

REVIEW FOR ACCREDITATION
OF THE
MPH IN HEALTH EDUCATION & PROMOTION
AT
UTAH STATE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

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CRITERIA:

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

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INTRODUCTION

The Agricultural College of Utah was established in Logan, Utah, in 1888 and was renamed Utah State University (USU) in 1957. As a land-grant public research university, USU has eight statewide campuses, three of which are residential campuses (Logan, Price, and Blanding), and 23 education centers in the state. USU Extension serves all of Utah's 29 counties. USU has been providing digital and online education for over 25 years throughout the state of Utah and beyond to fulfill its land-grant mission. USU has nine schools and colleges, including the following disciplines: agriculture and applied sciences, arts, business, engineering, humanities and social sciences, natural resources, science, and education and human sciences. The university also has a School of Graduate Studies. The university offers 17 associate degrees, 26 undergraduate professional certificates, and 121 bachelor-level degrees. USU also offers eight graduate-level certificates, 98 master's degrees, and 39 doctoral-level degrees. USU employs 893 full-time faculty members and 1,692 full-time staff.

During fall 2020, USU had an enrollment of 27,691 with 3,044 of these students classified as graduate students. In 2020, USU celebrated the 25th anniversary of USU Online, which has brought digital education via the Internet to more than 150,000 students from all 29 Utah counties, all 50 states, and 55 different countries. USU is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The last review in 2018 granted an accreditation term through 2025. In total, USU has over 75 degree programs that hold specialized accreditation, including those in nutrition, teacher education, social work, landscape architecture, veterinary medicine, landscape architecture, engineering, and business.

The Health Education and Promotion Master of Public Health (HEP MPH) degree program first enrolled students in the fall of 2017, replacing the former Master of Health Promotion degree. The degree program is fully distance-based. The HEP MPH is housed in the Emma Eccles Jones College of Education and Human Services (CEHS) within the Department of Kinesiology and Health Science (KHS). Besides the HEP MPH, the KHS Department offers graduate degrees in pathokinesiology (PhD), physical and sport education (MEd), fitness promotion (MFP), kinesiology (MS), and sport management (MS). USU also offers a distance-based MPH in public health nutrition, housed in the College of Agriculture and Applied Sciences; it functions as a distinct program and has not applied for CEPH accreditation.

As of spring 2022, the program had 45 students enrolled and plans to limit future admissions to keep the program size under 50 to best serve the identified priority student population.

This is the program's first review for CEPH accreditation.

Instructional Matrix - Degrees and Concentrations				
Master's Degree	Academic	Professional	Campus-based	Distance-based
Health Education and Promotion		MPH	---	MPH

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		Utah State University's (USU) Health Education and Promotion Master of Public Health (HEP MPH) Program has a well-defined structure and position within the university. The MPH program sits within the Emma Eccles Jones College of Education and Human Services (CEHS) within the Department of Kinesiology and Health Science (KHS). The program's three primary instructional faculty are integral members of five standing committees: Admissions, Curriculum and Assessment, Workforce Development, Outcomes and Assessment, and Policy. A faculty search committee is convened when vacancies arise or faculty lines are opened. The committee structures, organization, and administrative processes are adequate and sufficient to achieve the program's stated mission and goals.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 				
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		<p>The program demonstrates clearly designated decision-making authority for degree requirements, curriculum design, student assessment policies and processes, admissions policies, faculty recruitment and promotion, and research and service activities.</p> <p>The Policy Committee comprises two PIF who review the student handbook annually and ensure that the program is aligned with college and university-level policies. This includes any changes to degree requirements. Identified</p>		

