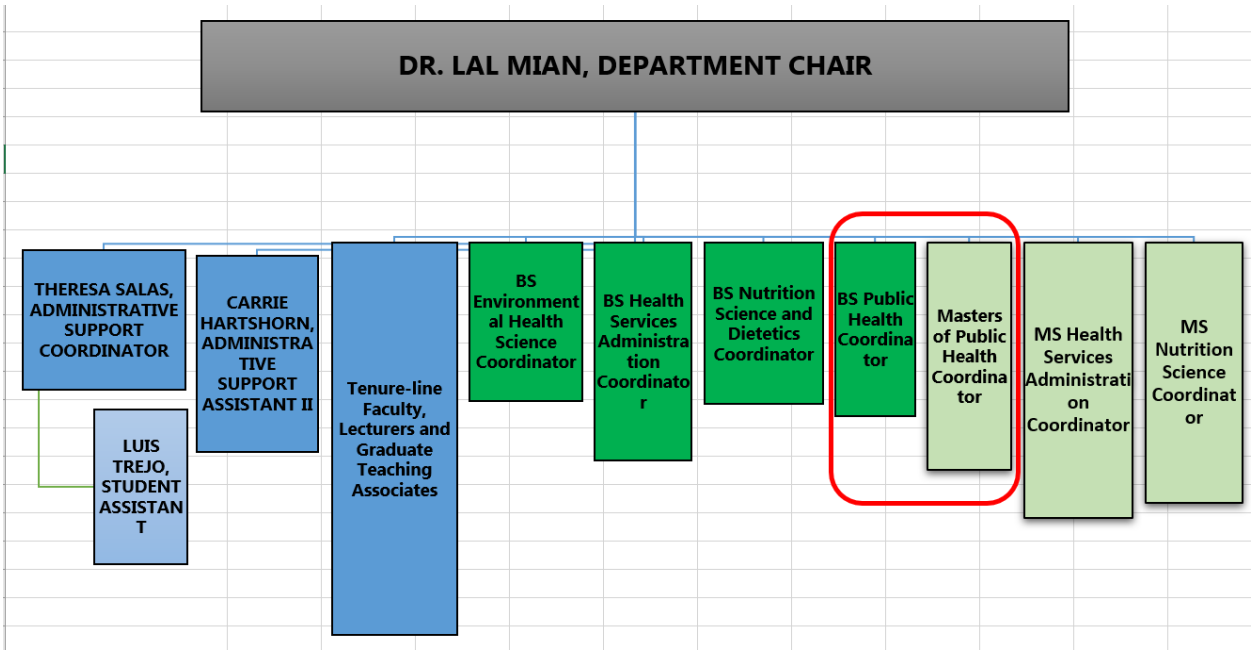
1. Master of Science in Nutrition Science (MSNS)
2. Master of Science Health Service Administration (MSHSA)

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

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

*Reviewers find it helpful to also include a copy of the organizational chart in the ERF

Criterion A (folder)
A.1: :2.a. Department Organization Chart (sub folder)



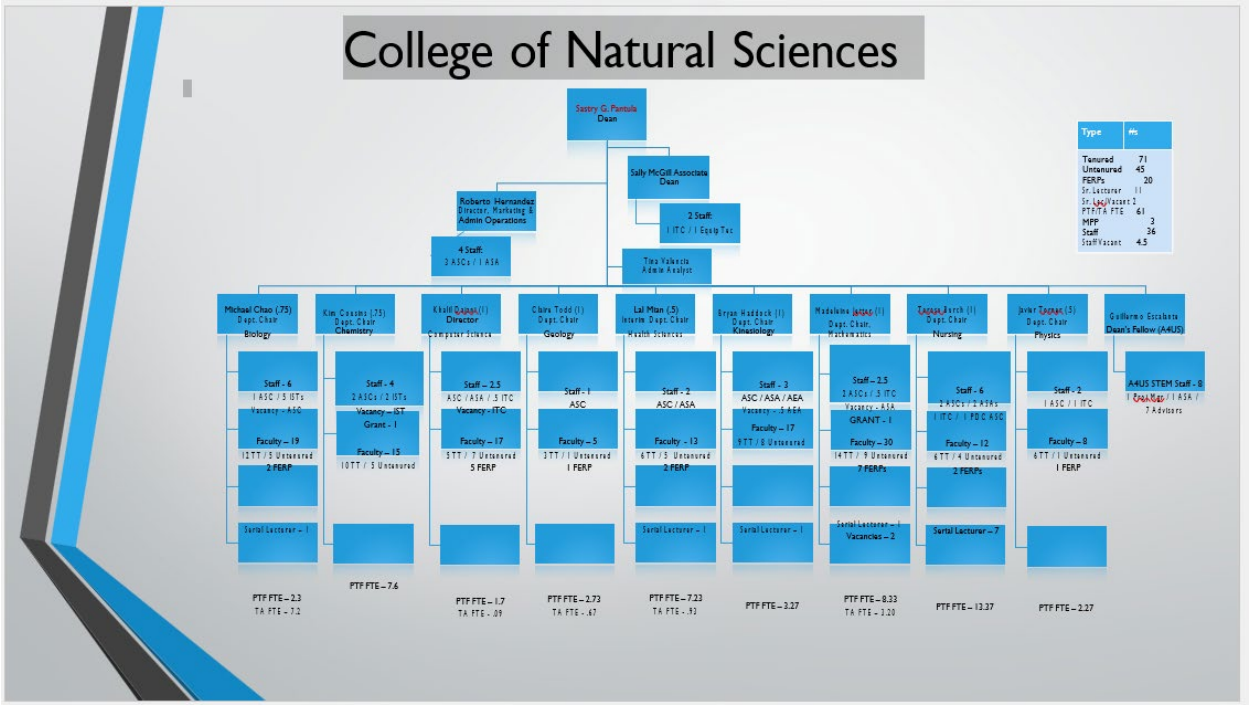
b. The relationship between the program and other academic units within the institution. Ensure that the chart depicts all other academic offerings housed in the same organizational unit as the program. Organizational charts may include committee structure organization and reporting lines

CNS consists of nine departments (Biology, Chemistry & Biochemistry, Geological Sciences, Health Science and Human Ecology, Kinesiology, Mathematics, Nursing, Physics; and the School of Computer Science and Engineering) and offers bachelor's, master's degrees, and curricula for pre-professional students in medicine, veterinary medicine, nutrition, physical therapy, and dentistry. The college seeks to educate the next generation of scientists and future health professionals as well as promote a science-literate citizenry who are equipped to make informed decisions in daily life. The college ensures, with institutional support, that all departments are well equipped with modern computers and scientific instrumentation, so that students graduate from our programs with state-of-the-art skills. The college endeavors to help its students interact with this distinctive environment to gather the educational benefits from it, and then to make their own contributions to it through research, internships, cooperative education and other training placements, and shared facilities. The lines of communication in each department are facilitated at the department chair levels whereby all lecturers, full time faculty, and administrative assistants report directly to the department chair, who is in constant communication with the Dean, assistant Dean and the Dean's office. Hence each department has its own chair and all nine departments share the same Dean's office.

The department of Health Science and Human Ecology (HSCI) is housed in the College of Natural Science (CNS). The mission of HSCI is to prepare highly competent professionals who are well prepared in the disciplines of public health including environmental health science, health care management and administration, nutrition and food sciences, and public health education, and to maintain the department as a public health leader within the University's service area. Upon graduation, our students exhibit broad health science knowledge, applied technical and human skills, clear personal and social values, civic commitment to the community, and a desire for lifelong learning and achievement. To this end, we are committed to achieving excellence in undergraduate and graduate education by being at the forefront of scientific advancement and professional practice in the areas of research, teaching, and service consistent with the philosophy and goals of the University.

The program coordinators do not report to the Board of Trustees, instead they report to the Department Chair, who reports and communicates with the Dean's office. At a minimum level, there is constant communication between program coordinators, assessment coordinators, department chairs, administrative assistance, and the assistant dean, when it comes to daily operations, i.e. class scheduling, invoice payments, etc. As needed, coordinators work closely with the CNS marketing director in the advertisement of different activities in the department.

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



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

Not Applicable

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

Instructional Matrix - Degrees and Concentrations				
		Categorized as public health*	**Campus based**	**Distance based**
Bachelor's Degrees				
Public Health	*BS*	X	BS	

Master's Degrees		**Academic**	**Professional**			
Public Health			*MPH*	*X*	MPH	
Doctoral Degrees		**Academic**	**Professional**			
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		**Academic**	**Professional**			
2nd Degree Area	**Public Health Concentration**					

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

Degree		**Current Enrollment**
Master's		
	MPH*	37
	Academic public health master's*	N/A
	All remaining master's degrees (SPH)	N/A
Doctoral		
	DrPH*	N/A
	Academic public health doctoral*	N/A

	All remaining doctoral degrees (SPH)	N/A
Bachelor's		
	BA/BS in public health*	145
	All remaining bachelor's degrees (SPH)	N/A

A1. Organization and Administrative Processes

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

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

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

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

In most cases, the program does not have a separate committee structure from the HSCI department. The HSCI department faculty meets bi-weekly where program faculty often communicate questions, concerns, and/or updates related to the program. The following are lists of HSCI department committees that play a part in the program, and other distinct program committees.

RPT Standard Committee - The formula for this membership is any faculty member from the department can volunteer

Current members include: Drs. Paulchris Okpala, Dorothy Chen-Maynard, Monideepa Becerra, Sen Padilla, Lal Mian. Drs. Becerra and Padilla are primary public health faculty.

MPH Graduate Admission Committee - The formula for this membership is any faculty member from the department can volunteer

Current members include: Drs. Salome Mshigeni, Joe Hughes, Kassandra Harding, Neal Malik.

Department Evaluation Committee: The formula for this membership includes a nomination and vote - only 3 tenured faculty can serve

Current members include: Drs. Angie Verissimo, Dorothy Chen-Maynard, Andre Harrington.

HSCI Curriculum Committee: The formula for this membership is when a faculty member serves as a program coordinator, they also serve in this committee

Current members include: Drs. Dorothy Chen-Maynard, Sen Padilla, Salome Mshigeni, Paulchris Okpala, Joe Hughes, Lal Mian, Neal Malik.

HSCI Department Chair Search Committee: The formula for this ad-hoc committee membership includes a nomination and vote

Current members include: Dorothy Chen-Maynard, Sen Padilla, Salome Mshigeni, Lal Mian.

CERF (Continuing Education Revenue Fund): This committee requires three or more HSCI faculty.

Current members include: Drs. Dorothy Chen-Maynard, Paulchris Okpala, Salome Mshigeni.

Lecturer Hiring Committee: The formula for this membership is any faculty member from the department can volunteer

Current members include: Drs. Dorothy Chen-Maynard, Monideepa Becerra, Salome Mshigeni, Paulchris Okpala, Sen Padilla, Joe Hughes, Nicole Henley, Lal Mian.

Lecturer Evaluation Committee: The formula for this membership is any faculty member from the department can volunteer

Current members include: Drs. Monideepa Becerra, Joe Hughes, Lal Mian, Nicole Henley, Dorothy Chen-Maynard, Salome Kapella Mshigeni, Paulchris Okpala.

Department Policies Committee: The formula for this membership is any faculty member from the department can volunteer

Current members include: Drs. Dorothy Chen-Maynard, Monideepa Becerra, Lal Mian.

The Graduate Marketing Committee: The formula for this membership is when a faculty member serves as a program coordinator, they also serve in this committee
The current members include: Dr. Salome Kapella Mshigeni (MPH Coordinator, primary faculty), Dr. Paulchris Okpala (MSHSA Coordinator, primary faculty), and student representatives on a rotating basis.

MPH Curriculum Sub-Committee: The formula for this membership is the MPH program coordinator, an additional program coordinator from another program and the Chair of the department

The current members include: Dr. Salome Kapella Mshigeni (MPH coordinator, primary faculty), Dr. Dorothy Chen-Maynard (Nutrition Coordinator) and Dr. Lal Mian (Department Chair)

Public Health Accreditation Committee: The formula for this membership is the program coordinators for the Accredited programs, the department Chair and department assessment Coordinator.

The current members include:
Dr. Lal Mian (Interim Department Chair), Dr. Salome Mshigeni (MPH Coordinator, primary faculty), Dr. Sen Padilla (PHE Coordinator, primary faculty), and Ms. Amber Olney (Assessment Coordinator, adjunct faculty).

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

    a. Degree requirements

The Curriculum Committee, MPH Curriculum Subcommittee and the Public Health Accreditation committee. The committee members evaluate course syllabi, curricula changes/updates, substitutions, transfers, and course evaluations. The decisions are made by discussion within the committee and agreement between the Program Coordinators for the PH and MPH programs and the Chair of the department.

    b. Curriculum design

The HSCI Curriculum Committee and the MPH Curriculum Subcommittee.

These Committees review curriculum proposals from the program and make recommendations to the department chair. The decisions are made by discussion within the committee and agreement between the Program Coordinators for the PH and MPH programs and the Chair of the department.

    c. Student assessment policies and processes

The HSCI Assessment Coordinator and the PH and MPH Program Coordinators work together regarding student learning assessment. All Program Learning Outcomes (PLO) are assessed on a 5-year timeline.

Data for each PLO are collected yearly and the results are given to the PH and MPH Program Coordinators to interpret the results and make programmatic changes.

d. Admissions policies and/or decisions

The Graduate Admissions Committee.

The Committee annually reviews all MPH applications and accepts qualified students to the graduate program. The committee further meets to discuss and update policies, the student handbook, the application protocol, including requirements, regulations, processes, and deadlines. This committee works very closely with the CSUSB Graduate Studies office to ensure compliance with the university admission guidelines. Dr. Salome Mshigeni is a primary public health faculty that leads this committee.

e. Faculty recruitment and promotion

The Department Evaluation Committee (DEC), Lecturer Evaluation Committee (LEC), and Department Chair.

This DEC and the department chair separately review all tenure-line faculty who are being considered for retention, promotion or tenure. Their reports are forwarded along with the faculty member's file for separate reviews by the College Evaluation Committee and the Dean. If there are disagreements among various entities contributing to the review, the file is then forwarded to the University Evaluation Committee. Final decisions are made by the Provost.

The LEC and Department chair jointly review all lecturers who are undergoing periodic evaluation or review for a range elevation or advancement to a three-year contract. Files for the latter two cases are forwarded to the Dean for review.

The RPT Standard Committee.

This committee is working closely with HSCI faculty to create and modify department guidelines regarding tenure track faculty retention, promotion, and tenure process.

f. Research and service activities

The program encourages faculty to be part of research, and other activities that include student mentorship. Although the majority of part-time faculty are working professionals, the program encourages tenure-line faculty to work with primary faculty on research projects. All faculty are expected to be involved in professional growth activities related to research and/or service, either directly or in-directly (such as consultation).

The Office of Community Engagement (OCE) provides quarterly funding opportunities to faculty in order to support community-based research projects. Furthermore, the Office of Student Research remains a strong supporter of faculty and student research programs. At the program level, research agenda has developed two main objectives: support for students, and support for faculty. Therefore, all program students take a research methodology course to ensure competency in research.

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

Criterion A1 (folder)

- A1.3: Bylaws/Policy documents (subfolder)
    - Documents: bylaws or policy documents that determine the rights and obligations of administrators, faculty, and students in governance of the school or program
    - The CSUSB Faculty Administrative Manual provides a comprehensive collection of most policies related to the rights and obligations of faculty.
    - *Bylaws of the Faculty Senate FAM 404.35*

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

Kassandra Harding
Member. Department Elections Committee
As a committee of three, they run the department's election process.

Program Director. Master of Science in Nutrition Science
Development and management of the new MSNS program, to start Fall 2022.

MPH Admissions Committee
Review applicants' files, transcripts, etc. and determine admission eligibility

Member. Children's Center Advisory Committee
The principal role of this committee is to advise the Children's Center on aspects of health and safety, the program needs, resource utilization, etc.

Neal Malik
Nutrition Program Committee
We meet regularly during the academic year to bring cohesion to the program, discuss ways to improve the program, and better serve the students.

MS-HSA Admissions Committee
Review applicants' files, transcripts, etc. and determine admission eligibility

MPH Admissions Committee
Review applicants' files, transcripts, etc. and determine admission eligibility

Environmental Health Faculty Search Committee
Review applicants' files, perform reference checks, and recommend whether to move applicant forward with the formal interview process

Program Coordinator for the BS-HSA program
Course scheduling, student advisement, triage student/faculty issues as they arise

Be Well 'Yotes University Collaborative
Mission of this collaborative is to improve the health and wellness of the university; active participant

Center for Health Equity Committee
Section leader/guest speaker

Community Engagement Task Force through the Office of Community Engagement
Co-authored a report on how to recruit community partners during the pandemic

Faculty Representative for the RecWell Committee as part of CSUSB's San Manuel Student Union Board of Directors

HSCI Department liaison for the Office of the Dean's FLC initiative to deliver an Independent Development Plan (IDP) for incoming freshmen and transfer students

Monideepa Becerra
Executive Director, Center for Health Equity.
Establish collaborations with local minority serving institutions (Loma Linda University and University of California, Riverside), to address emergent health disparities needs of disparity populations. o Submit several federal, state, local, and foundation grants to secure funding for the center. Establish bylaws. o Develop and provide oversight for additional leadership opportunities for the center's faculty, such as, Director of Student Engagement, Director of Grants and Research Support, among others.

Coordinator, Certificate in Health Equity and Certificate.
Recruit and advise students on obtaining a health equity certificate. Advise students on program plans.

Grant Evaluator
Evaluate grant submissions for original research and research-related travel for students and faculty through Office of Student Research and Professional Development College mini-grants.

Juror and Moderator, Meeting of the Minds Research Symposium and Annual Student Research Competition
Review and judge student research products during annual conferences.

Salome Mshigeni

Program Director, Master's in Public Health (MPH): Fall 2018 to Present

Review and update MPH application packets; review all MPH syllabi to meet accreditation standards and update course content to meet professional standards. Update student learning outcomes (SLOs); and Mentor and guide MPH students through semester advising sessions.

Member, Nutrition Search Committee for HSCI Department Fall 2018 - Winter 2019

Faculty Judge, Meeting of the Minds Research Symposium and Annual Student Research Competition Review.

Member, Continuing Education Revenue Funds (CERF) Committee for the HSCI Department: Fall 2019 to Present.

Member, Department Chair Search Committee for the HSCI Department: Summer 2021 – Spring 2022.

Member, Part Time Evaluation Committee: Fall 2018 to Present

Member, Lecturer Hiring Committee: Fall 2018 to Present

Member, Graduate Admission Committee: Fall 2019 to Present

Sen Padilla

Undergraduate Program Coordinator, Bachelor of Science in Public Health (BSPHE): Fall 2018 to Present

Member, Center for Aging
Attend meetings throughout the year to discuss research and service opportunities in relation to eliminating health disparities that affect the elderly population.

Member, Part Time Evaluation Committee: Fall 2018 to Present

Member, Lecturer Hiring Committee: Fall 2018 to Present

Faculty Judge, Meeting of the Minds Research Symposium and Annual Student Research Competition

Review.

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

Full-time and part-time faculty interact with one another during the bi-weekly departmental meetings mentioned above. Generally speaking, faculty feel comfortable seeking guidance from program coordinators regarding updating textbooks, or exchanges of resources and ideas.

Criterion A1 **(folder)**

- A1.5: Faculty interaction **(subfolder)**
- Documents: copies of
    - meeting minutes
    - agenda
- Adjunct faculty retreat **(subfolder)**
    - HSCI Adjunct Faculty Retreat Fall 2020 Minutes
- HSCI department agenda **(subfolder)**
    - HSCI Department meeting Agenda March 24 2021
    - HSCI Department meeting Agenda April 27, 2021
- HSCI department meeting minutes **(subfolder)**
    - HSCI Department meeting minutes 12-4-2021
    - HSCI Department meeting minutes 11-23-2021
    - HSCI Department meeting minutes April 14 2021
    - HSCI Department meeting minutes Dec. 9, 2020
    - HSCI Department meeting minutes March 10 2021

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

A weakness is faculty not meeting together to share ideas for continuous program improvement based on assessment results. In the future, faculty will be invited as a team to share data and program improvement ideas. A strength is the HSCI department faculty meets bi-weekly where program faculty often communicate questions, concerns, and/or updates related to the program.

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

If this criterion is not applicable, simply write "Not applicable" and delete the documentation requests below.
Not Applicable

The program has a single identified leader (dean or director) and a cohesive chain of authority for all decision making relevant to the educational program that culminates with this individual.

1) Describe the major rights and responsibilities of each participating institution.

   Not Applicable

2) A copy of the formal written agreement that establishes the rights and obligations of the participating universities in regard to the program's operation.

   Not Applicable

3) Describe the role and responsibilities of the identified leader.

   Not Applcable

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

   Not Applicable

A3. Student Engagement

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

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

Students are encouraged to participate in departmental and institutional governance by engaging in committees and student organizations. There are four student organizations in the Department: Eta Sigma Gamma (ESG), the Student Health Service Administration Association, the Nutrition Student Association, and the Environmental Health Science Student Association. Public health students are primarily involved in ESG, a national honorary society, though are encouraged to join additional organizations. The MPH program does not have a separate graduate student organization, though students are encouraged to join ESG, and they participate in public health initiatives, both on and off campus. All MPH students are also encouraged to join one of the three MPH standing committees: Curriculum, Research, and Marketing, and second year MPH students are encouraged to join the Accreditation and Public Health Professional Development committees. All students (undergraduate and graduate), are encouraged to join state, and national public health organizations. Graduate students in the MPH program are also involved in several public health initiatives. For example, for National Public Health Week, several graduate students provided information sessions to graduate and undergraduate classes on a variety of topics, including body image, HIV, food insecurity, mental health, caffeine addiction, and physical activity. Graduate students also participated in a competition to create a public service announcement for the student health center.

Prior to the pandemic, ESG hosted the 5k run/walk Run Like a Mother on 11/02/2019. There were 200 participants including students, faculty, staff, community members, and Time for Change Foundation clients and their families. It was a collaborative effort by PHE students enrolled in the Women's health course, Eta Sigma Gamma, the Kinesiology Student Association and Exercise is Medicine on Campus, Recreation and Wellness, and Early Childhood Programs on campus. Leadership was provided by PHE faculty, Drs. Nicole Henley and Angie Otiniano-Verissimo. During the pandemic, the 5k run/walk Run Like a Mother was hosted as a virtual run during November and December 2021. It continued to be a collaborative effort among PHE students enrolled in the Women's health course, Exercise is Medicine on Campus, and Recreation and Wellness, but did not include ESG. Leadership was provided by PHE faculty, Drs. Nicole Henley and Angie Otiniano-Verissimo

Due to the pandemic, ESG did not host any activities and no services were provided. Shortly after, because of the uncertainty of the pandemic, it was decided by the ESG leadership, Drs. Nicole Henley and Angie Otiniano-Verissimo, to dismantle the national honor society. As the pandemic continues to decline and as the situation changes, it will be discussed by the MPH and PH faculty and coordinators to determine if ESG can be reinstated.

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

To encourage more undergraduate and graduate public health students to participate in the governance processes of the department and university, students will be made aware of opportunities by program coordinators at a minimum of once per semester, at the start of the semester. Additionally, public health students will be provided with the opportunity to participate in our annual events which include CSUSB's Run like a Mother 5K Run/Walk, Public Health Week, and Planned Parenthood Peer Health Education.

A4. Autonomy for Schools of Public Health

Not applicable

A5. Degree Offerings in Schools of Public Health

Not applicable

B1. Guiding Statements

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

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

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

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

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

Mission statement
Our mission is to develop public health professionals who are prepared to assume leadership roles in population-based settings in order to promote, preserve, and restore health of local and global communities as a result of working to reduce health disparities and generate health equity.

Vision
Our vision is to serve as a community resource for promoting public health and to be recognized as a leader in creating health equity and social justice through health education and promotion programs and services in our diverse communities.

Values
Our values serve as a guide in the work we do in the pursuit of effectiveness and excellence in the work of public health. We value:

Diversity
A respect for all people in global and local communities and to appreciate diverse cultures' perspectives and beliefs, as we promote population health and the reduction of health disparities.

Equity
Fairness and social justice in addressing population health.

Interdisciplinary Collaboration
Using an ecological framework and reasoned debate in collaborative approaches across disciplines to advance scientific knowledge, and improve population health.

Student Centered Learning
A dynamic learning community that fosters engaged learning where students have a voice in the process of their education including practical opportunities for problem solving.

Advocacy
Actions to achieve equitable access to public health, health resources, and public policies.

Innovation
Innovative approaches to educate and inspire faculty and students in teaching, learning, and addressing public health matters.

Professionalism

Honesty and mutual respect in teaching, learning, and public service as we engage students in activities to advance a sense of the profession as they assume duties and responsibilities in public health.

Scholarship
Engagement by faculty and students in methods that foster comprehension of the extent of current public health knowledge, and the role of research to contribute to future public health knowledge and solutions.

Goals
Our goals are a main function in which the program intends to attain our mission.