		<p>policy changes are developed by the committee and brought to the full faculty for discussion and approval.</p> <p>Any HEP MPH faculty member can propose curriculum revisions, which would then be discussed by the faculty before calling for a vote. The Curriculum and Assessment Committee (composed of the three PIF) is responsible for reviewing curricular changes in light of accreditation requirements and presents information to the HEP MPH faculty as needed. Curricular changes approved by all HEP MPH faculty are then presented to the dean of the college and the University Curriculum Council for final approval.</p> <p>The program's Curriculum and Assessment Committee also oversees student assessment policies based on student, faculty, and alumni data, including student learning outcomes. The committee conveys policies and procedures to the entire HEP MPH faculty. If evaluation data indicate the need for policy change, the Policy Committee drafts and revises based on the recommendations of the Curriculum and Assessment Committee. The Policy Committee then presents to the faculty for review and approval during the summer faculty retreat.</p> <p>The Admissions Committee comprises the three PIFs and the graduate coordinator. Once an applicant's admission file is complete, the committee reviews the documents and votes on admission status using a standardized rubric.</p> <p>The Faculty Search Committee is established by the department head on an as needed basis. This ad hoc committee comprises at least five faculty members and screens applicants and identifies candidates to be</p>		
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		<p>interviewed on campus. The committee solicits input from faculty, students, and administration when formulating their recommendations to the department head, dean, and provost.</p> <p>The university and program have clearly delineated faculty recruitment and promotion processes, including a five-member tenure or promotion advisory committee appointed for each tenure-track faculty member or tenured faculty member seeking promotion. The department head appoints the committee in consultation with the faculty member, and committees meet annually for mentorship. Levels of recommendation and approval beyond this advisory committee include the department head, dean, provost, president, and Board of Trustees.</p> <p>The university uses individualized role statements with weights in each area (teaching, scholarship, and service) that correspond to the faculty member's responsibility. Workplans and role statements are reviewed with faculty annually by the department head.</p> <p>Program faculty regularly engage and serve on numerous university and community committees. Examples include membership on the Workforce Development Committee, university-level Promotion and Tenure Committee, the Faculty Senate, and the Student Hearing Board.</p> <p>The program is committed to providing mechanisms whereby full-time and part-time faculty regularly engage. Part-time faculty are invited to attend the monthly program faculty meetings and the summer faculty retreat. In addition, part-time faculty are encouraged to participate in the KHA adjunct Faculty Academy and</p>		
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		interact in university professional development trainings and activities.		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		<p>The program has a student advisory board (SAB) with the following officers: president/faculty liaison, vice-president/administrative assistant, diversity and inclusion officer, public information officer, marketing and event coordinator, and operations manager. The president attends the monthly faculty meetings and is the liaison between students and the faculty. The SAB meets two to four times a month.</p> <p>One current student and one alumna sit on the HEP MPH Advisory Board and provide input on the program curriculum, guiding statements, future trends, and workforce needs. Information from these meetings is posted to the Student Canvas website.</p> <p>The program also utilizes the MPH part-time administrative assistant to conduct separate student and</p>	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate				

		alumni focus groups to gather ideas and opinions regarding the program.		
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The program defines an appropriate vision, mission, goals, and set of values. The vision is outwardly focused and states: "The program's vision is a future where underserved populations in Utah and beyond are empowered to live sustainably healthier lives." The mission is consistent with USU's land-grant mission: "to	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				

<p>Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success</p>		<p>utilize teaching, research, and service to provide access to quality education in underserved populations as well as develop a skilled public health workforce that is prepared to promote health and wellness.”</p>		
<p>Guiding statements reflect aspirations & respond to needs of intended service area(s)</p>		<p>The program defines four goals designed to attain the stated mission. The goals are to: provide access to public health education in underserved populations; facilitate high-quality learning opportunities; engage in service to the profession, community, and university; and advance the field of public health through scholarly activities, intellectual discovery, and research initiatives. The program’s core values are learning, discovery and engagement.</p>		
<p>Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes</p>		<p>During the site visit, faculty indicated that the development of the guiding statements evolved over time. They are currently utilizing the third set of guiding statements, which faculty developed with input from the HEP MPH Advisory Board during the most recent annual faculty retreat. In developing the program’s guiding statements, the HEP MPH faculty considered a review of where the program began, the priority population they wish to serve, and what would constitute a successful program in their specific context. Faculty also indicated that they discuss any needed changes during monthly faculty meetings.</p> <p>The guiding statements address student success by focusing on scholarship, service, and access. The statements relate to advancing the field of public health with the program’s focus on service to the community, research, and intellectual discovery.</p>		

		The program's guiding statements reflect USU's historical commitment to promote higher education to people of all classes and walks of life, primarily focusing on rural life, as Utah's land-grant university. The statements are both sufficiently specific to provide a framework for evaluation and decision making and global enough to provide guidance and define aspirations.		
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B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The program allows students six years to graduate. The self-study reports on five cohorts of students, since the program enrolled its first class in 2017-18. The first cohort (2017-18) is complete, with a graduation rate of 100%. The first cohort was very small (three students), but the number of students has increased each year.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees		The cohorts that entered in 2018 and 2019 have already exceeded this criterion's threshold (graduation rates of 79% and 90%), despite not having reached the maximum allowable time. Based on the small number of withdrawals to date, the following cohorts are on target to meet the threshold.		

B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates’ employment or enrollment in further education post-graduation for each public health degree offered		The program reports post-graduation outcome rates for students who graduated in 2020 and 2021, even though the latter cohort has not yet reached one-year post-graduation. The program provided updated data immediately before the site visit that supplanted the information provided in the self-study document.	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes		The program reports positive post-graduation outcomes for all 14 graduates, with no unknown outcomes. All have secured employment.		
Achieves rates of at least 80% employment or enrollment in further education for each public health degree		The program uses an online alumni survey through Qualtrics to collect post-graduation outcome data. The program coordinator emails the survey, and faculty follow up with alumni to conduct a post-graduation check-in and reminder to take the survey. Faculty and staff also draw on their ongoing relationships with many alumni to capture post-graduation information. The program coordinator has a task to reach out to any alumni who have not secured employment at the time of initial outreach to share Career Service Center resource information and remind them that faculty are available for career advising.		

B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions</p>		<p>The program has collected alumni data via the survey discussed in Criterion B3 and via online focus groups in 2020 and 2021. The program has a relatively small pool of alumni, and response or participation rates in the data collection methods has been strong. Seven of 17 eligible alumni participated in focus groups, and only one alumnus did not complete the survey.</p> <p>The survey asked graduates to rate how prepared they felt to apply each of nine competency groupings and allowed students to indicate that a competency grouping was not applicable to their current employment. The survey also asked about the program’s impact on their post-graduation destinations, inviting respondents to identify classes or experiences that were particularly helpful. Focus group participants also explored these themes and identified areas in which the training was strong and areas that might benefit from additional emphasis.</p> <p>Results indicated that graduates feel well prepared across all skills and generally view the skills as applicable to their current positions. Graduates praised the program’s emphasis on competencies, noting that syllabi and planning for the practice experience emphasized and heightened awareness of the specific skills they were building. Graduates indicated that the practice experience, capstone, and group work throughout classes were particularly helpful in giving them confidence and skills for</p>	<p>Click here to enter text.</p>	

		<p>their professional lives. They indicated that the coursework in biostatistics and epidemiology, social determinants, planning and evaluation, and qualitative methods was particularly useful.</p> <p>Graduates identified several areas that might benefit from additional applied training: policy, advocacy, and grant writing. As discussed in Criterion B6, the program recently made a curricular change to add a required grant writing class to the curriculum.</p> <p>Alumni who met with site visitors spoke of competencies that they have found to be highly applicable in their post-graduation roles, particularly those related to program planning, communication, literature reviews, and analyzing social determinants of health. Preceptors and employers echoed their sense of students' and graduates' strengths, particularly regarding literature reviews, experience with IRB applications, and ability to communicate public health information.</p>		
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B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		The program defines a detailed evaluation plan that appropriately measures each goal statement. The overall evaluation plan, as presented in the self-study document, identifies metrics, data sources, and individuals or committees responsible for reviewing data on the four programmatic goals related to instruction, scholarship, and service.	Click here to enter text.	

<p>Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review</p>		<p>Faculty developed the evaluation plan with input from students, alumni, and stakeholders.</p> <p>The indicators in the evaluation plan align with the program’s mission and goals. Collectively, the evaluation measures allow the program to track its progress in achieving its goals, assess its progress in advancing the field of public health, and promote student success. Key data sources include student demographic and registration data, annual faculty surveys, peer teaching evaluations, APE preceptor evaluations, and pre-advising student surveys.</p> <p>For example, the program assesses its instructional goal by ensuring that courses contain authentic learning experiences. Relevant data sources for this goal include annual faculty surveys, peer teaching evaluations (every three years), and student focus groups. This information is analyzed by the Curriculum and Assessment Committee and presented in an executive summary report at the annual faculty retreat. Scholarship and service metrics are measured through annual faculty surveys and analyzed and presented in the same manner as the first example.</p> <p>The program’s evaluation plan is ongoing, systematic, and well-documented. There are sufficient and appropriate methods of data collection, and the review process is thorough, with clearly defined responsible parties and cycles for review.</p>		
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B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		The program demonstrates how it uses feedback from various data sources to engage in continuous quality improvement. The faculty and associated committees regularly review evaluation data throughout the academic year. The self-study provides examples that demonstrate the use of formal processes to examine the program and make substantive improvements. In all examples, the program responded to evaluation data and quickly implemented changes.	Click here to enter text.	
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)		<p>For example, the 2019-20 faculty peer course reviews indicated that some courses did not employ meaningful rubrics for major assignments. Consequently, the MPH program director and Curriculum and Assessment Committee provided training on the use of meaningful rubrics at the annual faculty retreat.</p> <p>Another example of need within the public health workforce is further development in grant-writing skills. The Advisory Board and the 2020 alumni focus group both provided this feedback. During the 2021 MPH faculty retreat, faculty decided that a grant writing course should replace the holistic health course beginning in spring 2023.</p> <p>Another recent change was implementing an equity and implicit bias training for both students and faculty. The program director shared that the suggestion came from a student evaluation of the program and noted the value of</p>		