Goal 1: Instructional Goals

Goal 1.1: Design, implement, and evaluate a competency and practice-based academically rigorous program.
Goal 1.2: Ensure all program students are prepared to assume public health related jobs.
Goal 1.3: Sustain an environment of academic rigor through its faculty and student body.

Goal 2: Research Goals

Goal 2.1: Prepare students to conduct ethically-based public health research.
Goal 2.2: Foster an environment for faculty exploration of public health research.

Goal 3: Service Goals

Goal 3.1: Strengthen relationships between the program faculty, students, and public health workforce in the service area.
Goal 3.2: Promote active involvement of faculty and students in serving the Inland Empire and the community at-large.

The program, mission, goals and values align with those of CSUSB and of the Department of Health Science and Human Ecology:

CSUSB aspires to be a model for transforming lives. Its vision statement is: To ensure student learning and success, conduct research, scholarly and creative activities, and is actively engaged in the vitality of our region. We cultivate the professional, ethical, and intellectual development of our students, faculty and staff so they thrive and contribute to a globally connected society. The university serves the region, state, and nation by preparing leaders for the 21st century with a global outlook and the skills needed for educational, social, economic, political, environmental and cultural advancement. Further, CSUSB is committed to the value of all kinds of differences among students, faculty and staff. Inclusivity that is broad and deep makes us a healthier and more productive organization and builds a culture that fosters engagement and diverse perspectives.

The Health Science Department mission is to prepare highly competent professionals who are well prepared in the disciplines of public health including environmental health science, health care management and administration, nutrition and food sciences, and public health education, and to maintain the department as a public health leader within the University's service area. Graduates will exhibit broad health science knowledge, applied technical and human skills, clear personal and social values, civic commitment to the community, and a desire for lifelong learning and achievement. To this end, we are committed to achieving excellence in undergraduate and graduate education by being at the forefront of scientific advancement and professional practice in the areas of research, teaching, and service consistent with the philosophy and goals of the University. Further, we help students prepare for jobs in local health departments, community organizations, health services, schools, hospitals, industry, tribal health, and many other sites. Our

students may also pursue graduate programs in research, epidemiology, physician assistant, nursing, occupational and respiratory therapies, and other allied health careers.

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

   Not applicable

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

   Not applicable

B2. Evaluation and Quality Improvement
The program defines and consistently implements an evaluation plan that fulfills the following functions:

- **includes all measures listed in Appendix 1 in these Accreditation Criteria provides information that allows the program to determine its effectiveness in advancing its mission and goals (as defined in Criterion B1)**
    - **Measures must capture all aspects of the unit's mission and goals. In most cases, this will require supplementing the measures captured in Appendix 1 with additional measures that address the unit's unique context.**

  If applicable, a school- or program-specific strategic plan or other comparable document. (electronic resource file)

- **defines a process to engage in regular, substantive review of evaluation findings, as well as strategic discussions about their implications**
- **allows the program to make data-driven quality improvements e.g., in curriculum, student services, advising, faculty functions, research and extramural service, and operations, as appropriate**

1) Present an evaluation plan in the format of Template B2-1 that lists the following for each required element in Appendix 1:
    a. the specific data source(s) for each listed element (e.g., alumni survey, student database)

       Surveys of graduating students are the primary source of data used for program evaluation.

    b. a brief summary of the method of compiling or extracting information from the data source

       Surveys are distributed at the end of the spring semester, approximately 4-6 weeks prior to graduation. Data are then compiled over the summer break by program coordinators and then shared to all faculty and support staff during the Fall retreat faculty meeting.

    c. the entity or entities (generally a committee or group) responsible for reviewing and discussing each element and recommending needed improvements, when applicable

       Program coordinators, Assessment coordinator, make recommendations to program faculty, department chair, and support staff. If needed the information goes to the Assistant Dean for review and approval especially if it pertains to edits/changes to class structure.

    d. the timeline for review (e.g., monthly, at each semester's end, annually in September)

       Review of surveys is done at the end of each semester (Fall) or (Spring). Analysis of yearly survey results is completed in the summer. Findings are later on shared with the rest of the department in August during the fall faculty retreat.

Criterion B2 (folder)
B2.1 - Evaluation
a. Evaluation activities

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

Criterion B2 (folder)

B2.2 - Students Satisfaction Survey

b. MPH students survey results

B2.2 - Faculty interaction **(subfolder)**

Documents: copies of meeting minutes and agenda

Adjunct faculty retreat **(subfolder)**

a. HSCI Adjunct Faculty Retreat Fall 2020 Minutes

HSCI department agenda **(subfolder)**

a. HSCI Department meeting Agenda December 14, 2021
b. HSCI Department meeting Agenda March 10, 2021
c. HSCI Department meeting Agenda April 28, 2021

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

The MPH students survey exit conducted May of each year has recommended the following:

A. Restructuring of some courses, for example, many students have asked to have Epidemiology and Biostatistics to be taught in the same semester. This change has been implemented starting Fall 2022.
B. MPH students have recommended there should be a mixture of group members so that students can have an opportunity to work in different teams. Effective immediately, this has been incorporated into the classrooms.
C. Students have asked for an increase in Internship hours from 120. Since the start of the semester system Fall 2020, graduate students' internship hours have increased from 120 to 180. However, upon 1 year review, students' anecdotal feedback suggested we cut them to 150. This change has been made effective immediately January 2022.
D. MPH students have asked for improvement with Information Technology (IT) access to specific campus software such as SPSS. Starting Winter 2020, each student has had full access to a number of campus softwares such as: SPSS; Adobe Creative Suite; Windows 11; SAS; Mathematica; Microsoft Office 365; Portfolium; Windows 10; and Zoom Video conferencing.
E. Shorten the program from 24 months to 18 months.

Graduating PHE students complete a student exit survey during their Capstone course, which may be completed either during Fall or Spring semester. Results are reviewed during the Summer to offer suggestions for improvement during the department faculty retreat schedule at the beginning of every Fall semester. Based on the review of the results, the following is recommended:

A. PHE students desire to have additional opportunities for community service and internships outside of their Capstone course. We had been working on having the Public Health Honor Society, ESG, engage students with more opportunities for service, as well as having professors connect with their network to discover more opportunities for students. These opportunities were advertised using the Public Health Blackboard organization page, email, flyers, and faculty sharing with their students. This was doing well until the recent pandemic.

B. PHE students desire to have a clearer understanding of the advising process and structure because general education advising and core course advising has been confusing for them in terms of who to speak with to arrange their schedules. Public Health faculty had been working on a group advising plan and had offered a few sessions to help assist students with advising and scheduling.
C. PHE students, like the MPH, desire better access to campus software for our courses that involve instruction on software and its uses in public health. Due to the pandemic, the department and institution has implemented various technological upgrades to accommodate virtual learning. This has also presented the opportunity for students to have better access to needed software.

	Template B2-2		
	Measure (copied from column 1 of Template B5-1) that informed the change	**Data that indicated improvement was needed**	**Improvement undertaken***
1	Restructuring of course map	Restructuring of some courses, for example, many students have asked to have Epidemiology and Biostatistics to be taught in the same semester. This change has been implemented starting Fall 2022.	Classes were re-organized . The research methods were provided in year 1, in the spring semester. Epidemiology & Biostatistics are together in the same semester, Fall of year 2.
2	Group collaboration	MPH students have recommended there should be a mixture of group members so that students can have an opportunity to work in different teams. Effective immediately, this has been incorporated into the classrooms.	Further, students could switch groups or remain working with the same group members if needed. This provided them flexibility and opportunities for learning.
3	Internship Hours	Students have asked for an increase in Internship hours from 120. Since the start of the semester system Fall 2020, graduate students' internship hours have increased from 120 to 180. However, upon 1 year review, students' anecdotal feedback suggested we cut them to 150	Since the start of the Fall 2020 semester, internship hours have been increased from 120 to 180 to allow students extra time to capture skills from their internship sites. However, upon 1 year review, students' anecdotal feedback suggested we cut them to 150. This change has been made effective immediately January 2022.

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

Based on Graduate students' feedback, the program has and continues to make several changes while following CEPH guidelines.

Immediately upon receiving feedback from the [2017; 2018; and 2019 cohorts], classes were re-organized to ensure students' learning path is smooth and improve their learning outcomes. The research methods course was not provided at the very last academic quarter, as previously done, instead the content has been added during the 1st academic year, in the spring semester. Epidemiology and Biostatistics courses are now offered together in the same semester, Fall of year 2.

Further, students could switch groups or remain working with the same group members if needed. This provided them flexibility and opportunities for learning.

Since the start of the Fall 2020 semester, internship hours have been increased from 120 to 180 to allow students extra time to capture skills from their internship sites. However, upon 1-year review, students' anecdotal feedback suggested we cut them to 150. This change has been made effective immediately January 2022.

Finally, since the transition to virtual education as a result of COVID-19 pandemic, ITs has done an amazing job in ensuring all required students' software, i.e., SPSS and many others, are easily and fully accessible to the students. This experience is expected to last beyond pandemic time for all students.

It must be noted that the program is working hard to address other provided recommendations, such as adding more subjects regarding training for future employment. However, shortening the program from 24 to 18 months may not be a realistic request at this time as the program is following CEPH guidelines and other successful programs in the nation that have proven to support the provision of a master's program to be done on a two-year time frame.

MPH Evaluation Plan Strengths and Limitations

No.	Strengths	Limitations
1	We received rich qualitative data.	We need a longer study time frame.
2	Evidence based narrative data was provided and transcribed to provide a narrative blurb.	Voluntary response bias, those participants that had strong opinions, both negative or positive, were more likely to respond. But not all participants participated. Some participants did not provide feedback.

PH Strengths and Weaknesses		
Strengths	**Weaknesses**	**Plans for improvement**
Dedicated faculty that connect with the students	Less opportunities for students to engage in the field while completing their degree	Have faculty network with internship sites, employers, program advisory committee members, and colleagues in the

		field to increase opportunities for students.
Good curriculum that engage students and prepares them for entry-level public health professions	No specific career advising or plan to have students connect with career services for better post graduation placement	Have faculty advisors discuss career options with students during advising sessions and arrange a once a semester career advising group meeting. Also have guest speakers come to specific courses to discuss career options.
Curriculum supports students to complete an Honors project or community service project in addition to internship	Need to better advertise honor project or community service opportunity	Have group advising review the curriculum and discuss the opportunity for honors project or community service

B3. Graduation Rates

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

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

1) Graduation rate data for each degree in the unit of accreditation.

Students in PH Degree, by Cohorts Entering Between 2015-16 and 2020-21							
****Maximum Time to Graduate:***							
Cohort of Students		*2015-16*	*2016-17*	*2017-18*	*2018-19*	*2019-20*	*2020-21*
2015-16	*# Students entered*	*77*					
	# Students withdrew, dropped, etc.	*1*					
	# Students graduated	*0*					
	Cumulative graduation rate	*0*					

2016-17	*# Students continuing at beginning of this school year (or # entering for newest cohort)*	*76*	*92*				
	# Students withdrew, dropped, etc.	*0*	*1*				
	# Students graduated	*8*	*0*				
	Cumulative graduation rate	*10%*	*0%*				
2017-18	*# Students continuing at beginning of this school year (or # entering for newest cohort)*	*68*	*91*	*76*			
	# Students withdrew, dropped, etc.	*0*	*0*	*0*			
	# Students graduated	*7*	*6*	*0*			
	Cumulative graduation rate	*19%*	*7%*	*0%*			
2018-19	*# Students continuing at beginning of this school year (or # entering for newest cohort)*	*61*	*85*	*76*	*97*		
	# Students withdrew, dropped, etc.	*2*	*0*	*0*	*0*		
	# Students graduated	*7*	*7*	*8*	*0*		
	Cumulative graduation rate	*29%*	*14%*	*11%*	*0%*		
2019-20	*# Students continuing at beginning of this school year (or # entering for newest cohort)*	*52*	*78*	*68*	*97*	*98*	
	# Students withdrew, dropped, etc.	*0*	*0*	*0*	*2*	*0*	
	# Students graduated	*35*	*20*	*19*	*17*	*0*	

	Cumulative graduation rate	*74%*	*36%*	*36%*	*18%*	*0%*	
2020-21	*# Students continuing at beginning of this school year (or # entering for newest cohort)*	*17*	*58*	*49*	*78*	*98*	
	# Students withdrew, dropped, etc.	*0*	*0*	*0*	*0*	*0*	
	# Students graduated	*15*	*25*	*15*	*3*	*4*	
	Cumulative graduation rate	*94%*	*63%*	*55%*	*21%*	*4%*	

Table B3.1 MPH Graduation Rates: Students, By Cohorts Entering Between Academic year 2014-2015 and 2020-2021

Students in MPH Degree, by Cohorts Entering Between 2014-15 and 2020-21								
***Maximum Time to Graduate:**								
	Cohort of Students	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
2014-2015	# Students entered	5						
	# Students withdrew, dropped, etc.	1						
	# Students graduated	0						
	Cumulative graduation rate	0%						
2015-2016	# Students continuing at beginning of this school year (or # entering for newest cohort)	4	6					
	# Students withdrew, dropped, etc.	0	0					
	# Students graduated	4	0					
	Cumulative graduation rate	100%	0%					

2016-2017	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	6	27				
	# Students withdrew, dropped, etc.	0	0	0				
	# Students graduated	0	6	6				
	Cumulative graduation rate	100%	100%	100%				
2017-2018	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	0	27	18			
	# Students withdrew, dropped, etc.	0	0	0	0			
	# Students graduated	0	0	27	0			
	Cumulative graduation rate	100%	0%	100%	0%			
2018-2019	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	0	0	18	15		
	# Students withdrew, dropped, etc.	0	0	0	0	1		
	# Students graduated	0	0	0	18	14		
	Cumulative graduation rate	0%	0%	0	100%	93%		
2019-2020	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	0	0	0	15	21	
	# Students withdrew, dropped, etc.	0	0	0	0	1	0	

	# Students graduated	0	0	0	0	14	19	
	Cumulative graduation rate	0%	0%	0	0	93.33%	90%	
2020-21	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	0	0	0			
	# Students withdrew, dropped, etc.	0	0	0	0			
	# Students graduated	0	0	0	0			
	Cumulative graduation rate	0%	0%	0	0			

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

   Not applicable

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

   For the PH program, the program is able to achieve a greater than 70% graduation rate within the maximum time to graduation (MTTG). For the 2015-16 cohort, the graduation rate was 94% at the MTTG of 6 years. As for the subsequent years, the cohorts did not meet the graduation rate of 70% yet; however, it is anticipated that the graduation rate will be higher than 70% at year six. To ensure that students are going to graduate on time, the program desires to work on an improved group advising scheme to be sure students are on track to graduate. Additionally, the program is implementing a system where certain required courses will need faculty advisor approval before a student can enroll, encouraging the student to arrange an advising meeting with their faculty advisor to review their schedules and check for progress in the program. For transfer students, we have transfer student orientation where schedules are reviewed as well as faculty advisors for students. Furthermore, the program coordinator is notified of the transfer students who have attended orientation and directly emails the students to inform them of their faculty advisor and advise them to do a quick meet and greet with the coordinator and faculty advisor.

   For the MPH program, the two-year graduation rate is 100% for nearly all cohorts.

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

   Not applicable

B4. Post-Graduation Outcomes

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

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

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

Post-Graduation Outcomes - PHE	2019 Number and percentage	2020 Number and percentage	2021 Number and percentage
Employed	10, 58%	13, 76%	12, 66%
Continuing education/training (not employed)	2, 11%	2, 11%	3, 16%
Not seeking employment or not seeking additional education by choice	1, 5%	1, 5%	0
Actively seeking employment or enrollment in further education	4, 23%	1, 5%	3, 16%
Unknown	41	72	70
Total graduates (known + unknown)	17 + 41 = 58	17+72 = 89	18 + 70 = 88

Post-Graduation Outcomes - MPH	2019 Number and percentage	2020 Number and percentage	2021 Number and percentage
Employed	8, 80%	14, 100%	12, 80%
Continuing education/training (not employed)	0	0	0
Not seeking employment or not seeking additional education by choice	0	0	0
Actively seeking employment or enrollment in further education	2, 20%	0	3, 16%
Unknown	11	0	6
Total graduates (known + unknown)	10+11=21	14	15 + 5 = 21

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

   Email addresses are collected during a senior seminar course. The Alumni survey is sent out one year after graduation. A higher percentage of MPH students tend to complete the Alumni survey than Undergraduate PHE students.

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

In order to increase the number of PHE graduates who take the Alumni survey one year after graduation, faculty teaching the senior seminar course where the senior survey is distributed will remind the students that they will receive an Alumni survey one year after graduation and that the survey aids in our accreditation efforts. This will hopefully incentivize students to complete the Alumni survey in knowing that they can assist in one process in helping the programs to maintain accreditation.

B5. Alumni Perceptions of Curricular Effectiveness

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

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

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

1) Summarize the findings of alumni self-assessment of their preparation for post-graduation destinations.
   For the Public Health undergraduate program, the themes of skills that our former students highlighted after graduating from our program were collaboration, program planning, evaluation, behavior change theories/models, public speaking, working with different cultures and understanding how the social determinants of health impact communities and lead to health disparities. 13 out of 21 students (61%) indicated that they were not provided with adequate opportunities to gather information about careers for health science majors.

   For the MPH program, the themes of skills that our former students highlighted after graduating from our program were seeing health and life differently, being well-rounded, a critical thinker, having a deeper understanding on the topics of structural racism, health policies, health program design, research, leadership skills and management. The overall majority of students highly recommend the program, 1 student mentioned having more hands-on assignments involving strategic planning and budget planning.

2) Provide full documentation of the methodology and findings from quantitative and/or qualitative data collection.

   Criterion B5 **(folder)**
   - B5.2 Data collection methodology **(subfolder)**
     - Documents: documentation demonstrating methodology and findings from quantitative and/or qualitative data collection
     - *Alumni survey PHE*
     - *Alumni survey MPH*

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.
   Since the majority of PH undergraduate students who completed the survey noted that they were not provided with adequate opportunities to gather information about careers for health science majors, this issue will be discussed with other PH faculty to generate ideas on how to meet this need. Current Public health guest speakers who work in the field are invited to speak to HSCI 3200 - Foundation to Public health education students every term. Reminding faculty who teach this course that that is a requirement of the course will be done to ensure consistency.

C1. Fiscal Resources

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

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

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

      For the MPH and PH programs, faculty salaries are paid for by the State and by student tuition. Because full-time faculty positions are considered permanent positions, there is permanent funding for our full-time faculty. In addition, the Department of Health Science and Human Ecology is allocated annual funding for part-time lecturers from the College of Natural Sciences, based on a model that takes into account student enrollments in the program and the number of tenure-line faculty and full-time lecturers.

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

      It is the responsibility of the program coordinator and/or director to review student admission rates, course enrollment, and graduation data to determine how many students are active within the program during academic semester and years. With the knowledge of the student enrollment data, if it is determined there is a need for additional faculty to instruct in the program, during our annual department retreat, program coordinators or directors present this information. Then among all the programs within the department there is a vote for which program has the most need for additional faculty. Once the program that needs additional faculty is identified, the Chair of the department submits a request to the college Dean and the Dean makes a request to Provost and the Provost determines if it is appropriate to move forward with the request to bring an additional faculty onboard.

      As for staff, requests have not been made to obtain additional staff. The department has only replaced staff who had left.

      The faculty recruitment process for the program, is consistent with all programs at CSUSB, and is described in sections 642.4 of the Faculty Administrative Manual (FAM) found at http://senate.csusb.edu/FAM/Policy/(Admin)Recruit_Faculty.pdf .

      Our goal is to ensure that a successful recruitment process promotes equity and inclusion and will result in a broad and diverse pool of highly qualified applicants. We advertise as broadly as possible, including in disciplinary publications and web sites to reach as broad an audience as possible.

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

         The college creates a specific budget for each department for operations and expenditures, using a formula based on the full-time equivalent students (FTES) registered from all courses in the program, including general education (GE) classes, and the number of students majoring in the programs in the department .

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

   All student related support and student activities are funded by the department budget, which is the budget created by the college for operations and expenditures. If there is an additional need, the faculty can make a request to the Chair of the department, and the Chair can place a funding request to the Dean. Support for student research and conference travel is available by application to CSUSB's Office of Student Research.

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

   Full-time tenure track faculty have recently been provided $1000 annually by either the Dean or Provost or Department, or any combination of the three, to support faculty professional development. Faculty also have the opportunity to receive awards from the Teaching Resource Center, the Academic Research Center, and the Office of Research and Sponsored Programs.

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

   Similarly, to requesting additional funding for student support and/or activities, the faculty can make a request to the Chair of the department, and the Chair can place a funding request to the Dean if there are insufficient funds in the department budget to covet the request.

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

   The university is allocated a certain percentage of state appropriation. This percentage is set by the Governor and the remaining amount that is needed to run departments and programs within the university are paid for by student tuition. The Academic Affairs Office uses data regarding college FTES and number of students in each program to determine the budget and what amount will be allocated to the specific college. As mentioned, the college subsequently uses FTES and student major data to determine the appropriate amount of funding will go to each department.

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

   Currently, the department and the program do not have any grants. However, the Office of Academic Research has a complex formula that is used to return a small percentage of indirect costs associated with grants and contracts to the college and department.

If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the responses must make clear the financial contributions of each sponsoring university to the overall program budget. The description must explain how tuition and other income is shared, including indirect cost returns for research generated by the public health program faculty appointed at any institution.

Not applicable

2) A clearly formulated program budget statement in the format of Template C1-1, showing sources of all available funds and expenditures by major categories, for the last five years.

Template C1-1					
Sources of Funds and Expenditures by Major Category, 2017 to 2021					
	Year1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)
Source of Funds					
Tuition & Fees	280,579	230,641	195,502	204,791	302,031
State Appropriation	357,101	293,542	248,821	260,643	384,402
University Funds		-	-		-
Grants/Contracts	-	-	-	-	-
Indirect Cost Recovery	-	-	-	-	-
Endowment	-	-	-	-	-
Gifts	-	-	-	-	-
Benefits	204,791	245,364	164,196	229,056	330,146
CERF Revenue	9,210	8,109	40,074	5,899	43,340
Augmentation		17,981	19,494	18,812	23,520
Total	851,681	795,637	668,087	719,201	1,083,439
Expenditures					
Faculty Salaries	$568,537	$464,894	$342,075	$367,522	$600,712
Staff Salaries	$51,306	$31,289	$55,436	$75,208	$59,720
Benefits	$204,791	$245,364	$164,196	$229,056	$330,146
Operations	$17,837	$28,000	$46,812	$22,704	$36,782
Travel	$19,052	$8,507	$18,268	$0	$3,201
Student Support	$9,016	$5,943	$8,260	$2,756	$0
University Tax					
Other (explain)					
Other (explain)					
Other (explain)					
Total	$870,538	$783,997	$635,047	$697,246	$1,030,561

If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the budget statement must make clear the financial contributions of each sponsoring university to the overall program budget.

Not applicable

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

Not applicable

C2. Faculty Resources

The program has adequate faculty, including primary instructional faculty and non-primary instructional faculty, to fulfill its stated mission and goals. This support is adequate to sustain all

core functions, including offering coursework and advising students. The stability of resources is a factor in evaluating resource adequacy.

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

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

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

	FIRST DEGREE LEVEL			SECOND DEGREE LEVEL	THIRD DEGREE LEVEL	ADDITIONAL FACULTY +
CONCENTRATION	**PIF 1***	**PIF 2***	**FACULTY 3^**	**PIF 4***	**PIF 5***	
Community Health Education MPH	Salome Mshigeni 1.0	Sen Padilla 1.0	Thomas Hernandez 1.0			PIF: 0 , Non-PIF: 2
Public Health Education BS	Salome Mshigeni 1.0	Monideepa Becerra 1.0	Sen Padilla 1.0			PIF: 1, Non-PIF: 12
Concentration name Degree offered						PIF: , Non-PIF:

TOTALS:	Named PIF	6
	Total PIF	7
	Non-PIF	14

*__Primary Instructional Faculty (PIF)__ may be counted as a PIF a maximum of two times if the FTE contribution is 1.0.

^Faculty 3 can be either primary instructional faculty or non-primary instructional faculty. These individuals may appear multiple times if their responsibilities and training/experience are appropriate to count in multiple concentrations.
+**Additional Faculty** must be individually identified in Templates E1-1 and E1-2, as applicable. PIF and non-PIF faculty identifed in other concentrations in the table may be included in this headcount if their responsibilities and training/experience are appropriate to count in multiple concentrations.
The FTE indicated below each faculty name should denote the contribution to the program as a whole rather than to individual concentrations.

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

   The calculation of the Full Time Equivalent (FTE) for the PH and MPH programs are aligned with the University's FTE calculation and with our CSU Collective Bargaining Agreement. Full-time faculty have a workload of 15 weighted teaching units (WTU) per semester. For tenure-line faculty this includes 12 WTU of teaching and 3 WTU of research and service. For lecturers a full-time load would involve 15 WTU of teaching.

   FTE = [Teaching WTUs for faculty + research and/or service WTU] / 15 units per semester.