		<p>asking for student input in identifying opportunities for improvement.</p> <p>During the site visit, faculty indicated that alumni surveys are a great way of obtaining evaluation information but that obtaining focus group participation is more challenging. They are considering incentivizing alumni more to increase participation in focus groups. The faculty also suggested that one-on-one discussions with alumni may provide more concrete information to guide programmatic change.</p>		
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C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		<p>The HEP MPH program is sufficiently funded to fulfill the mission and goals at this time. Growth in funding sources exceeded expenditures each year in the program’s four years of operation. Program operational costs such as office supplies, student recruitment and marketing, software, hardware, teaching assistants and staff support are self-funded through program tuition and student fees.</p> <p>Based on an annually negotiated tuition and fee “transfer rate” through a memorandum of understanding between USU’s statewide campuses (SWC), CEHS and the KHS Department, a share of tuition and fees per credit is returned to the KHS Department each semester in an “index account.” Transfer rates change annually equal to in-state and out-of-state tuition increases.</p>	<p>Click here to enter text.</p>	
Financial support appears sufficiently stable at time of site visit				

		<p>KHS, the home of the MPH program, administers program financing. During the site visit, the MPH program director together with the KHS department head emphasized that index account funds remain protected for program needs. The program may request additional operational funds by developing a needs-based budget proposal and justification for approval by the department head.</p> <p>During the site visit, the CEHS dean noted the college's specific public health outreach to rural communities as a key function of USU's land grant mission. The vision of creating an MPH program had been on the minds of university and college leadership for some time and the program's importance was reinforced during the pandemic. The university president expressed sincere support for the program and further emphasized the opportunity to bring services to rural areas.</p> <p>The KHS department pays for most faculty salary lines (four PIF). Program faculty located at USU's SWC (as opposed to the main campus) are paid from the SWC faculty budget. If additional instructors are required, the MPH program pays for that cost. The program covers the director's salary during the summer months for continued directorial duties. KHS and SWC funds are State of Utah appropriated education and general funds. The program director and the KHS department head reported during the site visit that land grant state funding is stable at this time, and in fact has increased by 3% in the last year.</p> <p>If the program requires a new full-time faculty position, the program director would submit a justification document to the KHS department head, who then sends it for approval from the dean. The MPH director also submits</p>		
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		<p>position descriptions and requests to the KHS department head for approval to hire non-tenure track instructors financially supported by MPH program funds. Part-time staff requests proceed in the same manner.</p> <p>All core faculty, regardless of appointment type, receive \$1,800 annually from the department operational budget or the statewide operational budget towards faculty development and travel. Unused funds are rolled over for one year, allowing faculty to build up their development accounts to cover more expensive development activities or travel. Additional development funds are available through the university's Academic and Instructional Services (AIS). These funds, around \$3,000 per course, specifically support program faculty to create a high-quality online learning environment in addition to providing technical help with instructional equipment. AIS funds covered the development of each HEP MPH course when the program began.</p> <p>The USU vice president for research retains 70% of F&A revenues generated by sponsored projects, with 30% returned to the college that generated the funding. Each college has a policy to determine how the 30% is distributed between the college Dean's Office, the principal investigator (PI), and the department. The CEHS policy, implemented in July 2015, distributes 28.5% to the investigator(s) and their departments. The KHS Department releases all of these funds to the PI to advance further scholarly activities or research pursuits.</p>		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
School employs at least 21 PIF; or program employs at least 3 PIF		<p>The program has adequate faculty resources to support its degree offering. At the time of the site visit, the program had three PIFs and two additional faculty for its single MPH offering, which satisfies the criterion's minimum requirements.</p> <p>All three PIFs are fully dedicated to the program. For full-time status (1.0 FTE) consideration in the HEP MPH program, faculty must teach at least three courses in the program in an academic year. One of the program's non-PIF is a full-time faculty member in the department who allocates most of their effort to the department's undergraduate degree and teaches one MPH class. Another non-PIF is an adjunct faculty member; due to a vacancy in the program's full-time faculty complement, this individual has been teaching at approximately the equivalent of 1.0 FTE over the past year, though they are not a full-time university employee. This was possible because they have not held other full-time employment while carrying this teaching load.</p> <p>For general advising and career counseling, faculty have, on average, 11 MPH students with a minimum of eight and a maximum of 18. For the ILE, PIF advise on average four students, with a minimum of three and a maximum of five.</p>	<p>The HEP MPH program hired a tenure-track faculty member that will have teaching and advising duties as part of their work plan starting fall 2022 (not 2023 as listed in the teams evidence). In addition, a tenure-track faculty search will begin fall 2022 (with a start date of fall 2023) and this faculty member will also teach and advise in the HEP MPH program. As a result, faculty advising loads should stabilize and possibly be reduced moving forward. The program has set a cap of approximately 50 students in the degree also helping stabilize advising loads.</p>	<p>The Council appreciates the program's clarification on faculty resources.</p>
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable	NA			
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	NA			
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	NA			