   In the table below, Fall 2021 FTE calculations are based only on one semester and include both the teaching component and the non-teaching component (for tenure-line faculty).

Public Health Faculty that taught Fall 2021	*WTU By Instructor*	*Fall 2021 FTE*
Angie D.Otiniano Verissimo	*12 teaching + 3 research & service*	*1.*
Monideepa B. Becerra	*13 teaching plus 3 research and service*	*1.08*
Salome Mshigeni	*13 teaching plus 3 research and service*	*1.08*
Sen L. Padilla	*13 teaching plus 3 research and service*	*1.08*

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

   Not applicable

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

The table below shows the average number of students faculty advise, as well as the minimum number of students and the maximum number that a faculty meets with per semester.

General advising & career counseling			
Degree level	**Average**	**Min**	**Max**
Bachelor's	10	5	20
Master's	20	10	20
Doctoral	NA	NA	NA

5) Quantitative data on student perceptions of the following for the most recent year:

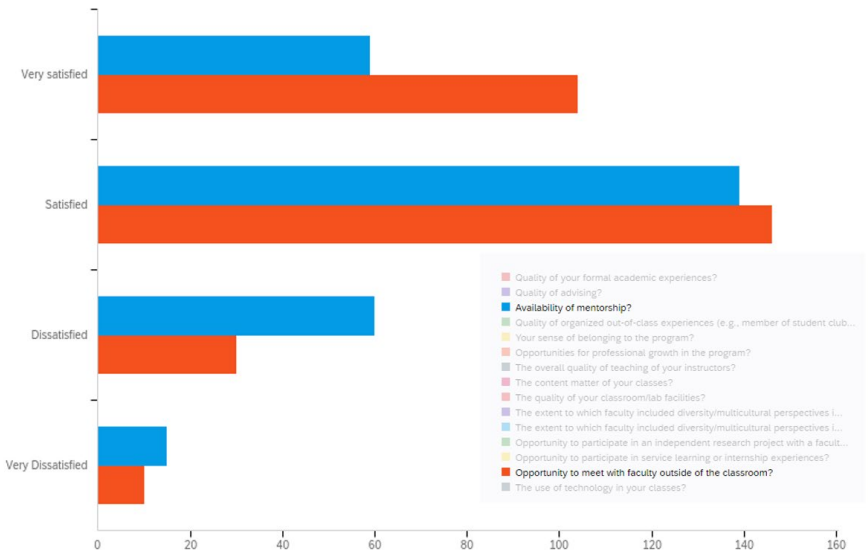
a. Class size and its relation to quality of learning (e.g., The class size was conducive to my learning)

In the survey, the question regarding class size and its connection to quality of learning was created as a fill in the blank question. After reviewing the data, common themes were:

- Smaller class sizes are supportive of learning (20% reported)
- The current class sizes are appropriate (62% reported)
- Class size does not affect my learning (18% reported)

b. Availability of faculty (i.e., Likert scale of 1-5, with 5 as very satisfied)

Q1 - How satisfied are you with the:



While the direct question regarding satisfaction of availability of faculty was not assessed, similar questions were posed to the students. In relation to availability for mentorship, 21.6% of students were very satisfied, 50.9% were satisfied, 22% were dissatisfied, and 5.5% were very dissatisfied. In relation to the question about the opportunity to meet with faculty outside the classroom, 36% were very satisfied, 50% were satisfied, 10% were dissatisfied, and 3.5% were very dissatisfied.

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

Overall, students were satisfied with the availability of faculty for meeting and opportunities for mentorship. Very few students were very dissatisfied indicating that our faculty is doing well with being available to support students. In regards to class size, the common theme was that current class sizes were appropriate and some students (20%) did prefer small class sizes for better engagement with their peers and faculty.

Criterion C (Folder)
- C6 (Subfolder)

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

Strengths: The current student survey is provided to students for credit in their HSCI 4202 class. Students are required to take the survey so we are able to capture the information when students are approximately midway through the program. With the knowledge provided by the survey we can implement changes before the next semester, if appropriate.

Weaknesses: The survey does not accurately reflect student perceptions of availability of faculty because the questionnaire does not directly ask that specific question. Additionally, to gauge student satisfaction with class size and quality of learning, the question was asked as a “fill in the blank;” therefore, only themes about student perceptions of quality can be gauged versus having a clearer understanding of student satisfaction that would have been captured with a Likert scale.

Plans for improvement: In order to better understand student perceptions regarding course size and faculty availability, both questions will be asked directly in the survey and in the format of a Likert scale.

C3. Staff and Other Personnel Resources

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

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

Role/function	FTE
Administrative Support Coordinator	1
Administrative Support Assistant II	0.75

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

   Administrative Support Coordinator (ASC)

   - Monitor and reconcile all budgets regarding state, foundation, faculty grants, trust funds, class accounts, and CERF accounts.
   - Forecast department needs on an annual basis, allocating resources to specific programmatic areas, and preparing budgets and reports providing recommendation to the department chair.
   - Quarterly schedule building in PeopleSoft.
   - Process requisitions.
   - Prepare faculty appointment forms and hire people in PeopleSoft.
   - Process work orders and key requests.
   - Handle sensitive interactions/situations and confidential information as required.
   - Supervise and coordinate Administrative Support Assistant (ASA) and student assistants.

   Administrative Support Assistant II (ASA)

   - Reception duties include: answering the phones; typing department/college/university forms; letters and memos; removing student advisement holds; creating and distributing faculty office hours and teaching schedule lists; and other clerical duties as assigned.
   - Assist faculty with duplicating requests, advising forms, student files, change of grade forms, ordering textbooks, and other duties as assigned.
   - Coordinate with the Administrative Support Coordinator (ASC) for inventory and ordering of supplies, monitoring of waitlists, and adding students to classes.
   - Schedule the usage of the conference room.
   - Processing petty cash forms and requesting guest parking passes.
   - Updating the department bulletin boards and display cases.

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

If there is a vacancy for a staff member, the department chair makes a request to the Dean; and when the search is approved, a department committee of faculty, including program faculty, is formed with a representative from the Dean's office for the hiring and selection process of program staff. Training and support is provided to individuals who will be involved in the faculty recruitment process. The recruiting committee also uses a staff recruitment guideline and checklist.

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

This criterion is met with commentary. For each of the academic years measured, there has been at least four full primary faculty (Becerra; Mshigeni; Padilla; and Verissimo) with 100% FTE for the program (PHE and MPH) and 1 faculty (Coleman) with 50% FTE. The program also has several part-time faculty who serve as a faculty resource for the program and the students. The practical experiences of the part-time faculty provide an enriching educational experience for the students, and this serves as a major strength of the program. The MPH coordinator received 1 course reassigned time (3 quarter units) in the Quarter system and 2 course reassigned time (6 semester units) in the Semester system from the Office of Graduate Studies and College of Natural Science, and thus can provide dedicated time for the program.

A limitation is the amount of administrative support dedicated to the program. Until Fall 2021, there was only 1 full time administrative support staff, however, since Fall 2021, an additional administrative staff has been hired to support all 6 programs (2 masters and 4 bachelors degrees).

C4. Physical Resources

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

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

      The department office suite is located on the second floor of the Physical Sciences Building. The department chair and the staff members are housed in the department office suite. Each tenure track faculty and full-time lecturer has an office, while some of the adjunct faculty share office space.

    - Staff office space

      Two staff have space in the department office suite. One has a desk by the front entry door to the department office suite to greet students. The other staff has an actual office located in the department office suite.

    - Classrooms

      There is a computer lab with 30 computers used by several courses offered by the department. There is a lab for HSCI 1200 operated by the department. There are 3 classrooms allocated to the department. Also, there are 2 large lecture rooms shared with other departments on the second floor, and additional university classroom space is available to the program for use.

    - Shared student space

      There are two study rooms for graduate students. There is an undergraduate study room that is open to all department students.

    - Laboratories, if applicable to public health degree program offerings

      The computer lab has 30 computers, and the lab is used for HSCI 2202 273 (computer software for the HSCI), HSCI 3205 (statistics for HSCI), and occasionally, epidemiology courses also use the lab.

      The HSCI 1200 lab is set for 24 students, and this is a part of the general education program. The students in the lab work on activities related to epidemiology, nutrition, anthropometric assessment, environmental health, drugs/alcohol/tobacco, stress, personal assessment, behavior change, and safe sex.

      There are 3 faculty research labs with specialized equipment for Environmental Health Science, and Nutritional Science, on the third floor of the building, these are open to program faculty for collaborative use.

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

A study room is available for undergraduate students. Two research rooms with both Macs and PCs are available for graduate students. In addition, the department has 3-4 laptops available for graduate students to check out for research and study purposes. Every faculty and staff have a desktop computer and printer access, there is a station in the department office for faculty use with a scanner, test grader, and printer. All students at CSUSB also have the option of checking out laptops from the library that comes equipped with Microsoft Office and SPSS.

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

Strengths: The program, housed in the HSCI department, has access to all departmental resources, including desktop computers for students in the program, study rooms, as well as laboratory spaces. The program draws upon the resources provided to the HSCI department by the library, and regular communication between MPH coordinator and library support has enabled student access to the vast amount of resources. Both groups: undergraduate and graduate students have their own study rooms, furnished with desks, chairs, computers, and microwaves to warm up their food while studying on campus.

Limitations: None at this time

C5. Information and Technology Resources

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

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

   CSUSB has one central library, the John M. Pfau Library. The Pfau Library is open 78 hours per week during the academic year, and 64 hours per week during summer sessions. Under the guidance of a CSU system-wide library strategic plan, the Pfau Library has successfully transitioned from the traditional print environment to one that embraces and integrates current technology and electronic resources.

   Electronic Resources
   The library currently has access to more than 150 subscribed databases, several of which cover areas relevant to Health Science. In addition, the Pfau Library was designated as a partial Federal Document Depository in 1999, which has increased online and print access to government documents, another important resource for Health Science.

   1. Electronic Periodicals
   In order to meet its mission of supporting the teaching and research information needs of faculty and students, the library migrated from print to electronic journal collection as quickly as possible. The library has more than 23,000 full text electronic journals, magazines, and newspapers. Online periodicals can be located through the Pfau Library's "Books & Media" search as well as through the "Online Journals List," available on the library's website.

   2. Online Databases
   The library subscribes to several research indexes and other relevant online databases in Health Science. Significant databases include but are not limited to:
   PubMed
   CINAHL
   Biological Abstracts
   ScienceDirect
   Wiley Online Library
   SpringerLink

   3. SFX:
   In an effort to provide students with an easy way to retrieve full text articles, the library implemented the "Search for Full Text" service, that links most of the abstract and index databases with the library's electronic journals, making it easy for students to find full text articles online, to locate print materials in the library, and to place Interlibrary Loan requests for all other items.

   Services

   1. Web Site

The library's website (http://library.csusb.edu) has become increasingly useful to our students. Not only does it allow access to electronic databases, but it also contains a wide variety of information and tools to assist students and faculty.

2. Resource Sharing Efforts
Information on the local library consortium of which we are a member, is readily available both within the library and online. Students can easily obtain a card allowing them to use 20 different libraries that are members of the Inland Empire Academic Libraries Cooperative. Geographically, these are spread throughout San Bernardino, Riverside, and Eastern Los Angeles Counties, increasing our students' access to libraries close to their homes. Access information for those libraries, such as location and hours of operation, is also easily available online.

3. Interlibrary Loan Services (ILL)
ILL services have also become easier to access and achieve results much more quickly than in the past. Faculty and students can now enter ILL requests online. This is an important asset for our students who do much of their library research from home or work. Students now make much greater use of interlibrary loan throughout the development of their projects. Requested articles are delivered electronically. The Interlibrary Loan office sends an email notification to requesters to alert them when their articles or books have arrived. Articles may be downloaded from the ILiad system; books are picked up at the library. In summer 2010, the Pfau Library joined a newly formed "Rapid ILL Pod," which has significantly increased both our access to articles, and the speed with which they are delivered (generally across the pod, 95% of article requests are filled within 24 hours).

4. Electronic Reserves
In addition to the standard Course Reserves desk for course-related materials, the Electronic Reserves system allows students to view or print selected full text material chosen by faculty for their use.

5. Library Instruction and Reference Services
Library Instruction: With an emphasis on critical information literacy as an essential component of lifelong learning, the library provides advanced research instruction programs each quarter. Any faculty may request an instructional session tailored to the needs of their course.

Reference Services: The Research Assistance Desk is open 54 hours per week during the academic year for students and faculty seeking help for their research. Assistance is available in person or by phone. Guides and handouts produced by the librarians are readily available in the library on the library's website. The library offers an email reference service, which allows students to send reference questions by email at any time. Texting and live chat with CSUSB librarians also are available.

The Pfau Library, along with other CSU libraries, participates in a real-time online reference service available through the National Academic QuestionPoint 24/7 Reference Cooperative. Students may chat with a reference librarian in the cooperative to solve their information needs any time.

6. Online Tutorials
The Pfau Library offers the Library Tutorials, a series of online lessons that teach students critical information literacy theory as well as skills required for doing basic research online or in the library. Students can work through all of the lessons or pick those that fit their needs. The library began producing specialized "LibGuides" at faculty request to address course-specific research assignments. Please see http://libguides.csusb.edu/.

7. Collection Development Liaisons

Every department at CSUSB has an assigned liaison librarian who functions as that department's primary contact and oversees orders for materials relevant to its programs. The liaison for Health Science and Human Ecology is Bonnie Petry.

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

Students can visit this website Student Software | Information Technology Services | CSUSB and have access to the following hardware and software:
Adobe Creative Cloud - All apps - Pro edition
Windows 10 & 11
Laptop Lending program
ESET AntiVirus Software
Asure - Comprehensive set of Cloud services
HETS Virtual Plaza - access to over 300 online practice exams
JMP SAS
Mathematica
Microsoft Office 365
Portfolium
Respondus LockDown Browser
IBM SPSS
Zoom
Google Drive and docs

Coyote Labs - Virtual Computer Labs
Information technology services (ITS) has prepared resources for students to access computer lab resources remotely. A number of campus computer labs are accessible from a web browser at https://csusb.edu/coyote-labs. After students log in, they can access all the software in these labs as if you are physically there.

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

Faculty and staff can visit this website Faculty & Staff Software | Information Technology Services | CSUSB and have access to the following hardware and software:
Adobe Creative Cloud - All apps - Pro edition
Camtasia
ESET Antivirus Software
Asure - Comprehensive set of Cloud services
Google Drive and docs
JMP SAS
LinkedIn Learning
Mathematica
MIcrosoft Office 365
Snagit
IBM SPSS
Zoom

Technical assistance available for students and faculty
Student Technology and Resources (STAR) Team
This team of ITS student assistants are standing by to answer your technology questions or to direct them to the appropriate response team and resources. The STAR team is available Monday – Saturday, 8am – 5pm to assist you. You can reach them live during this time through the TSC bot on the Technology Support Center website: https://support.csusb.edu, via e-mail: starteam@csusb.edu or by calling 909-537-STAR(7827).

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

   Since Spring 2022, these IT resources are automatically included in the new LMS Canvas so all students are aware of these resources that are available.

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

   None

D1. MPH & DrPH Foundational Public Health Knowledge

The program ensures that all MPH and DrPH graduates are grounded in foundational public health knowledge.
The program validates MPH and DrPH students' foundational public health knowledge through appropriate methods.

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

Content Coverage for MPH (SPH and PHP)	
Content	**Course number(s) & name(s) or other educational requirements**
1. Explain public health history, philosophy, and values	HSCI 6220: Epidemiology; HSCI 6240 Health Promotion
2. Identify the core functions of public health and the 10 Essential Services*	HSCI 6220: Epidemiology and HSCI 6250: Health Policy
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	HSCI 6220: Epidemiology and HSCI 6210: Biostatistics
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	HSCI 6220: Epidemiology and HSCI 6240 Health Promotion
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	HSCI 6220: Epidemiology and HSCI 6240 Health Promotion
6. Explain the critical importance of evidence in advancing public health knowledge	HSCI 6220: Epidemiology and HSCI 6260 Program Evaluation
7. Explain effects of environmental factors on a population's health	HSCI 6230: Environmental Health and HSCI 6240: Health Promotion and HSCI 6220: Epidemiology
8. Explain biological and genetic factors that affect a population's health	HSCI 6220: Epidemiology and HSCI 6240 Health Promotion
9. Explain behavioral and psychological factors that affect a population's health	HSCI 6220: Epidemiology; HSCI 6240: Health Promotion; HSCI 6230: Environmental Health
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	HSCI 6240: Health Promotion; HSCI 6250: Health Policy; HSCI 6330 Advanced Topics
11. Explain how globalization affects global burdens of disease	HSCI 6220: Epidemiology; HSCI 6330 Advanced Topics; HSCI 6300 Global Health
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	HSCI 6220 Epidemiology; HSCI 6240 Health Promotion; HSCI 6300 Global Health

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

These courses provide students with rich educational experience of the foundational knowledge of public health. Although some courses may be repetitive, the program ensures that students are receiving content in multiple classes to avoid any missed opportunities. For example, in Epidemiology, instructors must ensure that the history of disease distribution is well covered from historical times to the current, and this information is also repeated when Health promotion or Advanced Topics in Public health is taught with a special emphasis on Social Determinants of Health. Below is a list of course syllabi to demonstrate how the content is delivered.

Criterion D1 (folder)

D1.2: Course Syllabi (MPH) (sub folder)

- HSCI 6210: Advanced Biostatistics
- HSCI 6220: Advanced Epidemiology
- HSCI 6230: Advanced Environmental Health
- HSCI 6240: Advanced Health Promotion
- HSCI 6250: Advanced Health Policy
- HSCI 6260: Advanced Program Evaluation
- HSCI 6300: Global Health
- HSCI 6330: Advanced Topics (Social Determinants of Health)

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

This criterion is met.

A major strength of the program has been the transition from Quarter to Semester where 15 weeks provides instructors with ample time to cover all required content in our graduate content, and provide an in-depth analysis of the material.

Weakness: None. Several courses were updated to include such domains.

D2. MPH Foundational Competencies

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

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

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

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

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

Criterion D2 (folder)

D2.1: Course Syllabi (MPH) (sub folder)

- HSCI 6210: Advanced Biostatistics
- HSCI 6220: Advanced Epidemiology
- HSCI 6200: Advanced Leadership I
- HSCI 6390: Advanced Leadership II
- HSCI 6230: Advanced Environmental Health
- HSCI 6240: Advanced Health Promotion
- HSCI 6250: Advanced Health Policy
- HSCI 6260: Advanced Program Evaluation
- HSCI 6300: Global Health
- HSCI 6330: Advanced Topics (Social Determinants of Health)

D2.1: Course Catalog descriptions provided as attachment

- MPH Course Catalog descriptions

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

Not Applicable, there is no combined degree.

3) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of the foundational competencies. If the program addresses all of the listed foundational competencies in a

single, common core curriculum, the program need only present a single matrix. If combined degree students do not complete the same core curriculum as students in the standalone MPH program, the program must present a separate matrix for each combined degree. If the program relies on concentration-specific courses to assess some of the foundational competencies listed above, the program must present a separate matrix for each concentration.

Assessment of Competencies for MPH (all concentrations)		
Competency	**Course number(s) and name(s)***	**Describe specific assessment opportunity[n]**
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to settings and situations in public health practice	HSCI 6220: Epidemiology	**Week 11:** Disease powerpoint presentation, an intervention on people, place, and time
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	HSCI 6210: Biostatistics	**Week 3:** Quiz 1 & **Week 15:** Complete a Data Brief class presentation in groups based on your topics
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	HSCI 6210: Biostatistics	Week 8: Quiz 4 - descriptive statistics, results tables/graphs, interpretation statements & Week 13: Quiz 5 - research question, results tables/graphs, interpretation statements. SPSS raw output
4. Interpret results of data analysis for public health research, policy or practice	HSCI 6210: Biostatistics	Week 13: Quiz 5 - Research questions, results tables/graphs, interpretation statement, SPSS raw output data
Public Health & Health Care Systems		
5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings	HSCI 611: Public Health System Organization and Delivery	Week 9: Read Shi & Singh Chapter 10: Long Term Care Documentary: Why Does U.S. Health Care Cost So Much? and complete Discussion Forum #4
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels	HSCI 6330: Advanced Topics - Social Determinants of Health	Week 11: Journal Club: Discussion on Social & Community Context
Planning & Management to Promote Health		
7. Assess population needs, assets, and capacities that affect communities' health	HSCI 6260: Program Evaluation	Week 2: Needs Assessment and SMART Goals lecture followed by Quiz #1

8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	HSCI 6260: Program Evaluation	Week 3: Implementation strategies followed by Quiz #1
9. Design a population-based policy, program, project, or intervention	HSCI 6260: Program Evaluation	Week 2: Intervention Lecture followed by Quiz #1
10. Explain basic principles and tools of budget and resource management1	HSCI 6280: Grant Writing	Week 15: Final Proposal, Budgeting and Budget justification section
11. Select methods to evaluate public health programs	HSCI 6260: Program Evaluation	Week 6: Process Evaluation Lecture and Quiz #2
Policy in Public Health		
12. Discuss the policy-making process,2 including the roles of ethics and evidence	HSCI 611: (Now HSCI 6250): Health Policy	Week 4: 10/10/19 Read Turnock Chapter 4: Law, Government and Public Health
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	HSCI 6260: Program Evaluation	Week 4: Implementation: Strategies, Concerns, Identification of Resources Quiz 1 during week 6
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations s3	HSCI 6330: Advanced Topics - Social Determinants of Health	Week 13: Online DiscussionJournal Club: Discussion on Neighborhood & the Built Environment
15. Evaluate policies for their impact on public health and health equity	HSCI 611: (Now HSCI 6250): Health Policy	Week 3: Paper 1 Completion after reading Turnock Chapter 3: Public Health and the Health System
Leadership		
16. Apply leadership and/or management principles to address a relevant issue4	HSCI 6200: Leadership	Week 4: Discussion #1 (Transformational Leadership) and Week 8 Discussion #2 (Leadership skills in Pandemic preparation)
17. Apply negotiation and mediation skills to address organizational or community challenges5	HSCI 6200: Leadership	Week 8 Discussion #2 (Leadership skills in Pandemic preparation)
Communication		
18. Select communication strategies for different audiences and sectors	HSCI 6240: Health Promotion and HSCI 6260: Program Evaluation	Mission Statements, Goals, Objectives, SMART Goals, Needs Assessment, Health Behavior Theories
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	HSCI 6280: Grant Writing	Week 10: Attend the Interagency Council on Homelessness (ICH) Meeting on 3/24/2021
20. Describe the importance of cultural competence in communicating public	HSCI 6200: Leadership	Quiz #2: Ethical Basis of Public Health and the role of Culture

health content		
Interprofessional Practice		
21. Integrate perspectives from other sectors and/or professions to promote and advance population health6	HSCI 6280: Grant Writing	Week 13: Grant Reviews panels
Systems Thinking		
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative7	HSCI 6280: Grant Writing	Week 15: Final Proposal, Approaches and Methods (Project Goals and Objectives, Activities and Time Line

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

Criterion D2 (folder)
D2.4: Course Syllabi (MPH) (sub folder)

- HSCI 6200: Advanced Leadership I
- HSCI 6210: Advanced Biostatistics
- HSCI 6220: Advanced Epidemiology
- HSCI 6230: Advanced Environmental Health
- HSCI 6240: Advanced Health Promotion
- HSCI 6250: Advanced Health Policy
- HSCI 6260: Advanced Program Evaluation
- HSCI 6300: Global Health
- HSCI 6330: Advanced Topics (Social Determinants of Health)

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

Strengths: This criterion has been met. The transition from Quarter to Semester has helped faculty members teaching these courses cover all content in length. Further, additional time has afforded our graduate students to digest and apply the content without feeling rushed in a short period of time.

Secondly, through Q2S, syllabi were modified and updated content based on the needs of the faculty as well as the university to to fit the longer 15 week vs 10 weeks duration. Further, several courses have been added to fulfill the needs of foundational competencies (HSCI 6200 - Professional Development and Leadership in Public Health; HSCI Advanced Professional Development and Leadership in Public Health 6390 - service area and the population. As such, for the MPH program; and HSCI 6410 - Project Preparation).

Weaknesses: None.

D3. DrPH Foundational Competencies

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

Not applicable

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

Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the program must assess *all* DrPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc.

1) List the coursework and other learning experiences required for the program's DrPH degrees. Information may be provided in the format of Template D3-1 or in hyperlinks to student handbooks or webpages, but the documentation must present a clear depiction of the requirements for each DrPH degree.

   Not applicable

2) Provide a matrix, in the format of Template D3-2, that indicates the assessment activity for each of the foundational competencies. If the program addresses all of the listed foundational competencies in a single, common core curriculum, the program need only present a single matrix. If the program relies on concentration-specific courses to assess some of the foundational competencies listed above, the program must present a separate matrix for each concentration.

   Not applicable

3) Include the most recent syllabus from each course listed in Template D3-1, or written guidelines for any required elements listed in Template D3-1 that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D3-2, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for the project, prompt for written discussion post, etc.