<p>Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)</p>		<p>The program collects quantitative data on class size and faculty availability from its MPH students through a survey. The most recent survey, from fall 2021, achieved a response rate of 65% (33 of 51 students). Students were asked to rate their satisfaction with class size, satisfaction with class size in relation to quality of learning, and faculty availability. Seventy-seven percent of students agreed that the quality of learning is not affected by class size. Seventy-seven percent of students strongly agreed that faculty availability is not affected by class size, and 86% strongly agreed that faculty members respond to emails, calls, or voicemails in a prompt manner. Students provided qualitative feedback through a student focus group (n=3) in 2020. Students reported that they did not notice the class size because of the online delivery. Students also reported that they valued "responding to emails quickly: as long as they're able to do that, class size doesn't really make a difference."</p>		
<p>Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)</p>		<p>Students and alumni who met with reviewers during the site visit praised faculty members' availability, caring, and helpfulness. One student said that the HEP MPH "faculty have been the greatest resource ever" and that faculty "are constantly in our corner." Another student spoke to their concerns about enrolling in the program as a single parent who works full-time but noted that the support from program faculty has made it possible for them to figure out how to make the schedule work and ensure that they are successful in the program.</p> <p>The commentary relates to the need for the program to assemble its planned, intended steady state of full-time faculty. The program's planned staffing level for the current student body is five PIF. Turnover in the last year</p>		

		left the program with three PIF. The program has been able to fill teaching and advising needs with well-qualified and dedicated adjunct faculty and departmental, non-PIF colleagues, but this solution was intended as temporary. The program has hired a qualified, full-time faculty member to fill one of the two vacant positions, with a scheduled start date for fall 2023. The search for the other position will open in fall 2023.		
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C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		<p>The MPH program currently has a total of just greater than 1.0 FTE dedicated personnel that include small effort levels from the following individuals: the head of USU Libraries' Learning and Engagement Services; staff from the Center for Innovative Design and Instruction (CIDI); and admissions staff from the School of Graduate Studies (SGS) Admissions. The program also has a graduate program coordinator at 0.20 FTE; a program assistant at 0.50 FTE; and a data assistant at 0.20 FTE. Each staff support role listed has responsibilities to other programs in addition to support for the MPH program.</p> <p>Faculty reported that current program staff support is sufficient at this time. The self-study notes that the program limited new enrollments in fall 2021 to manage class sizes and faculty advising loads. The program may seek a full-time coordinator in the future to help with advising, student recruitment and managing APE requirements. The program director verified that the</p>	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable				

		department and university remain nimble and responsive as new program staff support is needed and requested. Students and alumni who met with site visitors praised the program coordinator as extremely knowledgeable and helpful.		
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C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The fully online HEP MPH program requires no physical space for classrooms, labs, or study areas on campus. Currently, physical space is sufficient to meet the needs of the program.	Click here to enter text.	
Physical resources appear sufficiently stable		<p>Full-time faculty are equipped with a private office, computer equipment, and access to printers and a private telephone line. Program staff occupy office space within the KHS main office. The part-time office assistants work from home or may use unoccupied faculty office space as needed.</p> <p>Students have access to spaces on the main USU Logan and other SWC. If students require a shared space they generally meet over Zoom; however, if convenient, students have access to the various USU campus student meeting rooms.</p> <p>Faculty and students reported to reviewers during the site visit that space is sufficient and adequately flexible to support the program's mission and goals.</p>		

C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		<p>The program’s library and technology resources are adequate. Library services are available electronically to all students and faculty. Most electronic library materials are delivered within 24 hours through interlibrary loans from libraries worldwide. The KHS department has a library liaison to provide information-literacy instruction, assistance with subscriptions and purchases, and individual research consultations with students and/or faculty. The librarian creates and maintains tutorials, resource lists, and other digital learning tools within Canvas. Each online MPH class includes a research help link for students to access the class librarian.</p> <p>Students have access to a Zoom account through Canvas. Students also have access to Portfolium, which is used to develop their required program portfolios. Software such as GoReact, SPSS, Microsoft Office 365, and Adobe Creative Cloud are available at no cost. A small monthly fee is charged to students when logging into DeDoose, a requirement for HEP 6650, Qualitative Methods for Public Health. Laptops and iPads may be checked out at the Logan campus library. WiFi networks are available throughout campus at no charge.</p> <p>All full-time faculty receive new personal computers with multiple screens and/or laptops when hired. These are replaced as needed, usually every five years. Office 365 and Adobe Creative Cloud are free to all faculty. The KHS</p>	<p>Click here to enter text.</p>	
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable				

		<p>department will purchase additional apps, software, and hardware upon request for teaching and research including SAS, SPSS and DeDoose. Faculty have access to USU Academic Media Production Services to professionally record lectures and edit course videos on their PCs using Zoom, Panopto or Kaltura.</p> <p>Faculty and students have access to USU IT services available through telephone, email, and live chat and to IT support technicians. MPH faculty may access one of six staff technicians through a support agreement with CEHS, who will respond on-site to address IT issues in a timely manner. CIDI assists faculty with course-related technical questions at any time during the work week. All faculty (six respondents) reported via survey they receive the IT support needed and have the necessary hardware and software to teach effectively.</p> <p>Two questions on the Student Feedback Survey (fall 2021, 65% response rate) indicated that 97% of students believe that they have sufficient IT support to complete program assignments and 90% report that they have the necessary access to hardware/software to complete program tasks. General consensus during a fall 2021 focus group concluded that students have no IT problems, and they have sufficient hardware and software.</p> <p>During the site visit, faculty and students confirmed that library and IT support available to them is sufficient and responsive, resolving problems quickly and effectively. Students who met with site visitors spoke highly of both USU's IT department and the program's librarian. Students specifically mentioned the librarian's presentation during program orientation as particularly useful in orienting</p>		
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		them to the resources available. Faculty and students further reported that the university extension system facilitates internet availability and outreach to the rural student population they serve.		
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D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		All students are grounded in foundational public health knowledge. The program addresses the foundational learning objectives through a single three-credit course, HEP 6050: Foundations of Public Health. The program developed this course to ensure coverage of all learning objectives, and it includes recorded lectures, readings, and guest speakers. Students complete discussion board posts, create short videos, and complete activities and simulations that reinforce understanding of the learning objectives. For example, the course requires students to attend a conference, such as the Utah Society for Public Health Education (USOPHE) and identify and attend sessions focusing on different levels of prevention, answering a set of prompts about each session. Site visitors’ review of the syllabus and associated materials allowed validation that all foundational knowledge areas are appropriately covered, as indicated in the D1 worksheet.	Click here to enter text.	

D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The program addresses foundational competencies through a set of seven required courses:</p> <ul style="list-style-type: none"> • HEP 6000: Advanced Program Planning and Evaluation for Public Health • HEP 6010: Communication for Public Health • HEP 6020: Introduction to Biostatistics and Epidemiology • HEP 6200: Health Administration, Organizations, and Systems • HEP 6350: Social Determinants of Health 	Click here to enter text.	

		<ul style="list-style-type: none"> • HEP 6400: Policy, Leadership, and Advocacy in Public Health • HEP 6550: Qualitative Methods for Public Health <p>Reviewers verified didactic coverage and assessment opportunities for all competencies, as shown in the D2 worksheet. Assessment activities include exams; papers; a semester-long program planning and evaluation project, including needs assessment; responses to discussion board prompts; case study responses; fact sheets; and videos.</p> <p>Site visit discussion clarified how the program evaluates individual performance in group projects, as students complete components of the program planning and evaluation project in groups. The program uses an online platform, the Comprehensive Assessment of Team Member Effectiveness (CATME), that facilitates conducting team evaluations to help assess individual efforts and competencies. Faculty spoke of CATME as a useful, valid tool that supports group and team projects across multiple classes and provides rich information.</p>		
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D2 Worksheet

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

8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	Yes
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Perform effectively on interprofessional teams	Yes
22. Apply systems thinking tools to a public health issue	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies		The program defines six competencies for its health education and promotion concentration that delineate an appropriately advanced set of knowledge and skills. The program addresses the competencies in a series of three	Click here to enter text.	