   Not applicable

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

   Not applicable

D4. MPH & DrPH Concentration Competencies

The program defines at least five distinct competencies for each concentration or generalist degree at each degree level. These competencies articulate the unique set of knowledge and skills that justifies awarding a degree in the designated concentration (or generalist degree) and differentiates the degree offering from other concentrations offered by the unit, if applicable. The list of competencies may expand on or enhance foundational competencies, but, in all cases, including generalist degrees, the competency statements must clearly articulate the additional depth provided beyond the foundational competencies listed in Criteria D2 and D3.

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

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

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

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

Assessment of Competencies for MPH/DrPH in X Concentration		
Competency	**Course number(s) and name(s)**	**Describe specific assessment opportunity[n]**
1. Demonstrate an understanding of history, power, privilege, and structural inequity in health education.	HSCI 6330 and HSCI 6220	HSCI 6330: Week 2 Readings & Online Discussion HSCI 6220: Week 8 Lecture and Video Analysis Assignment #2 (Syllabi enclosed)
2. Demonstrate an understanding of the principles of management, budgeting, and leadership.	HSCI 6200 and HSCI 6280	HSCI 6200 Week 1, 3, 9 readings/lecture and Quiz 1, Discussion Thread 1&2; HSCI 6280 Week 2 readings & completing Module 1 (Syllabi enclosed)
3. Develop health program plans and evaluation based on the diverse cultural values and traditions of the community at large.	HSCI 6240 and HSCI 6260	HSCI 6260 Week 2 & 3 Lectures and Quiz 1 and HSCI 6240 Week 10 & 12 Lectures and Final Student presentations (Syllabi enclosed)

4. Critically analyze health behavior theories for evidence-based recommendations.	HSCI 6240 and HSCI 6260	HSCI 6260 Week 8 lecture and Quiz 2 on week 11 and HSCI 6240 Week 2 & 5 & 7 Lectures and Mid term (Syllabi enclosed)
5. Integrate analytic reasoning (quantitative and qualitative) and principles of organizational behavior and health equity to address questions in community health education.	HSCI 6260; HSCI 6210; HSCI 6330	HSCI 6210 Quiz 5 & Data brief; HSCI 6330 Week 16 & Online Discussion; HSCI 6260 Week 4 lecture and Quiz 1 (Syllabi enclosed)

2) For degrees that allow students to tailor competencies at an individual level in consultation with an advisor, the program must present evidence, including policies and sample documents, that demonstrate that each student and advisor create a matrix in the format of Template D4-1 for the plan of study. Include a description of policies in the self-study document and at least five sample matrices in the electronic resource file.

Not Applicable

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

Program faculty developed the goals, objectives, competencies, and associated student learning outcomes; all of which are reviewed periodically (every three years), or annually if issues arise (for example, from student feedback).

Following a comprehensive re-evaluation of all MPH competencies prior to Q2S transition in the Fall of 2020, public health coordinators collaborated with the assessment coordinator to update content that will meet the needs of a semester system. The list of competencies is made available on the department's website and program Blackboard pages. Further, the program changes in response to public health practice and workforce changes as an ongoing process. Qualitative and quantitative data are obtained, through such things as: Preceptor evaluation and Student feedback, to update the course and program content.

Syllabus attached in ERF
Criterion D2 (folder)
D2.4: Course Syllabi (MPH) (sub folder)

- HSCI 6200: Advanced Leadership I
- HSCI 6210: Advanced Biostatistics
- HSCI 6220: Advanced Epidemiology
- HSCI 6230: Advanced Environmental Health
- HSCI 6240: Advanced Health Promotion
- HSCI 6250: Advanced Health Policy
- HSCI 6260: Advanced Program Evaluation
- HSCI 6300: Global Health
- HSCI 6330: Advanced Topics (Social Determinants of Health)

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

Strengths: The MPH core competency classes have benefited from the Q2S transition where previous courses such as: HSCI 6210 (Advanced Biostatistics for Public Health); HSCI 6220: (Advanced Topics in Epidemiology); HSCI 6240 (Advanced Study in Health Promotion); HSCI 6260 (Health Education Program Planning and Evaluation); and HSCI 6330 (Advanced Topics in Health Science and Human Ecology) have been transformed from regular courses to Advanced courses that satisfy the standards of Graduate classes in a semester system that lasts for 15 weeks of instruction versus a Quarter system that lasted 10 weeks of instruction.

Secondly, new classes have been added here that provide additional content to the concentration competencies to meet this criteria. Those courses were added after consultation with CEPH and additional research that was done by the previous program director to ensure compliance is met and those include: HSCI 6200 Professional Development and Leadership in Public Health; HSCI 6390 Advanced Professional Development and Leadership in Public Health; and HSCI 6410 Project Preparation.

Weakness: A Graduate External Advisory Board is lacking, the previous one became inactive, currently feedback is received informally to the MPH program coordinator or faculty teaching the courses. Based on feedback, a formal board meeting will be scheduled in Fall 2022 to resume active engagement and participation in the program.

D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

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

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

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

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

A. Practice experience: Completion of the professional field experience of 120 hours during quarter system that ended in the Spring of 2020; 180 hours that took place from Fall 2020 through January 2022; and 150 hours that started January 2022 and forward. A student, in consultation with the graduate coordinator, may select a public health site for the practical experience. A list of agencies is provided on the Blackboard MPH graduate page. In the majority of cases, the site of the practical experience should be located in the San Bernardino and Riverside Counties; with exceptions allowed upon consultation with the graduate coordinator. A student must develop a field plan in collaboration with the proposed preceptor. Guidelines for the field plan are provided in the practical experience syllabus, which can be found in the electronic resource files.

B. Portfolio: MPH students are required to complete a portfolio assignment that they build over the course of 2 years. This assignment is graded on a semester basis. Program director ensures that faculty teaching MPH courses incorporate this task into their course syllabus. A rubric for grading the portfolio assignment is provided to all instructors teaching MPH courses.

Selection of sites.

A student, in consultation with the graduate coordinator, may select a public health site for the practical experience. A list of agencies is provided on the Blackboard MPH graduate page. In the majority of cases, the site of the practical experience should be located in the San Bernardino and Riverside Counties; with exceptions allowed upon consultation with the graduate coordinator. A student must develop a field plan in collaboration with the proposed preceptor. Guidelines for the field plan are provided in the practical experience syllabus, which can be found in the electronic resource files.

Methods of approving preceptors.

Preceptors must have at least a managerial position in order to provide supervision to students and a degree in public health, such as, MPH or closely related. If a student is to select his/her work site for the practical experience, the line of supervision must be distinct from that of the student's work. The graduate coordinator approves the preceptor based on preceptor degree, position, and experience in supervising interns.

Opportunities for orientation and support for preceptors.

Prior to academic year 2015-2016, an informal orientation was conducted with preceptors, primarily due to long-standing relationships with such individuals. Effective 2015-2016, however, in order to formalize such orientation, the graduate coordinator provides each preceptor a one-page summary of the expectations and to ensure effective supervision of the student intern. When needed, in-person and/or phone consultations are provided.

Approaches for faculty supervision of students.

The graduate coordinator supervises students during the length of the practical experience. The graduate coordinator consults with the students to ensure completion of mid-quarter (now semester) evaluations and field plan reports, as well as information consultation with the students to ensure consistency in internship performances. All students enroll in HSCI 689 (HSCI 6954 in semester): Field Experience with the graduate coordinator listed as the instructor of the course.

Means of evaluating student performance.

The graduate coordinator conducts both formative and summative evaluations. Mid-quarter (now semesters) and end-of-quarter: students conduct an evaluation of the internship site and their perception of training, mentorship, and preparation for the field. Mid-quarter and end-of-quarter intern evaluations (now semester): preceptors conduct an evaluation of a student's ability to complete tasks, competencies, among additional factors. Preceptors are encouraged to discuss the findings with the interns. Evaluation report: students write a final evaluation report, which includes a service area needs assessment, in addition to formative and summative evaluation of tasks completed.

Means of evaluating practice placement sites and preceptor qualifications.

The MPH graduate coordinator reviews all preceptor qualifications. Preceptors must hold a managerial or supervisory position at the worksite. The site should be a public health-related field, such as agencies, non-profits, and county public health departments.

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

Criterion D5 (folder)
D5.2: Course Syllabi (MPH) (sub folder)
- Practice experience (Internship) Syllabus is provided as an attachment.
- Portfolio rubric is provided as an attachment.

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

The MPH program has a concentration that is focused on Community Health.
Internship Syllabus has 5 competencies that the students do cover while on site. Below are the samples from students. These samples provides a complete packet of the following items:
1) Template A form (completed prior to the start of the Internship)
2) 2 Products (completed at the end of the Internship)
3) Template B form (completed at the end of the Internship)
4) Internship site supervisor completion letter

Criterion D5 (folder)

D5.3: Student Practice (Internship) experience samples (sub folder)

- Student 1: Practice experience
- Student 2: Practice experience
- Student 3: Practice experience
- Student 4: Practice experience

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

Strengths include: a) Students are getting hands-on experience from public health agencies and/or agencies that provide public health services. b). Students network and end up securing some form of employment whether it is part time or full basis as a result of their Internships exposure.

Weaknesses include: a) Prior to Quarter to Semester (Q2S) transition, students had asked during their exit feedback for the MPH program to increase internship hours from 120 to 180, because many felt that they needed more time in the field. However, after COVID-19 pandemic took place, students could not secure internships and hence the 180 hours became too much to complete remotely or with no internship sites taking the students. Hence, upon consultation with CEPH and researching other MPH programs, the number of hours for an MPH internship has been reduced to 150 instead of 180. b). Networking activities have been very challenging during the pandemic.

D6. DrPH Applied Practice Experience

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

Not applicable

The work product may be a single project or a set of related projects that demonstrate a depth of competence. It may be completed as a discrete experience (such as a practicum or internship) or integrated into program coursework. In either case, the deliverable must contain a reflective component that includes the student’s expression of personal and/or professional reactions to the

applied practice experience. This may take the form of a journal or other written product, a professional portfolio, or another deliverable as appropriate for the program.

The program identifies a minimum of five foundational and/or concentration-specific competencies (as defined in Criteria D3 and D4) that are reinforced and/or assessed through application. The program may either choose at least one competency from the leadership, management, and governance domain in Criterion D3 or choose a concentration-specific competency identified in Criterion D4 if it relates to leadership skills. Competencies may differ from student to student.

1) Briefly describe how the program identifies competencies attained in applied practice experiences for each DrPH student, including a description of any relevant policies.
   Not applicable

2) Explain, with references to specific deliverables or other requirements, the manner through which the program ensures that the applied practice experience requires students to demonstrate leadership competencies.
   Not applicable

3) Provide documentation, including syllabi and handbooks, of the official requirements through which students complete the applied practice experience.
   Not applicable

4) Provide samples of practice-related materials for individual students from each concentration or generalist degree. The program must provide samples of complete sets of materials (i.e., Template D6-1 and the work products/documents that demonstrate at least five competencies) from at least five students in the last three years for each concentration or generalist degree. If the program has not produced five students for which complete samples are available, note this and provide all available samples.
   Not applicable

5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.
   Not applicable

D7. MPH Integrative Learning Experience

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

Professional certification exams (e.g. CPH, CHES/MCHES, REHS, RHIA) may serve as an element of the ILE, but are not in and of themselves sufficient to satisfy this criterion.
The program identifies assessment methods that ensure that at least one faculty member reviews each student's performance in the ILE and ensures that the experience addresses the selected foundational and concentration-specific competencies. Faculty assessment may be supplemented with assessments from other qualified individuals (e.g., preceptors).

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

   Culminating experience: Students complete an integrative learning experience that demonstrates synthesis of foundational and concentration competencies. In consultation with the program director and faculty, students select specific competencies appropriate for students' educational and professional goals. Students are provided a course map guide during orientation and this plan is followed by the MPH program director to ensure successful completion.

MPH Integrative Learning Experience for X Concentration	
Integrative learning experience (list all options)	**How competencies are synthesized**
Grant Proposals	Students complete a grant proposal that is written on behalf of a health services organization to solicit funding support for a service program plan that addresses identified needs or problems in the community or in the organization.
Thesis	Students choose a topic, identify competencies in the proposal stage; receives their advisor approval, three faculty readers use a rubric that is populated with the competencies to assess the student's ability to integrate the content
CHES Exam (Optional)	Every year, students are provided with CHES registration information as well as deadlines for the test. Further, the MPH program coordinator provides the students with a letter of support for their enrollment so the students can receive a discount on their registration (approximately $100).

For the past 5 years, students have been given the opportunity to choose from 2 options, and complete 1: Thesis or 2. Grant Proposal. Each one of these is designed to follow a set of defined

competencies that the students must fulfill. The syllabus/rubric for both of these options is provided as attachments folder..

Criterion D7 (folder)

D7.1: Rubrics (sub folder)

- Thesis template
- Grant Proposal rubric
- CHES exam - no rubric (Optional)

Further, our MPH students are encouraged to complete their CHES exam, however this is not mandatory. Each year, at least 30% of the students take the exam and pass. A sample of names is provided below.

A. Thesis rubric is provided to all students during orientation as well as Project Preparation course (HSCI 6410). This rubric was developed following the selection of competencies that students must include in their topic development, literature review, methodology, and data analysis. The rubric has been reviewed and approved by the university Graduate studies department for accuracy and standardization. Upon completion of their Theses, the university assigned formatting personnel (who conduct workshops for graduate students on Thesis formatting) reviews and approve the content in addition to formatting issues. All this work is done using the rubric created by our Health Science department in collaboration with Graduate studies.

B. Grant writing proposals: Students complete a grant proposal that is written on behalf of a health services organization to solicit funding support for a service program plan that addresses identified needs or problems in the community or in the organization. Students are strongly encouraged to form groups of four (4) members to work together on the development of a proposal. Only in special situations that a student may work individually and prepare his/her own proposal for the course. Students in group projects will receive an individual grade. This grade is assigned in proportion to the student's contributions to the group projects. Each student in a group project needs to individually submit a confidential Effort Summary. This summary is not required for students who work alone.

C. Every year, students are provided with CHES registration information as well as deadlines for the test. Further, the MPH program coordinator provides the students with a letter of support for their enrollment so the students can receive a discount on their registration (approximately $100). The exam is available twice a year: April and October. This is optional and hence some students prefer to wait until they finish their degree prior to taking the exam, especially those who may consider the MCHES, which is only available for students who have completed their masters degree. Below is a snapshot summary of students who have completed their CHES exam in the past 3 years.

CHES

CSU, SAN BERNARDINO CHES PASS/FAIL							
		2018/2019		2019/2020		2020/2021	
		October	April	October	April	October	April
CHES	PASS	1	2	2	1	2	1
	FAIL	0	1	0	0	0	0
	TOTAL (8)	1	3	2	1	0	1

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

Students complete an integrative learning experience that demonstrates synthesis of foundational and concentration competencies. In consultation with the program director and faculty, students select specific competencies appropriate for students' educational and professional goals, particularly those related to their Thesis topic.

Criterion D7 (folder)

D7.2: Sample Thesis (sub folder)

- Samples provided in section D7.5 below and inside folder

D7.2: Sample CHES certificates (sub folder)

- CHES 1 Sample
- CHES 2 Sample
- CHES 3 Sample
- CHES 4 Sample

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

Criterion D7 (folder)

D7.3: Rubrics (sub folder)

- Thesis template
- Grant Proposal rubric

Graduate students Handbook (2021 - 2022) located at the following link:
https://www.csusb.edu/sites/default/files/coyote_graduate_student_guidebook_R10.pdf

Thesis writing resources, The review process, Deadlines, Workshops, and Binding located at:
https://www.csusb.edu/graduate-studies/current-students/thesis-project-dissertation

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

A committee of 3 faculty members is formed to mentor the MPH student in their Thesis work. Thesis chair and a minimum of 1 faculty must come from the department. A 3rd committee member can come from other departments within the university or local agencies where faculty or students may have collaboration with (i.e., access to secondary data for use of research work).

For Grant writing proposals, students are guided by the faculty who teaches HSCI 6280 in the very last semester prior to graduation. This faculty is in constant contact with the MPH program director on the needs of the students and any challenges that the students may experience (i.e., requesting additional time to turn in their final assignments).

5) Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations, if applicable. The program must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.
Criterion D7 (folder)
D7.5: Student Practice experience samples (sub folder)
- Student 1: Grant writing sample
- Student 2: Grant writing sample
- Student 3: Grant writing sample

- Student 1: Culminating experience (Thesis - 2019)
- Student 2: Culminating experience (Thesis - 2021)
- Student 2: Culminating experience (Thesis - 2022)
- Student 3: Culminating experience (Thesis - 2022)
- Student 4: Culmination experience (Thesis - 2022)

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

The major strength of this criterion is that more than 60% of department faculty have been willing to mentor MPH students on their Theses projects. For example, this past year, the graduating Class of Spring 2022 has 19 students and a total of 7 faculty have mentored our MPH students on their Theses projects. (Drs. Becerra, Chen-Maynard, Harding, Mahmood, Malik, Mshigeni, and Verissimo) and hence the program coordinator does not have to feel overburdened by the entire cohort Thesis projects. Further, many of these faculty support each other by serving in various committees.

A weakness related to this criterion is that, within the past 2 years, many students have either been discouraged to complete their work on time owing COVID-19 pandemic or lacked motivation in general. However, credit is given to the university Graduate studies program for providing students with summer extensions (aka COVID-19 Thesis extensions to be completed by the end of the summer term).

A second weakness is that, during the quarter system, students could either complete an Internship or a Thesis, by working with faculty of their choice, on various public health topics. This has created some confusion In the semester transition, however clarity has been provided by CEPH staff and as of now students and faculty are clear of the required Culminating experience such as: Thesis is option 1; Individual (versus Group) grant proposals is option 2. The cohort that graduates Spring 2022 (19 students) have all completed a Thesis. The cohort that graduates Spring 2023, all will be required to complete Individual grant proposals and there are a number of students who are completing a Thesis in addition to their grant proposals.

D8. DrPH Integrative Learning Experience

If this criterion is not applicable, simply write "Not applicable" and delete the criteria language and documentation requests below.

Not applicable

As part of an integrative learning experience, DrPH candidates generate field-based products consistent with advanced practice designed to influence programs, policies or systems addressing public health. The products demonstrate synthesis of foundational and concentration-specific competencies.

The integrative learning experience is completed at or near the end of the program of study. It may take many forms consistent with advanced, doctoral-level studies and university policies but must require, at a minimum, production of a high-quality written product.

1) List, in the format of Template D8-1, the integrative learning experience for each DrPH concentration or generalist degree. The template also requires the program to explain, for each experience, how it ensures that the experience demonstrates synthesis of competencies.

   Not applicable

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

   Not applicable

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

   Not applicable

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

   Not applicable

5) Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations. The program must provide at least 10% of the number produced in the last three years or five examples, whichever is greater. If the program does not have five recent samples for an option, note this and provide all available samples.

   Not applicable

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

   Not applicable

D9. Public Health Bachelor's Degree Foundational Domains

If this criterion is not applicable, simply write "Not applicable" and delete the criteria language and documentation requests below.

The requirements for the public health major or concentration provide instruction in the domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework (i.e., the program may identify multiple learning experiences that address a domain—the domains listed below do not each require a single designated course).

If the program intends to prepare students for a specific credential, the curriculum must also address the areas of instruction required for credential eligibility (e.g., CHES).

1) Provide a matrix, in the format of Template D9-1, that indicates the courses/experience(s) that ensure that students are exposed to each of the domains indicated. Template D9-1 requires the program to identify the learning experiences that introduce and reinforce each domain. Include a footnote with the template that provides the program's definition of "introduced" and "covered."

Key	*I = Introduced: Students are introduced to public health concepts and competencies and gain understanding and knowledge through instructor delivery of content, instructional material, and/or other course-related materials. Knowledge and understanding may be assessed using formative assessments within the course.*
	C = Covered: Students are evaluated on public health concepts and competencies with various formats such as homework, quizzes, projects, essays, or exams. Covered content is directly assessed using summative assessment activities.

Public Health Domains		Course Number & Name															
		Select Public Health Courses*	HSCI 3200: Foundations of Public Health Education	HSCI 3201: Health Behavior	HSCI 3202: Topics in Environmental and Occupational Health	HSCI 3203: Global Health	HSCI 3204: Public Health Nutrition	HSCI 3205: Biostatistics for Health Science	HSCI 3206: Public Health Law and Ethics	HSCI 3207: Social Determinants of Health	HSCI 3208: Introduction to Professional Development and Communication	HSCI 4200: Health Administration	HSCI 4202: Epidemiology	HSCI 4203: Public Health Program Planning and Implementation	HSCI 4204: Research Methods and Evaluation in Public Health	HSCI 4205: Advanced Professional Writing in Public Health	HSCI 5753: Field Experience in Health Science
Math/Quantitative Reasoning: Identify and apply the concepts and applications of basic statistics																	
	Concepts of basic statistics	I,C															
	Applications of basic statistics	I,C															
Science: Address the foundations of biological and life sciences																	
	Foundations of biologica	I,C															

	l & life sciences																
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society																	
	Public health history	I,C	C						C	C			C				
	Public health philosophy	I,C	C				C			C	C		C				
	Core PH values	I,C	C				C		C	C			C				
	Core PH concepts	I,C	C							C			C				
	Global functions of PH	I,C	C						C	C			C				
	Societal functions of PH	I,C	C	C		C			C	C			C				
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice																	
	Basic concepts of data collection		C	C		C		C					C	C			
	Basic methods of data			C		C		C					C	C	C		

	collection																
	Basic tools of data collection							C					C		C		
	Data usage			C		C		C					C				
	Data analysis							C					C				
	Evidence-based approaches		C	C				C	I				C				
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations																	
	Population health concepts	I,C	C	C		C			I	I	C						
	Introduction to processes & approaches to identify needs & concerns of populations	I,C	C	C		C	C		I					C			
	Introduction to approaches & interventions to address needs & concerns of populations	I,C	C	C		C			I								
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course																	
	Science of human health & disease	C											C				
	Health promotion	C	I	C		C	C						C				
	Health protection	C	I										C				
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities																	
	Socio-economic impacts on human health &	I,C	C	C		C	C		I	C			I				

	health disparities																	
	Behavioral factors impacts on human health & health disparities	I,C	C	C		C	C		I	C			C					
	Biological factors impacts on human health & health disparities	I,C	C							C			I					
	Environmental factors impacts on human health & health disparities		C	C	C	C				C			I					
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation																		
	Introduction to planning concepts & features		I	C										C			C	
	Introduction to assessment concepts & features		I	I													C	
	Introduction to evaluation concepts & features		I	I													C	
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries																		
	Characteristics & structures of the U.S. health system								I								C	
	Comparative health systems					I			I								C	

Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government																	
	Legal dimensions of health care & public health policy									I							
	Ethical dimensions of health care & public health policy									I			I	C			
	Economical dimensions of health care & public health policy									I							
	Regulatory dimensions of health care & public health policy									C							
	Governmental agency roles in health care & public health policy				C	C			C				I	C			
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology																	
	Technical writing										C					C	C
	Professional writing		C	I				C	I				I	C		C	C
	Use of mass media	C									C		C			C	C
	Use of electronic technology	C		C		C	C	C	I	C			C			C	C
*Select Health Science Courses approved by program: HSCI 2203, 4206, 4207, 4208, 4210, 4211, 4212, 3067																	

2) Include the most recent syllabus from each course listed in Template D9-1, or written guidelines, such as a handbook, for any required experience(s) listed in Template D9-1 that do not have a syllabus.

Criterion D9 (Folder)
- D9.2 (Subfolder)

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

Not applicable

D10. Public Health Bachelor's Degree Foundational Competencies

If this criterion is not applicable, simply write "Not applicable" and delete the criteria language and documentation requests below.

Students must demonstrate the following competencies:

- **the ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences**
- **the ability to locate, use, evaluate and synthesize public health information**

1) Provide a matrix, in the format of Template D10-1, that indicates the assessment opportunities that ensure that students demonstrate the stated competencies.

Competencies		Course number(s) & name(s) or other educational requirements	Specific assessment opportunity
Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences			
	Oral communication	HSCI 3201 Health Behavior	HSCI 3201 Student Perspectives Video. Students create a short video (1-5 minutes) obtaining other CSUSB students' perspectives on what should be offered on campus to improve health.

	Written communication	HSCI 4205 - Advanced Professional Writing in Public Health HSCI 3201 Health Behavior HSCI 4212 Women's Health	HSCI 4205 Paper: Examine a specific public health issue and demonstrate your ability to evaluate the scientific literature, demonstrate your understanding of the literature and synthesize relevant information from it, and convey this information effectively in writing HSCI 3201 Final paper. Students complete a final paper highlighting and addressing a pressing health concern among CSUSB students. 4212 Final paper. Students complete a final paper presenting a critical health need among women.
	Communicate with diverse audiences	HSCI 4203 Program Planning and Implementation	HSCI 4203 Educational material - Develop a Health Program Planning Model to reduce health disparities and create/tailor an educational material to outreach to priority populations. Calculate reading level of educational material using Flesch Kincaid to make sure reading level is at 6th grade and below.

	Communicate through variety of media	HSCI 3201 Health Behavior HSCI 4212 Women's Health	3201 Social Marketing Image. Students create an image to promote healthy behavior among CSUSB students. 4212 5K Promotion Image. Students create an image to promote the Run Like A Mother 5K benefitting homeless women and children.
Information Literacy: Students should be able to locate, use, evaluate and synthesize public health information			
	Locate information	HSCI 3201 Health Behavior. HSCI 4212 Women's Health	HSCI 3201 Final paper. Students review the literature on (1) a health topic among college students and (2) theories/frameworks of choice. HSCI 4212 Final paper. Students review the literature on a women's health topic.
	Use information	HSCI 4203 Program Planning and Implementation	HSCI 4203 Final Project: Students use information gathered about a health issue to develop a Health Promotion Plan to outreach to a priority population.
	Evaluate information	HSCI 3201 Health Behavior	HSCI 3201 Scholarly versus popular sources discussion. Students compare a scholarly versus a popular article on the same topic discussing the similarities versus differences, language and tone, author's intent, use of data, and the presence of in text

			citations.
	Synthesize information	HSCI 3201 Health Behavior HSCI 4212 Women's Health	HSCI 3201 Final paper. Students compile the literature for their final paper. 4212 Final paper. Students compile the literature for their final paper.

2) Include the most recent syllabus from each course listed in Template D10-1, or written guidelines, such as handbook, for any required elements listed in Template D10-1 that do not have a syllabus.

Criterion D10 (Folder)
- D10.1 (Subfolder)

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

Not applicable

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

If this criterion is not applicable, simply write "Not applicable" and delete the criteria language and documentation requests below.

Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative, and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honors theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

1) Provide a matrix, in the format of Template D11-1, that identifies the cumulative and experiential activities through which students integrate, synthesize, and apply knowledge as indicated.

Cumulative and Experiential Activity (internships, research papers, service-learning projects, etc.)	**Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.**
Internship	Upon completion of required coursework, all Public Health Education students complete a 135-hour internship giving them the opportunity to integrate, synthesize and apply knowledge through cumulative and experiential activities. Within the course students develop skills and a professional portfolio to present to potential preceptors. During this 16-week course, students create a professional resume, cover letter and business card. In addition, they develop of online portfolio with work samples illustrating their mastery of departmental learning objectives. This course is also an opportunity for students to work on various areas of professional etiquette such as interviewing skills and professionalism in the workplace. Students solicit interviews from local public health professionals with the goal of securing a preceptor for their on-site internship. The program has a list of pre-approved sites; however, students are encouraged to seek unique opportunities for field work. Once secured, the student and preceptor create a field plan containing goals and measurable objectives as well as set tasks and deliverables. Students are closely monitored by the internship coordinator, who mentors them through this process. Students are required to submit weekly logs documenting the hours they have worked and the activities completed. In addition, they are required to maintain contact with their internship coordinator to discuss progress. The internship coordinator also maintains contact with the preceptors to gain feedback on student performance. At the completion of the internship, students submit an Internship Reflective Report

	summarizing their experiences and the degree to which they achieved the goals that were set forth in their field plan.
Undergraduate Honors Thesis	Public Health Education students with a university GPA of 3.0 and a major GPA of 3.5 have the opportunity to integrate, synthesize, and apply knowledge they have obtained through their core courses by participation in an Undergraduate Honors Thesis Research Paper and Project. The Honors Thesis is conducted under the supervision of a public health faculty and they create and conduct a research project surrounding a public health topic. The student works directly with their faculty supervisor to create a project timeline, outline, conduct their project, and complete the write up for their thesis.

2) Include examples of student work that relate to the cumulative and experiential activities.

Criterion D11 (Folder)
- D11.2 (Subfolders)
  - Internships
  - Honors Thesis

3) Briefly describe the means through which the program implements the cumulative experience and field exposure requirements.

All public health students are required to complete an internship by enrollment into the field experience course at the end of their program. Faculty advisors monitor student progress and completion of courses throughout the program and once the final semester has been identified, the

faculty advisor, along with the student, creates a final term schedule for the student to follow when registering for their last courses, one in which is the field experience course.

For the Undergraduate Honors Thesis, as faculty advisors work with their students, they engage and discuss additional opportunities and options for public health students to apply their skills and knowledge in the field. If the student meets the requirements to be able to complete a thesis, the option is discussed with them. Additionally, the opportunity is shared with students through email communication from the coordinator.

4) Include handbooks, websites, forms, and other documentation relating to the cumulative experience and field exposure. Provide hyperlinks to documents if they are available online, or include electronic copies of any documents that are not available online.

Not applicable

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

If this criterion is not applicable, simply write "Not applicable" and delete the criteria language and documentation requests below.

The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education, and lifelong learning. Students are exposed to concepts through any combination of learning experiences and co-curricular experiences.

1) Briefly describe, in the format of Template D12-1, of the manner in which the curriculum and co-curricular experiences expose students to the identified concepts.

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Advocacy for protection and promotion of the public's health at all levels of society	***HSCI 3206: Public Health Law and Ethics.*** Students learn key elements of advocacy and constitutional basis of population health services.
Community dynamics	***HSCI 4202: Epidemiology.*** Students conduct needs assessments and the internship further provides students the ability to evaluate the service area.
Critical thinking and creativity	***HSCI 4202: Epidemiology.*** The course integrates research projects to allow students to demonstrate critical thinking and creativity in data reporting.
Cultural contexts in which public health professionals work	***HSCI 3200: Foundations of Public Health Education.*** Students learn the cultural context for the workforce. Students also gain experience through internship experience.
Ethical decision making as related to self and society	***HSCI 3206: Public Health Law and Ethics.*** Students learn to make ethical decisions based on current U.S. policies.
Independent work and a personal work ethic	Majority of courses, including internship, also include individual assessment with strict deadlines. This allows students to develop work ethic. In addition, a personal mission statement is a key element of the pre-field experience.
Networking	***HSCI 5753: Field Experience in Health Science***. In this internship course we were asked to seek and interact with site managers in order to apply, interview, and secure an internship. Through this interaction we were able to display networking skills by exchanging information and developing professional or social contacts with possible future employers in the inland empire.
Organizational dynamics	***HSCI 4200: Health Administration.*** *This course successfully exposed me to organizational dynamics through the creation of a* ***policy brief.*** By completing this assignment I was introduced to public health policy and recommendations as well as organizational dynamics because I had to tailor the policy brief to my audience which included not only my priority population, but different levels of stakeholders such as hospitals, schools, government officials, state officials, and community partners***.***

Professionalism	***HSCI 4203: Public Health Program Planning and Implementation.*** It was my job to create a health program planning model in this class. Because of this assignment, I feel I learned how to establish, research, and carry out a successful health program. This displayed professionalism due to the nature of the assignment and its role in my field of public health education. I was asked to acquire accurate data and conduct a needs assessment in order to identify the overall health of my target population. Upon completion it was then my job to accurately define what the health problem was, who needed the most resources, and how I was going to assist my target population in changing their behavior through the use of behavior and environmental change theories.
Research methods	***HSCI 4204: Research Methods and Evaluation in Public Health.*** This course successfully exposed me to research methods by providing descriptive powerpoint presentations/lectures on different types of study designs such as qualitative, quantitative, observational, and interventional. We also got hands on experience with evaluating research through the review of public health articles.
Systems thinking	***HSCI 5753: Field Experience in Health Science.*** The internship integrates key public health core competencies and allows for students to think of "big picture," thus incorporating a systems thinking process to apply learned concepts to the internship site.
Teamwork and leadership	***HSCI 3203: Global Health.*** This course successfully introduced me to what it means to work as a team as well as lead since a group project was required. My group and I worked collaboratively to research Mexico's health indicators, initiatives, travel requirements, health care system, and culture. It was our job to lead, work as a team, and execute a cohesive and well organized webpage. I am confident in my skills to work on a team.

2) Provide syllabi for all required coursework for the major and/or courses that relate to the domains listed above. Syllabi should be provided as individual files in the electronic resource file and should reflect the current semester or most recent offering of the course.

   Criterion D12 (Folder)
   - D12.2 (Subfolder)

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

   Not applicable

D13. MPH Program Length

An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for completion.
Programs use university definitions for credit hours.

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

Degree Requirements (42 units)
A minimum of 42 semester units must be taken and passed with a minimum of a **B grade** to meet the requirements for the MPH degree. Students are admitted in a cohort based system whereby the program starts in the Fall of each year. There is no Spring admission, this is done to avoid confusion of cohort groups. Students finish the program in 4 semesters. For the most part, summers are free whereby most students take the time off to do their internships or research work with professors, and hence no summer classes are being offered to accommodate other culminating activities.

Required Courses Addressing Public Health Core Knowledge Areas for MPH Degree

Core Courses (34 units)	Course Description	Credits
HSCI 6200	Professional Development and Leadership in Public Health	4
HSCI 6210	Advanced Biostatistics for Public Health	4
HSCI 6220	Advanced Topics in Epidemiology	4
HSCI 6230	Advanced Topics in Environmental and Occupational Health	3
HSCI 6240	Advanced Study in Health Promotion	4
HSCI 6250	Advanced Topics in Public Health Policy and Administration	4
HSCI 6260	Health Education Program Planning and Evaluation	4
HSCI 6280	Grant Writing for Health Sciences	4
HSCI 6390	Advanced Professional Dev. And Leadership in Public Health	2
HSCI 6410	Project Preparation	1
Elective Course (4 units)		
HSCI 6000	A choice of an approved upper division elective course	4
Culminating Experience (4 units)		
HSCI 6960 or HSCI 6074	An approved project or Thesis by Program Director	4
Total Units	**Total Units**	**42**

Degree Requirements (42 units)
A minimum of 42 semester units must be taken and passed with a minimum of a **B grade** to meet the requirements for the MPH degree.

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

California State University, San Bernardino operates on the semester system. The fall and spring terms each consist of 15 weeks of instruction plus a final exam week. Most MPH are offered for four units of credit and meet three hours per week. Each unit of credit typically requires two hours of out-of-class study and preparation in addition to the hour of direct instruction in the class.

MPH Graduate students are required to complete 42 units as part of their MPH program in the semester system that started in the Fall of 2020. During the quarter system that ended in the Spring of 2020, students were to complete a total of 56 units.

https://catalog.csusb.edu/about-university/

D14. DrPH Program Length

If this criterion is not applicable, simply write "Not applicable" and delete the criteria language and documentation requests below.

Not applicable

The DrPH degree requires a minimum of 36 semester-credits, 48 quarter-credits of post-master's coursework or its equivalent. Credits associated with the integrative learning experience and, if applicable, a residency, internship or other applied practice experience conducted outside of a didactic course, do not count toward this requirement. The minimum credit requirement also does not count MPH-level prerequisite courses or their equivalent.

Programs use university definitions for credit hours.

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

   Not applicable

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

   Not applicable

D15. Bachelor's Degree Program Length

If this criterion is not applicable, simply write "Not applicable" and delete the criteria language and documentation requests below.

A public health bachelor's degree requires completion of a total number of credit units commensurate with other similar degree programs in the university.

Programs use university definitions for credit hours.

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

   The minimum number of semester units required for the Bachelor's degree is 120. Students planning to graduate in four years need to take an average of 15 units per semester to reach 120 units. For the major, 68 units are required.

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

   California State University, San Bernardino operates on the semester system. The fall and spring terms each consist of 15 weeks of instruction plus a final exam week. The university also offers a self-support summer semester allowing students to accelerate their progress and take summer courses. Summer semester has two five-week sessions and one 10-week session in the term.

   Most lecture/discussion/seminar courses are offered for three units of credit and meet three hours per week. Each unit of credit typically requires two hours of out-of-class study and preparation in addition to the hour of direct instruction in the class. Laboratories and activity-based courses meet for 2-3 hours of instruction a week for each unit of credit.

3) Describe policies and procedures for acceptance of coursework completed at other institutions, including community colleges.

   California Community Colleges and other authorized certifying institutions can certify up to 39 semester (58.5 quarter) units of General EducationBreadth (GE-Breadth) or 37 semester (55.5 quarter) units of the Intersegmental General Education Transfer Curriculum (IGETC) for transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer.

   Generally, applicants will qualify for consideration as upper-division transfer admission if they meet all of the following requirements: 1. Cumulative grade point average of at least 2.0 in all transferable units attempted; 2. In good standing at the last college or university attended; and 3. Completed at least sixty (60) transferable semester (90 quarter) units of college level coursework with a grade point average of 2.0 or higher and a grade C or better in each course used to meet the CSU general education requirements in written communication, oral communication, critical thinking, and quantitative reasoning, e.g. mathematics. The 60 units must include at least 30 units of courses which meet CSU general education requirement, including all of the general education requirements in communication in the English language (both oral and written) and critical thinking and the requirement in mathematics/ quantitative reasoning (usually 3 semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

4) If applicable, provide articulation agreements with community colleges that address acceptance of coursework.

   Not applicable

5) Provide information about the minimum credit-hour requirements for coursework for the major in at least two similar bachelor's degree programs in the home institution.

In other comparable public health programs, such as Bachelor of Science in Public Health at the University of Arizona, the undergraduate program is offered in a semester system and students are required to complete a minimum of 120 units total, with 57 units specifically for their major in public health. Another Bachelors of Science in Public Health Program, offered at California State University, Northridge, requires students to complete the minimum credit hours of 120 units total, with 75 units specifically for the major in public health. This program also follows a semester system for their catalog. Both programs are similar to the public programs offered at California State University, San Bernardino. However, the major requirements are a few units more than the program requirements at University of Arizona, and a few units less than California State University, Northridge, placing our program strategically in a competitive place to offer a reasonable program length and minimum credit-hour requirement.

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

If this criterion is not applicable, simply write "Not applicable" and delete the criteria language and documentation requests below.

Not applicable

Students enrolled in the unit of accreditation's academic and highly specialized public health master's degrees (e.g., MS in biostatistics, MS in industrial hygiene, MS in data analytics, etc.) complete a curriculum that is based on defined competencies; produce an appropriately rigorous discovery-based paper or project at or near the end of the program of study; and engage in research at a level appropriate to the degree program's objectives.

These students also complete coursework and other experiences, outside of the major paper or project, that substantively address scientific and analytic approaches to discovery and/or translation of public health knowledge.

Finally, students complete coursework that provides instruction in the foundational public health knowledge at an appropriate level of complexity. This instruction may be delivered through online, in-person or blended methodologies, but it must meet the following requirements while covering the defined content areas.

The program identifies at least one required assessment activity for each of the foundational public health learning objectives.

The program validates academic public health master's students' foundational public health knowledge through appropriate methods.

1) List the curricular requirements for each relevant degree in the unit of accreditation.

   INSERT NARRATIVE HERE

2) Provide a matrix, in the format of Template D16-1, that indicates the required assessment opportunities for each of the defined foundational public health learning objectives (1-12). Typically, the program will present a separate matrix for each degree program, but matrices may be combined if requirements are identical.

   INSERT TEMPLATE D16-1 HERE

3) Provide a matrix, in the format of Template D16-2, that lists competencies for each relevant degree and concentration. The matrix indicates at least one assessment activity for each of the listed competencies. Typically, the program will present a separate matrix for each concentration. Note: these competencies are defined by the program and are distinct from the foundational public health learning objectives defined in this criterion.

   INSERT TEMPLATE D16-2 HERE

4) Briefly explain how the program ensures that the instruction and assessment in basic public health knowledge is generally equivalent to the instruction and assessment typically associated with a three-semester-credit course.

   INSERT NARRATIVE HERE

5) Identify required coursework and other experiences that address the variety of public health research methods employed in the context of a population health framework to foster discovery

and translation of public health knowledge and a brief narrative that explains how the instruction and assessment is equivalent to that typically associated with a three-semester-credit course.

INSERT NARRATIVE HERE

6) Include the most recent syllabus for any course listed in the documentation requests above, or written guidelines for any required elements that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D16-1 or 2, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

   PROVIDE LOCATION OF DOCUMENTATION IN ERF

7) Briefly summarize policies and procedures relating to production and assessment of the final research project or paper.

   INSERT NARRATIVE HERE

8) Provide links to handbooks or webpages that contain the full list of policies and procedures governing production and assessment of the final research project or paper for each degree program.

   PROVIDE LOCATION OF DOCUMENTATION IN ERF

9) Include completed, graded samples of deliverables associated with the major paper or project. The program must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

   PROVIDE LOCATION OF DOCUMENTATION IN ERF

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

    IF APPLICABLE, INSERT NARRATIVE HERE

D17. Academic Public Health Doctoral Degrees

If this criterion is not applicable, simply write "Not applicable" and delete the criteria language and documentation requests below.

Not applicable

Students enrolled in the unit of accreditation's doctoral degree programs that are designed to prepare public health researchers and scholars (e.g., PhD, ScD) complete a curriculum that is based on defined competencies; engage in research appropriate to the degree program; and produce an appropriately advanced research project at or near the end of the program of study.

These students also complete coursework and other experiences, outside of the major paper or project, that substantively address scientific and analytic approaches to discovery and translation of public health knowledge.

These students complete doctoral-level, advanced coursework and other experiences that distinguish the program of study from a master's degree in the same field.

The program defines appropriate policies for advancement to candidacy, within the context of the institution.

Finally, students complete coursework that provides instruction in the foundational public health knowledge at an appropriate level of complexity. This instruction may be delivered through online, in-person or blended methodologies, but it must meet the following requirements while covering the defined content areas.

The program identifies at least one required assessment activity for each of the foundational public health learning objectives.

The program validates academic doctoral students' foundational public health knowledge through appropriate methods.

1) List the curricular requirements for each non-DrPH public health doctoral degree in the unit of accreditation, EXCLUDING requirements associated with the final research project. The list must indicate (using shading) each required curricular element that a) is designed expressly for doctoral, rather than master's students or b) would not typically be associated with completion of a master's degree in the same area of study.

   The program may present an accompanying narrative to provide context and information that aids reviewers' understanding of the ways in which doctoral study is distinguished from master's-level study. This narrative is especially important for institutions that do not formally distinguish master's-level courses from doctoral-level courses.

   Not applicable

2) Provide a matrix, in the format of Template D17-1, that indicates the required assessment opportunities for each of the defined foundational public health learning objectives (1-12). Typically, the program will present a separate matrix for each degree program, but matrices may be combined if requirements are identical.

   Not applicable

3) Provide a matrix, in the format of Template D17-2, that lists competencies for each relevant degree and concentration. The matrix indicates at least one assessment activity for each of the listed competencies. Typically, the program will present a separate matrix for each concentration. Note:

these competencies are defined by the program and are distinct from the introductory public health learning objectives defined in this criterion.

Not applicable

4) Briefly explain how the program ensures that the instruction and assessment in introductory public health knowledge is generally equivalent to the instruction and assessment typically associated with a three semester-credit course.

Not applicable

5) Identify required coursework and other experiences that address the variety of public health research methods employed in the context of a population health framework to foster discovery and translation of public health knowledge and a brief narrative that explains how the instruction and assessment is equivalent to that typically associated with a three-semester-credit course.

Not applicable

6) Include the most recent syllabus for any course listed in the documentation requests above, or written guidelines for any required elements that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity in Templates D17-1 or D17-2, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

Not applicable

7) Briefly summarize policies and procedures relating to production and assessment of the final research project or paper.

Not applicable

8) Provide links to handbooks or webpages that contain the full list of policies and procedures governing production and assessment of the final research project or paper for each degree program.

Not applicable

9) Include completed, graded samples of deliverables associated with the advanced research project. The program must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

Not applicable

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

Not applicable

D18. All Remaining Degrees

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

Not applicable

D19. Distance Education

If this criterion is not applicable, simply write “Not applicable” and delete the criteria language and documentation requests below.

Not applicable

The university provides needed support for the program, including administrative, communication, information technology and student services.
There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. Evaluation of student outcomes and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable in-residence program.

1) Identify all public health distance education degree programs and/or concentrations that offer a curriculum or course of study that can be obtained via distance education. Template Intro-1 may be referenced for this purpose.

   Not applicable

2) Describe the public health distance education programs, including

   a) an explanation of the model or methods used,

   Not applicable

   b) the program’s rationale for offering these programs,

   Not applicable

   c) the manner in which it provides necessary administrative, information technology and student support services,

   Not applicable

   d) the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the university, and

   Not applicable

   e) the manner in which it evaluates the educational outcomes, as well as the format and methods.

   Not applicable

3) Describe the processes that the university uses to verify that the student who registers in a distance education course (as part of a distance-based degree) or a fully distance-based degree is the same student who participates in and completes the course or degree and receives the academic credit.

   Not applicable

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

Not applicable

E1. Faculty Alignment with Degrees Offered

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

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

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

Primary Instructional Faculty Alignment with Degrees Offered						
Name*	**Title/ Academic Rank**	**Tenure Status or Classification^**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in Template C2-1**
Angie Otiniano Verissimo	Associate Professor	Tenured	PhD, MPH	University of California, Los Angeles	Community Health Sciences	Public Health Education
Monideepa Becerra	Professor	Tenured	DrPH, MPH	Loma Linda University	Public Health	Community Health Education, Public Health Education
Salome Mshigeni	Assistant Professor	Tenure Track	PhD, MPH, MPA	Walden University and University of Nevada, Las Vegas	Epidemiology	Community Health Education, Public Health Education
Sen Padilla	Assistant Professor	Tenure Track	DrPH, MPH	Loma Linda University	Public Health	Community Health Education, Public Health Education
Thomas Hernandez	Adjunct Professor	Non-Tenure	Ed.D (abd)	California State University, San Bernardino	Education and Health Science	Community Health Education, Public Health Education

2) Provide summary data on the qualifications of any other faculty with significant involvement in the program's public health instruction in the format of Template E1-2. Programs define "significant" in their own contexts but, at a minimum, include any individuals who regularly provide instruction or supervision for required courses and other experiences listed in the criterion on Curriculum. Reporting on individuals who supervise individual students' practice experience (preceptors, etc.)

is not required. The identification of instructional areas must correspond to the data presented in Template C2-1.

Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name*	**Academic Rank^**	**Title and Current Employment**	**FTE or % Time Allocated**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in Template C2-1**
Amber Olney	Adjunct faculty and assessment coordinator	Instructor, CSUSB Assessment Coordinator	1.13	MPH	California State University, San Bernardino	Community Health Education	Health Promotion
Ashley Flores Ward	Adjunct faculty	Medical Emergency Planning Specialist, SBCDPH	0.63	MPH	California State University, San Bernardino	Community Health Education	Health Promotion
Carolina Gabaldon	Adjunct faculty	Prevention Specialist for Institute for Public Strategies	0.88	MPH	California State University, San Bernardino	Community Health Education	Epidemiology and Biostatistics
Devin Arias	Adjunct faculty	Community Manager, American Lung Association	0.32	MPH	California State University, San Bernardino	Community Health Education	Biostatistics, Epidemiology
Erin Haugh	Adjunct faculty	Nutritional Educator, SBCSS	0.63	MPH	California State University, San Bernardino	Community Health Education	Nutrition, health behavior, and foundations of public health
Evangel Sarwar	Adjunct faculty	Influenza Program Coordinator for Allegheny County Health Department	0.25	PhD	Duquesne University	Healthcare Ethics	Public Health Law and Ethics

Kassandra Harding	Tenure-track Assistant professor	Nutrition Graduate Program Director, Assistant professor CSUSB	0.5	PhD	University of California, Davis	Nutritional Biology	Public Health Nutrition
Marwa Mohamed	Adjunct faculty	Community Health System Specialist San Bernardino County Superintendent of Schools	0.58	MPH	California State University, San Bernardino	Community Health Education	Health Disparities and Health Promotion
Neal Malik	Tenure-track Assistant professor	Assistant Professor CSUSB	0.13	DrPH	Loma Linda University	Preventive Care	Nutrition, stress management
Regina Moore-Ude	Adjunct faculty	Environmental Health and Safety Manager at California Institute of Technology	1.21	DrPH	Loma Linda University	Health Education	Health Administration, and Foundations of Public Health
Robert Avina	Adjunct faculty	Senior Data Analyst The Desert AIDS Project	1.04	DrPH	Loma Linda University	Health Policy and Leadership	Biostatistics, Epidemiology, Research Methods, Professional Writing
Robert Lachausse	Adjunct faculty	Professor, Department Chair California Baptist University	0.25	PhD	Claremont Graduate University	Psychology	Professional Writing
William Van Dyke	Adjunct faculty	Environmental Health Specialist IV, Riverside County	0.38	MPH	California State University, San Bernardino	Public Health and Environmental Health	Environmental Health

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

Criterion E1.3 (Folder)
- PIF(Subfolder)
- Non PIF(Subfolder)
  - Tenure (Subfolder)
  - Adjunct (Subfolder)

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

Not applicable

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

Not applicable

E2. Integration of Faculty with Practice Experience

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

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

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

The program integrates perspectives from the field of practice in several ways. All tenure-track/tenured faculty in the program have a strong academic and practical experience in the field of public health or health education. Several faculty also hold specialized certification in their practice field. For example, Dr. Ted Coleman is a Certified Health Education Specialist (CHES) and has significant experience as a hospital administrator, corporate trainer for Bayer Diagnostic, founding Director of the Palm Springs Institute for Environmental Sustainability, and continues to serve as a faculty of the Internal Summer University in Fulda, Germany.