articulate an appropriate depth or enhancement beyond foundational competencies		<p>courses, summarized in the D4 worksheet: HEP 6450: Research Methods in Population Health, HEP 6120: Foundations of Global Health, and HEP 6150: Global Maternal and Child Health. The competencies reflect the program's guiding statements' emphasis on outreach, particularly to underserved communities.</p> <p>Assessment activities include a theory application paper, a tertiary analysis, a project on spatial visualization of health data, several case studies analyses, and projects for specific global populations.</p> <p>During the site visit, faculty provided examples of additional, reinforcing opportunities for competencies throughout the curriculum. For example, skills and knowledge relating to social determinants of health and health equity thread throughout the curriculum, as do skills relating to data and communication, among others. Students who met with site visitors expressed an appreciation that competencies are covered throughout the curriculum, providing them opportunities to really master those skills.</p>		
Assesses all students at least once on their ability to demonstrate each concentration competency				
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	NA			

D4 Worksheet

Health Education and Promotion MPH Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply behavior theory concepts/constructs to the design or implementation of health promotion programs or interventions.	Yes	Yes
2. Systematically evaluate how complementary, alternative, traditional and integrative health modalities affect health promotion	Yes	Yes
3. Apply geographical analysis to interpret health outcomes and implications to public health promotion	Yes	Yes
4. Analyze the construction of health science and knowledge from a variety of cultural, racial/ethnic, and global perspectives	Yes	Yes
5. Propose culturally appropriate and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		The program has strong and well-established processes to ensure that all students complete supervised applied practice experiences (APE) at sites that allow them to gain public health experience and apply knowledge and skills learned in the classroom. All MPH students enroll in HEP 6600: Practicum in Health Promotion, a three-credit course, after completing a minimum of 18 credits of coursework. An APE Learning Contract must be signed and approved by the student, faculty advisor, course instructor, and site preceptor prior to the beginning of the semester. The course instructor monitors and enforces all prerequisites.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		Students are prepared for their on-site APE experiences by an instructional video and manual available on the program resources Canvas page. The program's new student orientation introduces students to the APE and its requirements and provides resources to get students started.		
All students demonstrate at least five competencies, at least three of which are foundational		Students begin the process of locating an APE site and preceptor six months before enrolling in HEP 6600, guided by step-by-step instructions found in the APE manual. The program's Canvas page contains a spreadsheet of previous student sites, preceptor contact information, and final product examples. Preceptors must have advanced knowledge and experience in the field of public health,		

		<p>with an MPH or higher, or a BS with five or more years of public health experience.</p> <p>Students, faculty advisors, and preceptors work collaboratively to identify APE projects that are of interest to the student and beneficial to the host site. Two high-quality final products demonstrating attainment of at least five competencies (three foundational) are required and detailed in the APE contract. Students are expected to complete approximately 200 contact hours at their practicum site. The course instructor uses a rubric to assess competency attainment.</p> <p>During the site visit, faculty revealed further detail and insight pertaining to the development and execution of the APE. The APE has undergone a process of incremental change to improve the student and preceptor experience.</p> <p>Site visitors reviewed five student samples from 2020 and 2021. Examples of sites included the Office of Health Equity and Community Engagement, the USU Extension HEART initiative, and the Huntsman Cancer Institute. Products were varied and of high quality, including an education binder for patients with cancer, a stigma reduction curriculum for substance use disorder, and an adoptee resource booklet focused on providing adoptees information about the mental, physical, and social health disparities they may face.</p> <p>Faculty, students, and preceptors who discussed their APE experience with reviewers agreed that the current process of student preparation, APE design, experiential outcomes, and competency attainment is the right fit for the MPH program. During the site visit, students expressed</p>		
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		appreciation for the APE resources made available to them from the time of their matriculation to the program. Multiple students and alumni spoke about the positive impact their APE had on their future (or current) career plans, with several securing full-time employment with their APE placement after graduation.		
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D6. DRPH APPLIED PRACTICE EXPERIENCE

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

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		Students complete the Integrative Learning Experience while enrolled in the course HEP 6850 during one of the final two semesters of the program. The ILE is a culminating requirement of the program achieved through a capstone paper. The capstone paper can be an extension of a paper or project initiated in a previous HEP MPH course but must be substantially redeveloped to meet ILE requirements. Students consult with their faculty advisors or another faculty expert and the course instructor to define the format of the written product and the selection of competencies. The ILE guideline document and an instructional video outline requirements and expectations. Students must	Click here to enter text.	
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