The current MPH program director, Dr. Salome Mshigeni brings with her 10+ years of professional work experience outside academia in both local government and hospital settings as a public health professional. She has worked in local county hospitals at the University of Nevada School of Medicine for 7 years and at Arrowhead Regional Medical Center for 3 years. Her research interest is on Nicotine dependence (smoking and electronic cigarettes) disparities among different populations as well as topics pertaining to Chronic and Infectious diseases prevention.

Dr. Monideepa Becerra served as the population health data analyst for over twenty hospitals to conduct the community health needs assessment mandate of the Patient Protection and Affordable Care Act. Dr. Nicole Henley has significant experience working as a research analyst at the Los Angeles County Department of Health Services for six years, senior public administrative analyst at the University of California, Los Angeles, and serving as a research consultant for Ryan White Grant for Riverside-San Bernardino area.

Dr. Neal Malik is a Certified Health Education Specialist (CHES) and, prior to becoming a full-time faculty, has served as a health educator for Kaiser Permanente for 3 years, a project manager for 2 years at Loma Linda University, and occupational health specialist at UC Riverside for an additional 4 years. He also hosts a free, daily health podcast which has been downloaded over 28 million times.

Similarly, Dr. PaulChris Okpala is a certified respiratory therapist and has eight years of experience working as a respiratory care practitioner throughout southern California. Dr. Angie Otiniano Verissimo brings in substantial experience in the field, after serving as a postdoctoral scholar at the University of California, Los Angeles, mental health program coordinator at Latino Health Access, and serving as a research consultant for University of Southern California, Annenberg Norman Learn Center.

The current undergraduate program coordinator, Dr. Sen Padilla, brings her experience as she was a health educator, bariatric surgery education program coordinator, and a preventive care specialist for Beaver Medical Group for 6 years. Prior to working at Beaver Medical Group, Dr. Padilla was a Wellness Program

Coordinator and Manager for a private wellness company, Medplay Technologies for 2 years. She also was an adjunct professor for La Sierra University and California State University, San Bernardino, where she taught biostatistics and lifestyle diseases courses. Before joining California State University, San Bernardino as a full-time faculty member, she was a visiting professor for a year and during that year, she was the undergraduate program coordinator. Dr. Padilla also serves on the Chaffey College Public Health Associate Degree program's advisory board.

Dr. Kassandra Harding has a PhD in Nutritional Biology with emphasis in International and Community Nutrition, Epidemiology and Biostatistics. She has been an Assistant Professor at CSUSB since August 2019 and directs the Master of Science in Nutrition Science program. Her research focuses on investigating and addressing maternal and child health and nutrition in resource-restricted settings with specific aims to 1) study the context-specific uptake of nutrition interventions, programs, and policies, and disparities in outcomes; and 2) strengthen monitoring and evaluation of nutrition and health from the individual to global level to address gaps in data. Numerous students from across the health and behavioral sciences have gained applied research experience working with Dr. Harding on various research projects.

MPH Adjunct faculty presents the following qualifications outside academia:

Adjunct faculty, especially those who teach upper-division and graduate courses, are primarily recruited from local non-profit organizations, County agencies, and/or healthcare organizations that bring practical experience to the classes. The department encourages qualified professionals to apply for positions as adjunct lecturers and maintain a pool of qualified persons who have expressed an interest in teaching or who have taught in the program in the past. This pool is updated annually and potential faculty is recruited on an on-going basis. The majority of adjunct faculty has significant work experience and has been actively involved with students regarding internship, research, and service.

Professor Tom Hernandez has worked in the field of public health and service for almost 30 years with the County of San Bernardino where he has held positions of health educator, health education supervisor, manager, officer and is now the Chief of Homeless Services working closely with Public Health, Health and Human Services, and the Arrowhead Regional Medical Center. During his time with the County, Professor Hernandez has successfully written or co-wrote nearly $400 million in grant applications for regional services from health-related programs to housing support and management. Most recently the U.S. Interagency Council on Homelessness (USICH) honored and acknowledged his efforts in the USICH 2020 Extra Mile Recognition Ceremony for the County's efforts in prioritizing unaccompanied homeless women. https://www.youtube.com/watch?v=fi3nyy7M_-0

Professor William Van Dyke is a Registered Environmental Health Specialist (REHS) with over a decade of experience working in environmental and public health primarily in the field of vectors and vector-borne diseases. He has presented on his professional experiences in North America, South America, Europe and Asia as an invited and keynote speaker. He has served as Administrator for the Society for Vector Ecology and World Mosquito Control Association.

Dr. Evangel Sarwar has extensive experience outside academia in public health and healthcare settings. As the Influenza Coordinator Allegheny County Health Department, she was instrumental in working closely with CDC in working with community-based organizations, and faith-based organizations to mobilize community partners and residents to decrease mistrust and vaccine hesitancy, increase awareness of the importance of flu vaccines, increase access to vaccines and vaccination rates to reduce racial health disparities in the racially segregated, predominantly Black Communities in Allegheny County, Pittsburgh, Pennsylvania, through the Racial and Ethnic Approaches to Community Health (REACH) program. Dr. Sarwar also is a certified Healthcare Ethics Consultant, and has served as the Healthcare Ethics Fellow for Bon Secours Mercy Health, Virginia, where she provided ethics consultation services at the eight Hospitals throughout the Hampton Roads and Richmond Area.

Further our faculty invites guest lecturers who are working in the field to come and share with our students their first hand experiences of what it is like to work in a public health agency. This allows the students to not only learn, but also interact, ask questions, and get networking experiences with public health

professionals currently working in the field. Below is a sample of all guest lecturers who attended HSCI XYZ in the Spring of 2022. If needed, a detailed list of guest lecturers in all PHE and MPH classes will be provided.

Guest Information:
Esmeralda Trejo, M.S.
Assistant Director, Pathway Programs
UC-Riverside -School of Medicine
Dr. Darlene Newton, Dr.PH, MPH
Supervisor
Southern California Permanente Medical Group
Brittny Bol, MPH
Community Engagement Manager
American Cancer Society
Dr. Erin Wolbeck
Administrative Services Manager
County of Riverside
Department of Public Social Services Adult Services Division
Janet Velez, MPH
Social Services Planner
County of Riverside
Department of Public Social Services Adult Services Division
Dr. Salome Kapella Mshigeni, PhD, MPH, MPA
Assistant Professor
MPH Program Director
Department of Health Science & Human Ecology
College of Natural Sciences
California State University, San Bernardino

PHE Adjunct faculty presents the following qualifications outside academia:

Dr. Regina Moore-Ude brings with her over 20 years of professional experience outside of the classroom. She worked in Environmental Health and Safety at the California Institute of Technology for 14 years and has worked in community outreach for various faith-based and non-profit organizations for over 10 years.

Ms. Devin Arias works as a Community Engagement Manager at the American Lung Association and has served as a preceptor for several students in their internships. She is currently working on her DrPH at Claremont Graduate University.

Similarly, Ms. Amber Olney has 13 years of experience working in the field, including her responsibilities as a Wellness Educator, Health Educator, and Health Educator Specialist at the County of San Bernardino Public Health Department. Such diverse experiences in the faculty provide a multi-disciplinary perspective to the curriculum where students gain first-hand experience with the issues of public health and begin networking with public health practitioners who can advance both their academic and career potential.

Dr. Robert Avina has an impressive professional experience in the field as a senior data analyst and a PrEP program manager. Currently, he has been employed with the Desert AIDs Project since 2016 and has held different titles/positions such as a Community Health Educator II, Community Health Educator III, and Biomedical Preventions Manager. He has participated in formalized training and certifications provided by the California Department of Public Health State Office of AIDS which consisted of Basic HIV/HCV Test Counseling and Alere Determine 4th Generation Ag/Ab training. In addition, as Biomedical Preventions Manager, Dr. Avina led and coached a team of five on providing one on one counseling to patients, as well as developed two handbooks based on two demonstration projects our agency was awarded which was presented at the California Endowment in front of other agencies and members from the CDC.

Ms. Carolina Gabaldon has also been dedicated to the field of public health since beginning her MPH program. As a student she was awarded a fellowship with Randall Lewis Health Policy through Partners for Better Health. While participating in this fellowship, Carolina began creating a network of organizations through her fellowship site placement. While working with Providence/St. Mary's Hospital in Apple Valley, she began conducting crime research and its relationship to health outcomes in the High Desert region. She has instructed undergraduate courses as a graduate student in the MPH program. Her current employment involves developing and implementing strategic environmental prevention plans to reduce community substance abuse. While in her position, she has already received a merit raise, and earned the position of SB County DBH - SUDARS Applied Data and Research Workgroup co-chair as part of her position as Prevention Specialist with IPS.

The program evaluates its faculty through means of both academic and practical experience background and set forth in following objectives: a). 100% of primary faculty will have a doctorate degree in Public Health or a closely related field; b) At least 80% program faculty will have at least 1 year of professional job experience.

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

   This criterion is fully met. The program consists of highly qualified, experienced, and multi-disciplinary faculty. The faculty in the program holds significant experiences, and continues to promote engagement with surrounding local and national community organizations.

E3. Faculty Instructional Effectiveness

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

The program ensures that university policies and procedures are followed for both part time and full time faculty members. Faculty rules and regulations are outlined in the FAM, which can be found at: https://www.csusb.edu/faculty-senate/fam

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

The program supports professional development and advancement in instructional effectiveness.

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

   Faculty on the tenure-track is evaluated through the RPT process. Faculty RPT at the University level is provided: http://senate.csusb.edu/FAM/Policy/ (FSD85-187v1.R21) RPT_Faculty.pdf

   In addition, all part-time faculty is evaluated through Student Opinion of Teaching Effectiveness (SOTE) as well as classroom visitations for courses that are taught for the first time by a particular faculty. The Department Evaluation Committee (DEC), or part-time faculty evaluation committee, conducts semesterly classroom visitations for part-time faculty and writes the annual review report to the department chair. For all part-time faculty on a three-year contract, the annual report is also submitted to the Dean. The Dean further conducts a review for part-time faculty in the third year of a three contract or for those who will be eligible to receive a three-year contract the following year.

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

   CSUSB offers workshops and conferences that are open to all faculty. These workshops include Blackboard, Canvas, Quality Learning Training (QLT), Camtasia, SPSS, accessibility, online technology, computer software such as Microsoft suites, Outlook, learning style of students, flipped classrooms, etc. Public-health specific workshops and professional development opportunities are lacking; though faculty are encouraged to seek such resources elsewhere.

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

   The department encourages all faculty (primary and non-primary instructional) to attend Information Technology training sessions that are offered by the University. These sessions are completely customized and provide hands-on workshops, for groups or individuals, on an array of instructional design and technology topics, including online quality standards (QLT/QM), Blackboard, Camtasia, Softchalk, Turnitin, accessibility, and many more.

   For example, to keep up with the current demand of online delivery mode, faculty are required to complete Online quality standards courses (QLT/QM) in order to teach Hybrid or Online Synchronous/Asynchronous courses. During these training sessions, faculty may choose to

receive a stipend or assigned time and learn how to incorporate the new pedagogies into their classrooms in the following semester.

Secondly, the department supports faculty who attend different types of workshops from the university Teaching Resource Center (TRC). Faculty receive stipends in cash or professional development funds that are transferred to the department for use and access. Below is a highlight of 4 areas of training that TRC has been providing to university faculty and many of the health science department have participated in them.

a. High impact practices (HIPs), are designs and practices in teaching and learning that increase student engagement and lead to successful learning. Additionally, various studies on select HIPs have shown them to be a possible solution to closing the achievement gaps across student populations. Generally, they have been seen as co-curricular activities at CSUSB. But, in the Q2S conversion process, HIPs could become a more standard part of programs throughout the university. Under Goal 1 -- Student Success of the 2015-2020 CSUSB Strategic Plan, there is a call for "[a]ll undergraduate students [to] participate in at least three High Impact Practices (HIPs) by graduation". Further, at least one HIP should be provided in the context of a student's major. HIPS include:

- first-year seminars and experiences
- common intellectual experiences
- learning communities
- writing-intensive courses
- collaborative assignments and projects
- undergraduate research
- diversity/global learning
- E-portfolios
- service learning, community-based learning
- internships
- capstone courses and projects.

b. Critical Information Literacy (CIL)-Leadership Institute launched in Spring 2021.

CIL has been considered a socially responsible pedagogy, as it promotes a way of learning and teaching that addresses the social, political, and economic dimensions of information and thus, enables educators to promote critical thinking among their students. As such, CIL, especially during COVID-19 era, can serve to provide a much-needed source of addressing and developing skills in assessing validity of information, source, funding, historical timeliness, as well as the practical application to discipline. The main purpose of this institute is to establish a multidisciplinary team-approach to help CSUSB probationary faculty become leaders in CIL. Faculty participants learn the foundations of CIL and its use in engaging students to discuss power dynamics that play into the development and dissemination of information in any field of knowledge. Faculty participants gain skills in developing, implementing, and assessing CIL activities in the classroom that promote active engagement of students. By the end of the program, program faculty learn leadership skills to help promote and integrate CIL as part of the campus' curricular and co-curricular activities. Since its inception in the past one year, at least 1 health science faculty has been trained to become a CIL leader (Dr. Salome Mshigeni). For more information please visit the following site: https://www.csusb.edu/trc/programs/critical-information-literacy

c. Social Justice Pedagogy: This is about distributing resources fairly and treating all students equitably so that they feel safe and secure—physically and psychologically," while Marilyn Coch ran-Smith (2), a scholar in education, notes that "social justice-oriented approaches in education refer to standpoints and scholarly traditions that actively address the dynamics of oppression, privilege, and isms, recognizing that society is the product of historically rooted, institutionally

sanctioned stratification along socially constructed group lines that include race, class, gender, sexual orientation, and ability."

Social justice advocates are leaders in addressing patterns of injustice, holding oneself accountable, as well as dedicated in their commitment to lifelong learning.

Our faculty are engaged in social-justice pedagogy so they can guide their colleagues and students in self-reflection to address implicit biases, how that impacts teaching and learning processes, as well as play a critical role in transformative education grounded on celebrating diversity and promoting inclusion through equitable practices in the classroom in all disciplines.

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

1. Student Evaluations (SOTEs): Students evaluate all faculty performance through completion of the SOTE. SOTEs are given out in each course during the 9th week of the quarter and the 13ths week in semester, and data collection is anonymous. Faculty has the opportunity to review the SOTE results after the end of the quarter/semester. Students assess the professor's contribution to their learning as well as quality of instruction.

   SOTEs https://www.csusb.edu/faculty-senate/reports/sote

2. Class Visitations: Program faculty is also evaluated through class visitations, which are conducted by members of each college. Tenured faculty evaluate untenured faculty on a quarter/semester basis and completed reports are sent to the Dean's office for record keeping and evaluation of tenure and promotion. Untenured faculty evaluate part time faculty on a quarter/semester basis and completed reports are sent to the Department office for record keeping and evaluation of future class assignments.

   Based on these evaluations, the DEC will score faculty based on if they did not meet, met or exceeded expectations. Then the score will be counted toward a final tally to determine if the faculty member is ready for advancement.

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

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

   a). Faculty Currency:
   Currently, our department conducts peer/internal reviews of syllabi for content covered. This is done by program coordinators on an annual basis. Both PHE and MPH coordinators review the syllabi and give feedback/recommendations to teaching faculty on anything that may be missing to be added prior to the start of the academic year/class. Reviewed and approved syllabi are updated and uploaded on Blackboard for instructional faculty to access as needed.

   b). Faculty Instructional Technique:
   Our program conducts internal reviews of course curricula once every year and this information is gathered by our College Assessment coordinator, who works closely with program coordinators to ensure that content is in compliance with deliverables. Prior to this, reviews were done on a quarterly basis, something that appeared to be tedious and repetitive to many. After a careful analysis, the department coordinators agreed to conduct these reviews on an annual basis.

Additionally, faculty are required to participate in professional development related to teaching in order to improve their teaching pedagogy styles. For example, with the transition to Quarter to Semester that took place at the same time during the start of COVID-19 whereby many universities went virtual, our university required faculty to receive Information Technology training in order to deliver online education. Many of these workshops were offered on a daily basis and have been listed on our faculty CVs. Further, these workshops were accompanied with small stipends of ($500 - $1,000) to encourage participation as many faculty members were experiencing burn out and zoom instruction fatigue.To date, almost all faculty have received all required Quality Assurance trainings as this was set as a requirement in our College prior to teaching Asynchronous or Synchronous or Hybrid courses.

c). School or Program Level Outcomes:
Some of our faculty are co-teaching courses that will provide our public health students with a different perspective from other public health professionals (interprofessionals). Although all of our faculty have experience of working in the field of health sciences, medicine, public health, and nutrition to name a few, being on full time academia may have created a gap in their knowledge in terms of what is trending in the market and what needs to be incorporated into the curriculum to ensure that our students are up to date. This opportunity has been beneficial to the students and faculty who co-teach various public health classes. Further, most major assignments have a grading rubric that each instructor must follow to ensure that students are taught the same thing despite the change of instructors from one semester to the next. For example, graduate students are provided with rubrics from their instructors that gives them a step by step guide on what needs to be done when constructing their individual portfolio, composing their grant proposals, or completing their program evaluation reports.

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

This criterion is fully met. CSUSB provides institutional guidelines for faculty and course evaluation and each program also has the support to further develop their own. As a result, the program has developed its own assessment plan for each PHE and MPH course, which ensures regular assessment of the course content is completed on a yearly basis. Regular evaluations by students (through SOTEs) as well as colleagues (through class visitations) further ensure instructional effectiveness of courses. The program will continue to strive to promote high academic content in its courses and regular evaluation of effective instruction.

E4. Faculty Scholarship

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

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

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

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

   The program (PHE and MPH) follows the research, scholarly, or creative activity guidelines set forth by the university's RPT process. In the first year, probationary faculty undergo a joint chair/department evaluation committee (DEC) periodic review. In the second year, probationary faculty undergo their first performance review where involvement in teaching, research, and scholarly/creative activities are reviewed separately by department chair, college review committee, college dean, and university provost. Demonstration of active involvement and successful completion toward professional activities is evaluated. Non-probationary tenured faculty are expected to demonstrate a record of active involvement, successful completion of professionally evaluated activities, as well as recognition attained beyond the university for promotion.

   Further details on the university's RPT process can be found at: https://www.csusb.edu/sites/default/files/WP%20FAM%20652.1%20Post.pdf

   At the program level, faculty are also encouraged to be involved in research, especially involving student mentorship. Given that the majority of adjunct faculty are working professionals, the university and program does not have any specific research-related policies and procedures in place; though collaboration with primary faculty on such activities is encouraged. To allow for flexibility of the program faculty's unique research agenda, as well as involvement of students in research, the program developed two overarching goals for research and scholarly activities with specific objectives.

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

   CSUSB is, by legislative mandate, a teaching institution, and thus its main focus is on delivery of high quality instructional programs based on high impact evidence-based pedagogies. As such, the primary focus of the program's faculty responsibilities is teaching. While research and scholarly activities are a condition of tenure and promotion, faculty maintain a teaching load of 12 weighted teaching units (WTUs) per quarter. This teaching load reduces the ability of program faculty to engage in primary research activities that would lead to increased publication productivity. Nevertheless, with limited resources, several faculty (primary and secondary) continue to be part of respectable research and scholarly activities, seek out grant support, as well as invest considerable time on independent studies, directed readings, theses preparation, and projects with the emphasis on student involvement and mentorship.

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

To support community-based participatory research, the Office of Community Engagement (OCE) provides faculty quarterly funding opportunities to address identified needs in the service area. The purpose of the mini-grant is to support faculty in starting or continuing community-based research projects. More details about the program can be found at: http://engage.csusb.edu/community-BasedResearch.html

The Office of Academic Research/Faculty Professional Development Coordinating Committee (OAR/FDPCC) as well as Center for International Studies Program (CISP) also provide support for research for faculty through the Summer Research Fellowship program and Professors Across Borders Travel grants. Such opportunities provide faculty the resources to engage in research, scholarly, or creative activities for professional growth and further enables faculty to be an integral part of strengthening international research and support internationalization of the curriculum. Funding for the aforementioned opportunities are competitive and a committee of reviewers from each college evaluates applications.

To ensure faculty involvement in research in the program, at least 50% of program's primary faculty are expected to be involved in research as well as publish or present their research in a three-year period. To support such initiatives, 1/3rd WTU time per undergraduate student and 1/2 WTU per graduate student is provided to program faculty who provide such research mentorship. In addition, the faculty contract provides one course of reassigned time per quarter for each of the first two years so that faculty can initiate their scholarship and teaching, in addition to support from college and department for research travel support.

Students have worked with **Dr. Angie Denisse Otiniano Verissimo** on research projects that have focused on the relationship between discrimination and health. More specifically, undergraduate students have engaged in independent studies ultimately obtaining honors and have presented our research at the American Public Health Association annual meeting.

Dr. Neal Malik served as a research advisor and assisted in manuscript preparation for submission to the American Journal of Public Health. Abstract was accepted for presentation at the APHA Annual Conference & Expo 2021. Selected for presentation at Southern California Conferences for Undergraduate Research (SCCUR) on November 20, 2021 (held at CSUSB). The Research paper topic is as follows: What Effect Does COVID-19 Have on Healthcare-Seeking Behaviors Among Students Attending a Minority-Serving Institution?

Dr. Kassandra Harding trained student research assistants to run the call center for screening potential study participants and to work with study participants to ensure they complete surveys and are provided their compensation. She also trained student research assistants to conduct data analysis and interpret their findings. These students also present their findings at student research competitions.. She trained student research assistants to conduct specific literature reviews – search article databases, screen titles, screen abstracts, screen papers. This requires the ability to read and interpret peer reviewed articles.

Dr. Monideepa Becerra provides a combination of mentorship in proposal development, data collection and analysis, manuscript development, final submission of research manuscript, and submission of grants (when applicable) to obtain research support, and ethical guidance compliance. The following is a list of student names, topics and her contribution:
Carolina Alvarez, 2018- Present Food insecurity among college students, Manuscript development

Aleka Arrendondo, 2018-Present Thesis: Gender specific body image perception, Data entry
Valentina Chawdhury, 2018-Present Thesis: Food insecurity among South Asians, Data collection

Dr. Salome Mshigeni not only teaches and trains MPH students in their research skills, she also includes them in her publication work pertaining to a variety of topics. For example, in the past 3 years, she has invited several students to publish with her in peer reviewed journals so that the students can actually experience the entire process of data analysis, composing a manuscript, and how to submit one for review and eventual publication. Below is a sample of recent publications that have involved student participation.

Mshigeni, S., Moore, C., & Arkadie, N. (**2021).** The Prevalence Rate of Smoking among Veterans, a Forgotten Epidemic, *Journal of Military, Veteran and Family Health,* Volume 7(2): 26-35 [C. Moore is an MPH graduate from Spring 2020 cohort]

Mshigeni, S., Rittenhouse, A., Gwanzura, T., Arroyo, R., Vaughn, C. (**2021**). Understanding Demographics Characteristics of E-cigarette Users in California and the Need for Tailored Interventions, *American Journal of Health Education,* Volume 52 (3): 2-9 [Rittenhouse, A,. Arroyo, R,. - MPH graduates from Spring 2021 cohort and Vaughn, C - PHE graduate from Spring 2018]

Mshigeni, S., Okolo, S., Mshigeni, D., & Becerra, M. **(2020)**. What Diversity Means to Undergraduate Health Science Students, *Journal of Higher Education Theory and Practice,* Volume 20, 6: 55-62 [S. Okolo is an MPH graduate from Spring 2019]

Taboada, M., Singh, S., Kapella Mshigeni, S., & Okpala, P. **(2019).** Measles on the rise in the U.S. despite their Preventable Nature, a call to Manage the Epidemic, *Journal of Public Health and Community Medicine*, Volume 4, (2):1-6 [Taboada, M., & Singh, S - are HCM graduates from Spring 2019]

Dr. Sen Padilla has mentored students on their Master's Thesis covering a range of topics from health disparities to COVID vaccine hesitancy. Below is a sample of recent publications that have involved student participation.

MPH Committee member 2 for Valentina Chawdhury, Fall 2018 – Spring 2019 Health Disparities among South Asians: Is Food Insecurity the Missing Link?

MPH Committee member 1 for Farhan Danish, Fall 2018 – Spring 2019 Food insecurity amongst South Asian immigrant communities in southern California – Inland Empire.

MPH Committee member 2 for Erich Bonilla, Fall 2018 – Spring 2019 We care constantly expected to disregard ourselves and our personal needs: Addressing the daily stressors of Private EMS.

MPH Project Committee member 2 for Joshua Casas, May 2021 – June 2021 COVID-19 Vaccine Hesitancy among California State University, San Bernardino Students

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

At the university level, the Office of Student Research (OSR) has been a strong supporter of faculty and student research programs. The mission of OSR is to facilitate the engagement of students in scholarly and creative activities related to their disciplines by providing resources that support both student scholars and faculty mentors. OSR provides several funding opportunities: student grants, faculty/student grants, student research and travel funds, summer research program, peer research consultant, as well as educational research initiatives such as course redesign and peer lab. Further information on each program can be found at OSR's website at: http://osr.csusb.edu/index.html

To ensure a strong foundation for research, all program students are required to take a research methodology course to ensure competency in research paper and/or protocol development . To further promote active student involvement in research, the program established an objective to ensure that at least one program student receives departmental honors. Departmental honors require undergraduate students to have an overall GPA of 3.0, major GPA of 3.5, as well as completion of HSCI 5970 (independent study that requires a research project, 3-semester units).

All students enrolled in research methodology classes as well as all faculty (primary and secondary) involved in research are expected to complete the Institutional Review Board (IRB) training certification to ensure ethical practices in research. In addition, to promote student research, at least 50% of program's primary faculty members are expected to involve students in research projects.

Students are also encouraged to seek out research funding through aforementioned OSR grants, with several current and former students receiving such support. Students in several program courses, such as epidemiology and research methods, are also encouraged to submit their projects to the university's peer-reviewed *Journal of Student Research* at CSUSB.

Dr. Angie Denisse Otiniano Verissimo has incorporated her research in the classroom by having students review her publications on discrimination and health as well as critique different measures of discrimination.

Dr. Neal Malik conducted a Research project: *Micronutrient differences among popular fad diets*. As a nutrition instructor that teaches both Medical Nutrition Therapy and Public Health Nutrition, the outcomes of this research project allowed him to provide students with the most current data regarding the potential health consequences of long-term fad diets as well as the current Dietary Reference Intakes (including the Recommended Dietary Allowances, Adequate Intakes, and Tolerable Upper Limits) for the vitamins and minerals.

Dr. Kassandra Harding teaches a Research Methods class – in groups, students design and implement their own research projects around their own health-related research question. She uses examples from previous or ongoing research in class (statistics; global health; research methods) and relies on recent peer-reviewed literature for course materials – students are exposed to current topics and high-quality research.

Dr.Salome Mshigeni's faculty research activities include the following publications - In groups in each cohort students work under the supervision of the faculty to create survey questions, collect data, clean data, and analyze data. Finally students present their findings in various meetings; symposiums; or conferences. IRB is obtained prior to data sharing beyond classroom grade. Also, mentorship is provided to those students who may wish to produce manuscripts and/or take a part in faculty research. Below is a small sample of students who published with Dr. Mshigeni.

1) Mshigeni, S., Sarwar, E., Kimunai, E. **(2021).** College students' educational experiences amid COVID-19 pandemic, *Journal of Applied Learning & Teaching,* Volume 4, 1:1-11

2) Sarwar, E., Kimunai, E., Mshigeni, S., **(2021).** Ethical and practical implications of COVID-19 Vaccine Hesitancy among College Students: A pilot study, *Journal of Healthcare Ethics & Administration,* Volume 7, (3): 38-50. DOI: https://doi.org/10.22461/jhea.2.7166

3) Mshigeni, S. (2021). E-Cigarettes Epidemic and the Need for Education, I*nternational Journal of Behavioral and Healthcare Research,* Volume 7(3): 163-174

4) Mshigeni, S., Moore, C., & Arkadie, N. (2021). The Prevalence Rate of Smoking among Veterans, a Forgotten Epidemic, *Journal of Military, Veteran and Family Health,* Volume 7(2): 26-35

5) Mshigeni, S., Rittenhouse, A., Gwanzura, T., Arroyo, R., Vaughn, C. (2021). Understanding Demographics Characteristics of E-cigarette Users in California and the Need for Tailored Interventions, *American Journal of Health Education,* Volume 52 (3): 2-9

6) Mshigeni, S., Sarwar, E., Kimunai, E. (2021). College students' educational experiences amid COVID-19 pandemic, *Journal of Applied Learning & Teaching,* Volume 4, 1:1-11

7) Mshigeni, S., Okolo, S., Mshigeni, D., & Becerra, M. **(2020)**. What Diversity Means to Undergraduate Health Science Students, *Journal of Higher Education Theory and Practice,* Volume 20, 6: 55-62

8) Avina, R., Mullen, M., Mshigeni, S., & Becerra, M. **(2020).** "I Actually Don't Know What HIV Is": A Mixed Methods Analysis of College Students' HIV Literacy, *Diseases,* Volume 8, 1: 1-10

9) Becerra M.B., Avina R.M., Mshigeni S., & Becerra B.J. **(2020).** Low human papillomavirus literacy among Asian-American women in California: An analysis of the California Health Interview Survey. *Journal of Racial and Ethnic Health Disparities,* Volume 7, 678-686

10) Taboada, M., Singh, S., Kapella Mshigeni, S., & Okpala, P. **(2019).** Measles on the rise in the U.S. despite their Preventable Nature, a call to Manage the Epidemic, *Journal of Public Health and Community Medicine*, Volume 4, (2):1-6

11) Kapella Mshigeni, S., Kimunai, E., & Cross, C. **(2019).** The prevalence rate of cigarette smoking among Congestive Heart Failure patients at a local family health center, *Annals of Public Health Report*, Volume 3, (1):30-34

For **Dr.Sen Padilla's** higher education and pedagogy research, she has applied some of the techniques discussed in her research in her classrooms. Furthermore, from her research on elderly individuals, she uses her research to provide examples and insight on social determinants that affect elderly individuals to promote student curiosity and questions for their class discussions and papers.

Dr. Sen Padilla's faculty research activities include the following publications:

1) Badawi, Noura, Murugan, Edna, and Padilla, Sen. (2021, September). Six Ways to Fall in Love with Teaching Again. Faculty Focus.
2) In progress (submitting paper)
3) Padilla, Sen L., Dos Santos, Hildemar, Beeson, W. Lawrence, Fraser, Gary E. "The Health Profile of the Oldest Adventists."
4) Padilla, Sen L., Dos Santos, Hildemar, Beeson, W. Lawrence, Fraser, Gary E. "The association between dietary patterns and mortality in older adult Adventists aged ≥80 years."

Dr. Monideepa Becerra utilized her research on transgender mental health disparities to integrate into class discussion on vulnerable populations. Research on teaching techniques, such as flipped class, blended learning etc. are integrated during teaching delivery.

Dr. Monideepa Becerra's faculty research activities include the following publications:

Book Chapters

1. Becerra M.B., Gill N. (2017). Cardiovascular Disease. Health of South Asians in the United States. An Evidence-Based Guide for Policy and Program Development. CRC Press.

2. Kodali S., Becerra M.B., Coelho K (2017). LGBT Health. Health of South Asians in the United States. An Evidence-Based Guide for Policy and Program Development. CRC Press.

Selected Peer-Reviewed Publications

1. Becerra M.B., Bol B., Granados R., Hassija C (2018). Sleepless in School: The Role of Social Determinants of Sleep Health among College Students. Accepted at Journal of American College Health.

2. Becerra M.B. & Marmolejo C. (2018). Discrimination Experiences of Female College Students: Implications for Mental Health Outcomes. Women's Health and Gynecology. 4(1): 087

3. Avina R.M., Corral K., Becerra B.J. & Becerra M.B. (2018). Burden of Clostridium Difficile and Methicillin-Resistant Staphylococcus Aureus: An Assessment of Nationwide Inpatient Sample. Journal of Prevention and Treatment of HIV. 2(2): 008

4. Becerra M.B., Mshigeni S.K., Becerra B.J. (2018). The Overlooked Burden of Food Insecurity among Asian Americans: Results from the California Health Interview Survey. International Journal of Environmental Research and Public Health. (8), 1684. DOI: 10.3390/ijerph15081684

5. Kakish H., Olney A., Becerra M.B. (2018). A qualitative analysis of body image on social media: Implications for public health practice. Open Access Journal of Public Health. 2(2):011

6. Becerra M.B., Okplala P., Fike G. & Becerra B.J. (2018). Health literacy, English language proficiency and mammogram: An analysis of largest state health survey in the Untied States. Journal of Advances in Breast Cancer Research and Development. 1(1):001.

7. Jackson M., Becerra B.J., Marmolejo C., Avina R., Henley N., Becerra M.B. (2017). Prevalence and Correlates of Sleep Apnea Among US Male Veterans, 2005-2014. Preventing Chronic Disease. 4:E47. DOI: 10.5888/pcd14.160365

8. Allen N.L., Becerra B.J., Becerra M.B. (2017). Associations between food insecurity and the severity of psychological distress among African-Americans. Ethnicity and Health.1-10. DOI: 10.1080/13557858.2017.1280139

9. Becerra B.J., Arias D. & Becerra M.B. (2017). Low Health Literacy among Immigrant Hispanics. Journal of Racial and Ethnic Health Disparities. 4(3):480-483 DOI:10.1007/s40615-016-0249-5

10. Becerra M.B. (2017). Factors associated with increased healthcare utilization among adults with asthma. Journal of Asthma. 54(4):376-382. DOI: 10.1080/02770903.2016.1218017

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

The program (PHE and MPH) follows the research, scholarly, or creative activity guidelines set forth by the university's RPT process. Demonstration of active involvement and successful completion toward professional activities is evaluated.

Further details on the university's RPT process can be found at: https://www.csusb.edu/sites/default/files/WP%20FAM%20652.1%20Post.pdf

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

Outcome Measures for Faculty Research and Scholarly Activities				
Outcome Measure	**Target**	**Year 1**	**Year 2**	**Year 3**
Faculty participating in research activities	50%	50%	75%	75%
Faculty involving students in research activities	50%	100%	50%	50%
Presentations at professional meetings during a three-year period	50%	0%	25%	25%

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

Strengths: Our faculty are engaged in different research projects and activities and are welcoming to students who are interested in research. Faculty work to promote and support students to provide them with the opportunity to participate in scholarly activities and be able to present at different meetings and conferences.

Weakness: Over the course of three years, our faculty have not been able to engage in presentations at conferences or other professional meetings. This was due to the pandemic and the sudden need to adjust and adapt to a remote learning environment and virtual work.

Plan for improvement: We will work out a plan to have faculty engage more in professional meetings and conferences, not just for professional development but also to be able to support and provide opportunities for students.

E5. Faculty Extramural Service

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

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

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

   The program encourages faculty to be part of service activities, both for the university and community. Although the majority of part-time faculty are working professionals, the program encourages faculty to work with primary faculty on such service activities a well. All faculty are expected to be involved in professional growth activities related to research and/or service, either directly or in-directly (such as consultation). For primary faculty, service is further incorporated as part of the RPT process.

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

   Primary faculty in the program are encouraged to participate in university service through a variety of ways, including, participating in institutional governance, evaluating the teaching of their colleagues, advising students, sponsoring student organizations, etc. While community can be defined as local, regional, state, nation, or international, primary faculty in the program are also encouraged to actively participate in community service related to the mission of the university that brings recognition to both the university and faculty as well. These services should be consistent with teach abilities, expertise, and leadership qualities, and should further foster intellectual relationships with the community.
   Further details on the university's RPT process can be found at:
   http://senate.csusb.edu/FAM/Policy/(FSD85-187v1.R22)RPT_Faculty.pdf

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

   Dr. Angie Denisse Otiniano Verissimo has also collaborated with groups on campus as well as off campus to incorporate service learning in the classroom. First, she has involved her students in the planning, implementation, and promotion of the Run Like A Mother 5K which benefits local organizations that serve homeless women and children. Second, she has collaborated with the Early Childhood Education Programs on campus to have her students develop play-based health promotion activities for children.

   Dr. Neal Malik authored and delivered a TED Talk presentation on "Holistic Nutrition" for UCR's Center for Health Equity YouTube Channel. Based on the success of this presentation, this became a topic in the HSCI 3204 Public Health Nutrition course. He also authored and delivered a virtual

webinar to CSUSB in conjunction with the CSUSB's Counseling and Psychological Services Department to students, faculty, and staff titled, "Maximizing Your Potential Through Food and Nutrition". Based on the success of this presentation, this became a topic in the HSCI 3204 Public Health Nutrition course. Finally, he presented to CSUSB faculty on "How to Make Online Classes More Engaging: Mentimeter, Kahoot, and Motivational Syllabi". The techniques described were and have been regularly incorporated into his pedagogy.

Dr. Kassandra Harding co-lead a working group on food security among Head Start families in Alaska; students worked with the working group and presented with Head Start to colleagues and herself at the Head Start Conference.

Dr. Monideepa Becerra is a Mentor to the Asian Pacific Islander Caucus, American Public Health Association. She is the Chair, Developmental Committee Latino Caucus for Public Health, American Public Health Association and an Evaluator at the Hispanic Serving Health Professions Schools where she evaluates intern applicants for the Office of Minority Health. She is an Evaluator at Reach Out where she evaluates public service announcements submitted by K-12 students. She is also the Candidate Evaluator, National Board of Public Health Examiners and Board Member at the Randall Lewis Health Policy Fellowship. and American Lung Association, Inland Empire.

Dr. Monideepa Becerra also participated in the following community and professional speaking engagements:

1. Becerra M.B. & Avina R.M. (2018). Addressing the Needs of the Transgender Population, Not your Typical Pronoun. Oral presentation at 9th Annual National Innovative Communities Conference, Ontario, CA, USA.

2. Avina R.M. & Becerra M.B. (2018). HIV: The Mythological Creature. Oral presentation at 9th Annual National Innovative Communities Conference, Ontario, CA, USA.

3. Mshigeni S., Becerra M.B. & Becerra B.J. (2018). Opioid Epidemic: Know the Signs. Oral presentation at 9th Annual National Innovative Communities Conference, Ontario CA, USA.

4. Becerra B.J., Msigeni S., Becerra M.B. (2018). Healthcare access and service utilization: What's literacy got to do with it? Oral presentation at 9th Annual National Innovative Communities Conference, Ontario CA, USA.

5. Becerra M.B. & Corral K.E. (2018). Women's ministry Event-Heart Health. Invited speaker by American Heart and Stroke Association, Riverside, CA, USA.

6. Becerra M.B. & Corral K.E. (2018). AARP Senior Meeting on Heart Health and Recognizing Heart Attach. Invited speaker by American Heart and Stroke Association, Riverside, CA, USA.

7. Becerra M.B. & Mshigeni S. (2018). #Episelfie: What does your zip code say about your future? Invited speaker at Inland Empire Health Professions Coalition Conference, Riverside, CA, USA.

8. Becerra M.B. (2018). Guest lecture in Clinical Trials, Loma Linda University School of Public Health, Loma Linda, CA, USA.

9. Becerra M.B. (2018). Bivariate Analyses. Guest lecture in Statistics for Health Sciences course, Department of Health Science and Human Ecology, California State University, San Bernardino, CA, USA.

10. Becerra M.B. (2017). Process Evaluation in Health Sciences. Guest lecture Program Planning and Evaluation course, Department of Health Science and Human Ecology, California State University, San Bernardino, CA, USA.

11. Mayer V., Becerra M.B. & Ferguson G. Authors listed in order of presentation (2017). Food insecurity and its impact on diabetes management: Identifying interventions that make a difference. Invited speaker at National Diabetes Education Program, Centers for Disease Control Becerra_M Page 28 of 33 and Prevention, National Institutes of Health, USA.

Dr. Salome Mshigeni presented the following topics at the following conferences:

"Understanding demographics characteristics of e-cigarette users in California and the need for tailored interventions", 2021 American Public Health Association Virtual Conference, October 24-27, 2021.

With Evangel Sarwar, Eunice Kimunai, "Addressing college students' challenges at a designated minority serving institution raised by university closures during COVID-19 pandemic: Holistic approach needed" 2020 American Public Health Association Conference, October 24-27, 2021.

With Eunice Kimunai "Crime Rates and how it Impacts the Health of San Bernardino County Residents in California", 2020 American Public Health Association Virtual Conference, October 27, 2020.

Dr. Sen Padilla serves as the Advisory Committee Member Chaffey College Program.

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

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

   Indicators were not created

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

   Not applicable

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

   Criterion not met and a plan will be created that includes indicators being created

F1. Community Involvement in Program Evaluation and Assessment

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

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

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

   (see Table F.1 below)

2) Describe any other groups of external constituents (outside formal structures mentioned above) from whom the unit regularly gathers feedback.
   (see Table F.1 below)

3) Describe how the program engages external constituents in regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions.
   (see Table F.1 below)

4) Describe how the program's external partners contribute to the ongoing operations of the program, including the development of the vision, mission, values, goals, and evaluation plan and the development of the self-study document.
   (see Table F.1 below)

5) Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation requests 3 and 4.
   (see Table F.1 below)

6) Summarize the findings of the employers' assessment of program graduates' preparation for post-graduation destinations and explain how the information was gathered.
   (see Table F.1 below)

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

   (see Table F.1 below)

Table F.1

Outcome measures	Current Status	Future Plans	Notes
1.1 Formal structure	Not in place	Fall 2022	To be formed
1.2 External constituents from whom the unit regularly gathers feedback	Present but not solicited	Fall 2022	Will solicit
1.3 External constituents' engagement in regular assessment	Not in place	Fall 2022	To be formed
1.4 How the program's external partners contribute to the ongoing operations	Informally done	Fall 2022	Form a structure
1.5 Provide documentation (e.g., minutes, notes, committee reports, etc.)	Not in place	Fall 2022	By semester
1.6 Summarize the findings of the employers' assessment of program graduates	Not in place	Fall 2022	By semester
1.7 Provide documentation of the method by which the program gathered employer feedback	Not in place	Fall 2022	By semester

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

Strengths: Although this criterion has not been fully developed, there are a number of external constituents who give constant feedback to students, faculty, and staff in the advancement of our public health program. This is usually done informally on an individual level. Many constituents share a passion for public health and find our program to be geographically fit in serving the Inland Empire. Moving forward, a structure will be created to solicit feedback on a semester basis and this information will be documented semi annually.

Weaknesses: This criterion has not been fully developed. The past 2 years of COVID-19 pandemic have slowed down the activities of our programs. Data collection as well as community involvement

activities have been challenged. On a positive note, as the country is slowly opening, we are moving in the right direction and more plans will be put in place to ensure a formal structure is in place to fulfill this criterion.

F2. Student Involvement in Community and Professional Service

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

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

Undergraduate students are introduced to different opportunities for community engagement, service and professional development activities by means of faculty, full-time and adjunct, sharing different opportunities that are available. The opportunities are posted on the Undergraduate Public Health Blackboard page, and students are notified via email, and include some of the following opportunities:

1. Complete the CHES examination
2. Obtain a certificate in Health Equity or Gerontology
3. Annual CSU Health Policy Conference (was not held during pandemic; restarted 2022)
4. Scholarship Opportunities
5. APHA annual conference
6. Hispanic Association of of College and Universities conference

Additionally, prior to the pandemic, ESG introduced students to various activities as well as provided opportunities for service, community engagement, and professional development. However, as of now, ESG has been dismantled.

Graduates
Our MPH students are heavily introduced to various community engagement and professional development activities such as:

a). Continuing Education (take the CHES exam which is optional);

b). Participation in Professional organizations/conference organizations;

c). Participate in Teaching Assistant activities (TAs). For those who have plans to pursue a PhD or seek a full time career teaching at a Community College, we provide them with Skill Based Training by hiring them as Teaching Assistants (TAs) whereby they teach an undergraduate Health Science Introductory Lab and receive a monthly stipend.

d). Participate in various activities with the REACH-Out organization. In addition, MPH students stay connected with REACH-Out, a Non-profit organization that serves the Inland Empire with a focus of strengthening communities by bringing people together to solve disparities issues. For example, reduce barriers to educational achievement, expand economic communities and create health communities. Every spring semester, our MPH students volunteer their time by providing free education to Youth in the region through Reach-Out. At times, groups of High school students are brought on campus in buses to receive information sessions of education, career goals, and options to successful skills training in the field of Public health or Health Sciences or Nutrition. Other times, our students go to Reach-Out office to provide the talk infront of youth. This has been a fulfilling experience for our MPH students by not only learning to give back to the community by serving and educating Youth, but also to improve their skills of becoming public health professionals outside academic settings.

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

a). Continuing Education through CHES exam

CHES

CSU, SAN BERNARDINO CHES PASS/FAIL							
		2018/2019		2019/2020		2020/2021	
		October	April	October	April	October	April
CHES	PASS	1	2	2	1	2	1
	FAIL	0	1	0	0	0	0
	TOTAL (8)	1	3	2	1	0	1

b). Students Conference Presentations

Student Name	Dates	Conference
Angela Ayres Hudson	October 2019	Pacific Coast College Health Association Conference
Joanina Gazcon	October 2019	Pacific Coast College Health Association Conference
Jeffrey Truong	October 2021	American Public Health Association Conference
Jeffrey Truong	May 2022	American College Health Association Annual Meeting
Rochelle Burnette	April 2022	Health Policy Conference

c). Teaching Undergraduate course to improve presentation, academic, and professional skills

NO:	F. Name	L. Name	Academic Year
1	Abunaja	Mirriam	2021 - 2022
2	Bryant	Enari	2021 - 2022
3	Ermilio	Vanessa	2021 - 2022
4	Guzman	Lilibeth	2021 - 2022
5	Gumasana	Rushil	2021 - 2022
6	Lee	Tony	2021 - 2022
7	Raich	Chevon	2021 - 2022
8	Roland	Thomas	2021 - 2022
9	Sami	Saba	2021 - 2022
10	Truong	Jeffrey	2021 - 2022
11	Zuniga	Paola	2021 - 2022
12	Angela	Hudson	2020 - 2021
13	Al Bayati	Arab	2020 - 2021
14	Beheshti	Nazanin	2020 - 2021

15	Chavez	Luis	2020 - 2021
16	Felix	Alessandra	2020 - 2021
17	Montejo	Crystal	2020 - 2021
18	Rittenhouse	Annie	2020 - 2021
19	Walker	Selam	2020 - 2021
20	Zavala	America	2020 - 2021
21	Cindy	Mahoney	2019 - 2020
22	Champagne	Moore	2019 - 2020
23	Dolores	Mancha	2019 - 2020
24	Eman	Alzoghbieh	2019 - 2020
25	Farhan	Danish	2019 - 2020
26	Isaac	Diaz	2019 - 2020
27	Marwa	Mohamed	2018 - 2019
28	Nickole	Argentieri	2018 - 2019
29	Rae Chelle	Gabriel	2018 - 2019
30	Rochelle	Granados	2018 - 2019
31	Sharfaa	Ahmad	2018 - 2019
32	Valentina	Chawdhury	2018 - 2019

d). Participate in various activities with the REACH-Out organization.

Spring 2019 - 3 MPH students presented

Spring 2020 - 3 MPH students presented

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

Strengths: It has been a good experience to mentor and watch our MPH students grow in different ways as they develop their skills of teaching, service, and scholarship work. Presenting in professional conferences has been an additional skill beyond what they learn in the classroom. Giving back to the Youth in our region (Inland Empire) has been a rewarding experience for many. Additionally, for our undergraduates, a strength is a dedicated faculty that is committed and continually provides information regarding opportunities for students.

Weaknesses: More work needs to be done to connect our students with different organizations serving the region. At the moment we have close ties with REACH-Out only. Although our PHE and MPH programs have contractual agreements with over 50 agencies where our students go to conduct their Internships, similar relationships need to be established with agencies (particularly Non-profit) where students can give back their free time in addition to fulfilling their Internship duties. Secondly, COVID-19 challenges of social distancing prevented the growth of these activities as school was done remotely for 1. 5 year. Moving forward, as the education system is moving from virtual to in-person activities, more plans will be put in place that will provide our students with opportunities to serve different and dynamic groups of people in the region.

F3. Delivery of Professional Development Opportunities for the Workforce

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

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

	Education/training activity offered	**How did the unit identify this educational need?**	External participants served*
Example 1	Policy Development - The online workshop explains domains of the Policy development process, identifying stakeholders, how to engage and educate stakeholders, researching existing literature, surveying best practices and understanding what is successfully being done elsewhere, clarifying operational issues, community needs assessment and accessing reliable sources of data.	In 2016, a community needs assessment survey was distributed to public health professionals.	12
Example 2	Health Education Competency Training - The online workshop offers an overview of the 7 CHES Responsibilities, Competencies and sub-competencies to prepare participants to take the CHES exam.	In 2016, a community needs assessment survey was distributed to public health professionals.	9
Example 3	Mental Health Issues	In 2021, a community needs assessment survey was distributed to public health professionals.	Workshop is still being developed.

2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.
In 2016, a community needs assessment survey regarding professional development workshops was widely distributed to public health professionals. Our MPH students created two professional development trainings, a CHES test prep course and a Policy development course. The Policy development course also provides course completers with NCHEC Category 1- 1.75 CHES credits once the course is complete. These courses are on-going online workshops that are on the departments website and can be found here: Department of Health Science & Human Ecology | CSUSB. In September of 2021, a community needs assessment survey regarding professional development workshops was widely distributed and the topic of Mental health services was the most commonly chosen topic of interest and is currently being developed.

G1. Diversity and Cultural Competence

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

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

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

- **development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination**
- **reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted**

i. incorporation of diversity and cultural competency considerations in the curriculum

The program is dedicated to the University's mission of promoting diversity in its academic opportunities for students. The curricula for both PHE and MPH were developed in collaboration with the HSCI department curriculum committee. As noted previously, curriculum for PHE and MPH are reviewed each academic year and full program review is conducted every three years. Also, a major policy of the program is to offer at least two cultural diversity courses for students. Program competencies were also developed to incorporate the addition of cultural diversity. Students also take courses that allow for in-depth focus on the importance of diversity. These courses are:

HSCI 301: Foundations of Public Health Education. (Now HSCI 3200 in semester)

Examines the profession of public health education in various settings and selected historical, cultural, philosophical, professional, and ethical issues in the practice of health education. Emphasis is placed on leadership, professionalism, career development, professional organizations, and interrelationships among physical, social, and cultural forces in the practice of health promotion and education.

HSCI 359: Global Health. (Now HSCI 3203 in semester)

Explores the main principles of global health within the social, cultural, geographic, environmental, political, and economic contexts that determine population-level health and illness, including factors that account for variations in and patterns of health outcomes. Topics include health policies, programs, health systems, identifying and interpreting current data sources, diseases, and interventions.

HSCI 607: Cross Cultural Aspects of Health. (Now HSCI 6330 in semester)

Roles of cultures and their relationships to health status, health practices, and health-seeking behaviors. Influence of culture on research, statistics, and interventions, and provision of health services.

HSCI 4210 Cultural Competency. (New in semester)

The course explores the approaches to cultural competency in public health and their relationship to addressing health disparities. The course will highlight interventions and programs that work with various marginalized groups.

The faculty is encouraged to participate in campus-wide opportunities to promote cultural diversity, including Center for Health Equity membership that often results in successful faculty research work.

- **ii. recruitment and retention of diverse faculty, staff, and students**

Introduction/Advertising the Position:

The program is committed to using and maintaining the university policies by recruiting and appointing probationary faculty based on the department and the College Dean recommendations, which follow review by the Association Vice President for Faculty Personnel, the Vice President for Academic Affairs/Provost shall make all probationary faculty appointments. No probationary faculty shall be considered appointed until the Vice President for academic Affairs extends a written offer. The position's vacancy shall be advertised upon the College Dean and the Affirmative Action Officer approval. The position vacancy advertisement includes minimum job qualifications, salary range, and the following statement: “California State University, San Bernardino is an Equal Opportunity Affirmative Action, Section 504, Title IX Employer.” The job announcements would be listed in the Chronicle of Higher Education, professional Journal, and sent out to selected members of university placement services.

Recruiting Process:

The recruiting process of probationary faculty shall be the responsibility of the College Deans. All applications will be selected from a general pool application. Candidates should be asked to submit three (3) letters of recommendation from individuals qualified to comment on candidate teaching and official transcripts for both undergraduate and graduate studies. Each department shall elect a Faculty Recruiting Committee of at least three (3) tenured faculty for reviewing candidacy applications. The initial screening of candidacy applications will be based off a “roster” of candidates established by the Department Chair/School Director. The roster will include those who:

a) Meet the position requirements.

b) Have submitted a completed Biographical Statement.

c) Have submitted all required academic transcripts.

d) Have submitted the required letters of recommendation.

Prior to the evaluation of qualified candidates, the roster with ethnic and sex classifications must be presented to the Affirmative Action Officer for approval. If underutilization of females and minorities exists in the recruiting department/school, the Affirmative Action Officer will not approve the roster unless:

a) Number (s) of the underutilized class are included in the roster, or

b) Documented evidence of good faith efforts clearly indicates that no candidates in the underutilized class should be found. However, Re-advertising may be required.

iii. Appointment Process (Period and level of Appointment):

Upon Faculty Recruitment Committee recommendations, along with the voting decision of the department/school and the department chair's/school director's comments shall be forwarded to the College Dean for review. If the College Dean approves the Faculty Recruiting Committee's recommendation, an appointment document is prepared and sent along with the candidates file to the Associate Vice President for Academic Personnel. Only after the Vice President for Academic Affairs/Provost has given approval of the appointment by signing the appointment document can the College Dean or designee make an offer to prospective probationary faculty members. The initial probationary appointments shall normally be for a period of two (2) years with a level of Assistant Professor appointment, unless specified otherwise at the time the position was approved.

The faculty recruitment policy can be located at: http://senate.csusb.edu/FAM/Policy/(Admin)Recruit_Faculty.pdf. An updated version was recently approved by the faculty senate and will be posted.

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

The program is dedicated policy from CSU System, which can be found on http://www.calstate.edu/hr/compliance/

v. Policies and plans to recruit, develop, promote and retain a diverse student body.

Our program has a diverse student body because of the CSUSB Admissions and Student Recruitments program. Their mission is to provide exceptional customer service to our diverse community with the purpose of guiding and transitioning students toward achieving their educational goals. CSUSB is nationally recognized for its leadership role in changing the face of U.S. higher education. A reflection of the region's dynamic diversity, CSUSB, which has the most diverse student population of any university in the Inland Empire, and the second highest African American and Latino enrollments of all public universities in California, is considered a model of access and excellence in higher education. Hispanic Outlook in Higher education ranked Cal State San Bernardino 17th in the nation in awarding bachelor's degrees to Latinos.

Also, the CSUSB DREAMers Resource and Success Center on November 5th, 2015, becoming the 4th in the CSU system to establish such a center. The center, which is a part of the Division of Student Affairs, provides a welcoming place where CSUSB undocumented students, their allies and supporters of underserved populations can congregate, exchange ideas and provide support to one another. The center focuses on bringing awareness to the California Dream Act (financial aid), employment opportunities, scholarships, internships, immigration services, information about graduate school, and other resources that will help achieve student success. For more information about DREAMers center please visit the following link: https://www.csusb.edu/undocumented-student-success-center

Finally, last fall CSUSB hosted a Black and Brown conference where more than 300 African American and Latino eighth-grade boys from five Inland Empire school districts attended. Objectives included: providing early college awareness and college preparedness information to increase the number of African American and Latino males who enroll and graduate from college; providing additional tools for young men of color to chart their path to post-secondary education; promoting self-identity development; helping to foster a sense of belonging; and establishing ongoing mentor/mentee relationships, among others. Breakout workshops also provided critical information to create educational pathways to college emphasizing the A-G admissions requirements and financial aid opportunities, along with self-identity workshops and campus tours.

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

The program is dedicated to the diversity and cultural competency in its learning, research, and service activities. A review of the program's under-represented population demonstrates that students are primarily ethnic-minorities, with a majority with Hispanic, women, and first-generation college students. The program's rationale for the designation of under-representation is based on CSUSB's diversity commitment. CSUSB is also a designed Hispanic Serving Institution whereby the students racial and ethnic backgrounds include https://www.csusb.edu/about-csusb/facts-and-stats

- 66% – Hispanic
- 12% – White
- 6% – non-resident foreign students
- 5% – African American
- 5% – Asian
- 4% - Unknown
- 2% - are Two or More Races
- <1% - are Native American/Alaskan Native or Native Hawaiian/Pacific Islander

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

   The University Strategic Plan and core value states "Inclusivity: We affirm and are committed to the value of all kinds of differences among students, faculty and staff. Inclusivity that is broad and deep makes us a healthier and more productive organization and builds a culture that fosters engagement and diverse perspectives."

   One of the department's core values is to: "serve as a guide in the work we do in the pursuit of effectiveness and excellence." Our core values also state that we value diversity and "respect for all people in global and local communities and to appreciate diverse cultures' perspectives, and beliefs as we promote population health and reduction of health disparities."

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

   Aligned with University Strategic Plan, the program has the following goals and related objectives noted in 1.8.e related to achieving diversity and cultural competencies:

   Increase the cultural competency of program students to meet the diverse needs of the service area. Increase the proportion of first-generation college students in the program.

   Increase the proportion of ethnic minorities and women in the program.

   In addition, faculty are strongly encouraged to provide academic career advising of students, especially those from minority and underrepresented groups. Faculty are also involved in research activities, especially with underrepresented minorities, to cultivate professional experiences for the student population.

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

Below is a variety of strategies that maintain a culturally competent environment and structure that ensures not only teaching, but also service and research activities reflect diversity.

Teaching:

Dr. Coleman, developed a course on men's health (HSCI 405: Health Issues of Men) is being offered as an elective for PHE students in Winter 2017. The course serves as an exploration of men's health issues from an ecological perspective, e.g., physical, mental, social, intellectual, financial, spiritual, sexual, and other related dimensions. Emphasis is on balance as well as intersections of biological sex, gender concerns, racial considerations, and other diverse factors such as: personal responsibility for maintaining and promoting health; self-care; and access to appropriate healthcare.

Similarly, Dr. Verissimo developed a new course on women's health (HSCI 404: Women's Health Issues), which has been offered as an elective option for PHE students since Fall 2016. The course examines programs, policies, and services that affect the health of girls and women across the lifespan. The emphasis is on social, political, economic, environmental, personal, and behavioral factors associated with women's health.

Research:

Dr. Henley's research is focused on addressing issues related to access to care and health care disparities among vulnerable populations and she primarily focuses on building resilient communities through teaching and the translation of culturally relevant research into policy and practice. Dr. Verissimo's research is primarily focused on social determinants of health that contribute to health disparities, particularly among Latinos. She recently co authored a book chapter titled "Racism and Behavioral Outcomes Over the Life Course" in "The Cost of Racism for People of Color: Contextualizing Experiences of Discrimination" book, which was recently published through the American Psychological Association.

Service:

Several faculty are actively involved in campus-wide diversity initiatives that address health disparities. For example, Drs. Becerra, Okpala, Chen-Maynard, Malik, Mshigeni, and Verissimo are members of the Center for Health Equity, Dr. Becerra is the coordinator for the Health Disparities and Equity certificate, and Dr. Verissimo is a faculty fellow for the Certificate program in Healthcare Spanish that aims to prepare students in the healthcare fields to serve the growing Latino population in the service area. She is also actively involved in the community to address the importance of cultural diversity, specifically at Latino Health Access, a community organization located in Santa Ana, CA. The program student, faculty, and staff demographics also demonstrate the diversity goal and objectives of the program, as noted below.

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

PHE Student Demographics

Characteristics		2018-2019		2019-2020		2020-2021	
		Count	%	Count	%	Count	%
Race/ Ethnicity	African American	14	4.5%	23	6%	14	5%
	Asian	30	10%	29	8%	14	5%
	Hawaiian/PI	1	0%	1	0%	0	0%
	Hispanic/Latino	212	68%	261	70%	193	75%
	Non-Resident Alien	16	5%	15	4%	11	4%
	Multi-race	3	1%	4	1%	3	1%
	White	25	8%	24	7%	17	7%
	Unknown	9	3%	12	3%	5	2%
Sex	Female	258	83%	307	83%	215	84%
	Male	52	17%	130	17%	42	16%
First Generation Status (Parents with no BA degree)*	Yes	257	83%	297	80%	209	81%
	No	53	17%	72	20%	48	19%
*Available upon graduation							

MPH Student Demographics

MPH Student Demographics

Characteristics		2018-2019		2019-2020		2020-2021	
		Count	%	Count	%	Count	%
Race/Ethnicity	African American	4	11.11%	4	10.0%	4	11.42%
	Asian	5	13.88%	7	17.50%	6	17.15%
	Hawaiian/PI	0	0.0%	0	0.0%	0	0.0%
	Hispanic/Latino	24	66.67%	26	65.0%	24	68.58%
	Native American	0	0.0%	0	0.0%	0	0%
	Multi-race	1	2.77%	1	2.5%	0	0.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%
	White	2	5.55%	2	5.0%	1	2.85%
Sex	Female	29	80.55%	27	67.50%	26	74%
	Male	7	19.45%	13	32.50%	9	26%
First Generation Status (Parents with no BA degree)	Yes	30	83.33%	33	82.50%	30	85.71%
	No	6	16.67%	7	17.50%	5	14.29%
*Available upon graduation							

Primary Faculty Demographics

Characteristics		2018-2019		2019-2020		2020-2021	
		Count	%	Count	%	Count	%
Race/Ethnicity	African American	1	25%	1	25%	1	25%

	Asian	2	50%	2	50%	2	50%
	Hawaiian/PI	0	0%	0	0%	0	0%
	Hispanic/Latino	1	25%	1	25%	1	25%
	Native American	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%
Sex	Female	4	100%	4	100%	4	100%
	Male	0	0%	0	0%	0	0%

Staff Demographics

Characteristics		2018-2019		2019-2020		2020-2021	
		Count	%	Count	%	Count	%
Race/Ethnicity	African American	1	50%	1	50%	1	50%
	Asian	0	0%	0	0%	0	0%
	Hawaiian/PI	0	0%	0	0%	0	0%
	Hispanic/Latino	0	0%	1	50%	1	50%
	Native American	0	0%	0	0%	0	0%
	White	1	50%	0	0%	0	0%
Sex	Female	2	100%	2	100%	2	100%

	Male	0	0%	0	0%	0	0%

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

Program faculty, in consultation with department faculty, developed the objectives to ensure diversity and cultural competencies in student academic and other preparations is met. Preceptors for internship sites, external advisory board members, as well as alumni are consulted to receive input on such objectives. For the most part the students are very appreciative of the existing diversity in the department. For example, the department brings a diverse team of staff and faculty as presented on Table 1.8.3 and 1.8.4 above. Faculty and staff are very positive of the diversity of the team as well as that of our students as presented on Tables 1.8.1 and 1.8.2. Students are receiving a lot of options for their field work experience and taught a variety of classes that expand their knowledge of diversity and culture competency.

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

This criterion is fully met and is committed to continue to strive for ensuring students receive a rigorous academic preparation that incorporates the importance of diversity and cultural competencies. The program has a track record of having a diverse faculty body (both in relation to racial/ethnic background as well as gender) and student body, and a large portion consisting of first generation college students. In addition, CSUSB is a federally designed Hispanic Serving Institution. Our students represent the breath of diversity that brings richness to the program. The program plans to continue recruiting students from the service area and thus ensuring that we build a diverse workforce for Inland Southern California.

H1. Academic Advising

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

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

   Undergraduate.

   For PH undergraduate students, they arrange advising for their general education courses with professional advisors that are dedicated to advising students within the college that the student is matriculated in. The professional advisors work out student schedules for the first 2 years in the program and direct students to also meet with faculty advisors to plan for their major courses while they are completing their general education classes. Professional advising creates a progressive advising worksheet (PAWs) to guide students and that worksheet is also seen and can be edited by faculty advisors.

   The program follows the HSCI department's policy on advising. Students have a semester (previously quarterly) mandatory advising requirement to guide them towards their academic and personal goals. A hold is placed in students' registration for certain courses until they see their advisor. Once a student's program has been approved and signed by their advisor, the registration hold is removed and the student can register for classes.

   Graduate.

   At the start of each Fall semester, the new MPH cohort is welcomed through mandatory orientation in the department whereby all faculty and office staff attend. This is being hosted by the MPH program director and students receive overview information about the program. Further, the MPH coordinator holds semester (previously quarterly) mandatory advising with all MPH students. At the beginning of each student's academic program, the MPH coordinator holds one-on-one meetings with individual students to create a program plan, along with a tentative timeline for the practical experience, research experience, elective courses, as well as long-term academic career planning. Each semester (previously quarterly), the MPH coordinator also meets with the full MPH cohort to discuss their academic progress, concerns over the program, etc. Copies of the MPH student handbook as well as CSUSB's graduate student handbook is included in the electronic resource file.

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

   Professional advisors are trained by the college and department they serve in relation to general education courses. Their position is a permanent position and is filled by the University. Faculty advisors advise public health students based on last name. With four primary instructional faculty, and an additional faculty who had previously dedicated more than .50 FTE to the program, advising the students, the last names are split into the following groups and and each faculty advises one group:

   Student's Last Name Begins with A-D
   Student's Last Name Begins with E-I
   Student's Last Name Begins with J-L
   Student's Last Name Begins with M-O

Student's Last Name Begins with P-Z

Graduate
All graduate students fall under the advice of the MPH coordinator. Since our first CEPH accreditation, (in the past 5 years), there have only been 2 MPH coordinators, the former finishing her role in the Spring of 2018, and the latter starting her role in the Fall of 2018. Both coordinators received ample training from CSUSB Graduate Studies office to ensure proper guidance in academic advising is done. Furthermore, the former coordinator oriented the latter to ensure a smooth transition of advising work is completed.

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

Criterion H1.3 (Folder)
Undergraduate (Subfolder)
- PHE road map (samples)

Graduate (Subfolder)
- MPH road map (sample)
- Graduate studies handbook

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

Criterion H1.4 (Folder)
Advising Feedback (Subfolder)
- MPH student exit survey feedback (samples)

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

For the undergraduate public health program there is no formal orientation into the program as a first year student. However, the University has an orientation program for first year students. Information on first year/new student orientation is available at https://www.csusb.edu/orientation/soar.

As for transfer students, the university has a process where each department has a faculty member volunteer to host an orientation to familiarize students with the department, advising, and other important information regarding enrollment into the program, such as curriculum roadmaps.

Graduate
All graduate students fall under the advice of the MPH coordinator.
Phase I
Upon admission into the program, all graduate students are notified 2 months prior to the start of the semester of a mandatory orientation that they should attend prior to the 1st day of classes. The Dean, Department Chair, MPH coordinator, Health Science faculty, Office Staff, and the Writing center team are usually invited to come and welcome the new students into the program. In addition, the Graduate studies office does offer orientation to all incoming graduate students on campus, however this is not mandatory.
Phase II
All students receive a group orientation conducted by the MPH coordinator and a team of 2nd year MPH students as well as MPH recent alumni. All these individuals come together and speak to the new cohort about various topics such as: classes, internship experiences, research opportunities, employment opportunities, services, community involvement, and scholarships tips. The session ends with a Q & A session where the new cohort has an opportunity to ask questions and seek immediate answers from the panel of speakers.
Phase III

All students receive classroom orientation from the Librarian on how to use various library services, specifically those pertaining to research activities such as *Zotero* citations and how they can incorporate this knowledge into not only their classroom assignments but also their final culminating research projects.
Phase IV
Towards the end of the 1st semester, ALL newly admitted students are required to attend a one-on-one mandatory 1 hour orientation with their MPH coordinator, to go over their academic plans and a review of their road maps to ensure timely completion of their degree.

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

PHE Strengths and Weaknesses		
Strengths	**Weaknesses**	**Plans for improvement**
The university has a well designed and developed orientation for new students and involves faculty from their respective departments in the transfer orientation.	The undergraduate public health program does not have a program specific orientation or a way to welcome new students.	Within the group advising scheme, develop a new student program orientation to welcome students and familiarize them with the program. Also, develop a handbook for students.

Graduate (MPH)
Strengths:
Students are oriented by many people and receive ample information from faculty, staff, alumni, and peers.
Weaknesses:
Students receive so much information within a short period of time and as a result, they tend to forget what they have already been oriented with, and tend to ask repetitive questions to their coordinator. However, after a couple of repetitions, students always grasp the information.

H2. Career Advising

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

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

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

   For the undergraduate public health program, career advising is offered by faculty advisors when schedules and post-graduation options are discussed. Additional career advising is also offered by the internship coordinator during their field experience course, and guest speakers who are invited to different classes. Currently, there is no specific collaboration with career services to offer additional advising and career services.

   Graduate
   Each year the MPH program hosts a Symposium also known as the Farewell Reception whereby the administration team, full & part time faculty, and professionals in the field of Public Health are invited to come and be guest speakers of the event. Specifically, these speakers are tasked to discuss career opportunities, strategies, and approaches that our MPH students should take in order to be successful in their job search. Also, Graduate coordinator shares all career opportunities with the students as they come on a daily basis via various forms (i.e., emails; fliers; websites, etc.).

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

   Health science faculty are strongly encouraged to provide academic career advising of students, especially those from minority and underrepresented groups. Faculty are also involved in research activities, especially with underrepresented minorities, to cultivate professional experiences for the student population. Thus, our students receive career advising from full time and part time faculty on a daily basis. Many of our part time faculty members work in the field of public health and are able to share real world experiences with our students. Further, our full time faculty have experiences outside academia as presented on their CVs.

   Undergraduate students are advised in 3 main ways: a). They have an assigned faculty member who advises them in their course road maps as well as career advancement; b). They have access to the Internship coordinator and our adjunct faculty who provide them with constant advice on their career in terms of volunteering activities and how that translates into employment opportunities; c). They have opportunities for guest speakers in their classrooms.

   Our graduate students are advised in 3 main ways: a). They have an assigned advisor who is their program coordinator who advises them in their course road maps as well as career advancement; b). They have access to our full time faculty who advise them in their research work (i.e., Thesis) and this academic relationship that they build automatically translates into

career advising as many tend to work on their project for a period of 1 year (year 2). c). They have opportunities for guest speakers not only in their classrooms but also during the MPH farewell reception where students present their research posters and not only faculty attend but also guest speakers come to provide career advice/talk to both cohorts (year 1 and year 2).

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

   For the undergraduate public health program, this criterion has not been met and has not been developed. Additionally, the pandemic over the last couple of academic years has resulted in a decrease in the activities of our programs. However, the program plans to implement a formal plan and structure to fulfill this criterion.

   Graduate
   Below are the meeting agendas front the last 3 years (3 examples) from the MPH program Spring reception where public health professionals have presented to both cohorts advise on career advising:
   Criterion H2.3 (Folder)
   MPH Career Advising and Reception (Subfolder)
   - Sample 1 [Spring 2019]
   - Sample 2 [Spring 2020]

   MPH Email distribution for alumnus/a on job opportunities
   - Six samples combined

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

   Undergraduate
   Not applicable; criterion is not met; however, the program plans to create a formal structure to assess and fulfill this criterion.

   Graduate
   Criterion H2.4 (Folder)
   MPH Email proof of students satisfaction with job referrals
   - Three samples combined

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

   This criterion has been met. However the past 2 years have been challenging for many [students; faculty; public health professionals; and administration team]. Many events have been conducted virtually rather than in person. As the country is opening slowly and recovering from COVID-19 pandemic, more in person activities will be conducted that will stimulate more interest not only from participating students but also from the actual presenters.

H3. Student Complaint Procedures
The program enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to program officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

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

There is a student suggestion box where students may provide comments to the department chair anonymously or if they wish to have a response to their complaints, they may identify themselves with contact information. A student may discuss his/her concerns with the instructor, if not satisfied may further discussion with the department chair, and if further not satisfied, with the dean's office.

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

Students and faculty may obtain information concerning grade grievances and other academic grievances from the Office of Undergraduate Studies. Generally, a grade grievance must be initiated by the student within no more than 40 calendar days after the grade is recorded. The complete policy statement is available at the Office of the Dean of Undergraduate Studies, or the Offices of the College Deans. Information concerning non academic matters may be obtained from the Office of the Vice President for Student Affairs, the Women's Resource Center, the Adult Re-Entry Center, the Cross-CulturalCenter, Vice Presidents' offices, and College Deans' offices. A grievance or complaint must be filed within no more than 40 calendar days after the students learned or reasonably should have learned of the occurrence of the grievance/complaint event.

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

To date there are no grade grievances filed against faculty in the program or the department. Student Grade Grievance Policy is posted on Faculty Senate website: FAM 840.4.pdf (csusb.edu)

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

This criterion is fully met and will continue to be met. Students in the HSCI 3200 and HSCI 6110 courses receive extensive academic advice. Regular meetings with the program coordinators and advisors also allow for continued advice through the students. In addition, graduate students receive a detailed MPH Student Handbook and Graduate Student Handbook detailing the requirements and policies of the campus. Students have opportunities to express their satisfaction with the program and file for grievance, when necessary. Evaluation of student feedback further demonstrates a higher prevalence of satisfaction with program advising.

H4. Student Recruitment and Admissions

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

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

The MPH coordinator, who serves on the Marketing Committee for the department, recruits graduate students. Recruitment items include a recruitment brochure, which lists the requirements and qualifications for the program, as well as posters for the major and competencies posted around the departmental floor and website, information sessions, and workshops related to the MPH application process. The MPH coordinator also recruits students through communicating application dates with health professionals in the service area and part-time faculty who work for public health agencies. The MPH coordinator has implemented a social media campaign, including advertising the program through the main institution's CSUSB's Facebook page.

Prior to the pandemic, MPH students were sent to recruit in PHE HCM Nutrition classes. Recruitment tables were set up on campus after our return to in-person classes. The Department of Health Science and Human Ecology participated in Open House.

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

The HSCI department, and thus program, does not and cannot have a special requirement to accept students, anyone may declare to major in the degree program. All students are required to successfully complete courses in the program and general education. All students must receive a minimum grade of C or better for upper division (3000 and 4000) level courses to graduate. Students file for graduation one semester before their anticipated graduation term.

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

Outcome Measures for Recruitment and Admissions				
Outcome Measure	**Target**	**Year 1**	**Year 2**	**Year 3**

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

NA

H5. Publication of Educational Offerings

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

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

Academic calendar

1. AY 2021-22

Admissions policies

1. The HSCI department, and this program, does not and cannot have a special requirement to accept students, anyone may declare to major in the program.

Grading policies

Academic integrity standards

Degree completion requirements