		<p>demonstrate integration of at least four competencies, including at least two foundational competencies and one concentration competency. During the site visit, faculty indicated that the faculty advisor plays a significant role in the initial development of the capstone project and selection of corresponding competencies. A content expert also assists each student. As part of the course requirements, the student is required to produce a draft of the paper for feedback and review halfway through the course.</p> <p>Faculty reported that the goal of the ILE is to produce a high-quality written document that integrates and synthesizes the identified public health competencies. The course instructor uses a robust grading rubric to evaluate the quality of writing and evidence of successful synthesis and integration of the competencies.</p> <p>The faculty indicated that only one faculty member is currently assessing the synthesis and integration of the competencies and providing the grade for ILE. During the site visit, they identified the need to discuss this process at the faculty retreat, with new faculty coming onboard.</p> <p>Site visitors reviewed past examples of ILE products that included a literature review of best practices in emergency medicine, a research manuscript on COVID-19 spread in the Latino community in Utah, and a formative evaluation of telehealth services implemented during the COVID-19 pandemic. All were of high quality. Faculty shared during the site visit students are encouraged to consider publication, and several students have pursued that route.</p> <p>During the site visit, the team met with students currently enrolled in the ILE course. Students reported open</p>		
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		<p>communication with advisors and noted that the online format provided an avenue to collaborate with content experts not limited by geography.</p> <p>Students who met with site visitors spoke highly of their ILEs. Students especially appreciated opportunities to make connections within their local communities and with public health professionals in general. These connections were facilitated through presenting their ILE product at conferences, submitting manuscripts for publication, or building upon their APE projects in their communities.</p> <p>For example, one student indicated that they connected with an epidemiologist at the Utah Department of Health for their APE experience and was now preparing a manuscript using syndromic data for their ILE paper. They reported this experience further shaped their area of interest and future career path. Another student stated the USU extension program provided an excellent opportunity for the ILE. They worked with a professor on research related to social isolation and depression for older individuals, which resulted in a conference presentation.</p>		
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

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

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

D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

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

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		<p>The program requires 45 semester credits for graduation unless the student has graduated from a CEPH-accredited undergraduate program. In that case, the program waives HEP 6050 (Foundations of Public Health), for a requirement of 42 semester credits.</p> <p>All courses are three semester credit hours. A three-credit class requires 150 minutes of class time per week, for the duration of one semester. Fall and spring semesters are each 16 weeks long, and a summer semester lasts 14 weeks.</p>	Click here to enter text.	

D15. DRPH PROGRAM LENGTH

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

D16. BACHELOR'S DEGREE PROGRAM LENGTH

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

D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

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

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

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

D19. ALL REMAINING DEGREES

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

D20. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		<p>The program is delivered via a fully online format. Courses are delivered asynchronously on Canvas every semester, including summer semesters. A new module or unit within each course typically begins on Monday; assignment due dates may vary. Additionally, all faculty and students are provided with a USU Zoom account.</p> <p>The program was intentionally created as a 100% online asynchronous degree to fulfill USU's land-grant mission. The program's mission and priority population include students located in rural areas and adult learners, most of whom are working professionals and/or caregivers. Without the possibility of online learning, they would not be able to obtain the degree.</p> <p>The department has instituted an internal process to examine rigor, which includes faculty evaluations for pre-tenure and tenured faculty conducted by the department</p>	<p>Click here to enter text.</p>	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services				

Ongoing effort to evaluate academic effectiveness & make program improvements		head. USU requires a seven-year review of each program using the R411 mechanism, which is a process that focuses on the quality and effectiveness of each major program of study, including undergraduate and graduate programs. In the program's curricular development phases, which occurred in 2016-17, each course was required to go through quality control measures through CIDI. Each course was evaluated for best practices in online education and rigor using a rubric based on best practices in online education.		
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification		<p>All courses in the program are subject to the same quality control processes as other degree programs at USU. Students evaluate every course at USU each time it is taught. The evaluation survey has a documented history of reliability and validity and provides specific feedback on teaching methods and practice. Staff from the university's AIS office regularly review data from all online courses, monitoring for potential issues. AIS provides extra support and resources when needed.</p> <p>All courses were designed expressly for the distance-based modality and were based on adult learners' needs. The program received support from skilled instructional designers who continue to support faculty as courses evolve. During the site visit, faculty reported receiving ongoing encouragement to use best practices for engaging online learners. For example, they use videos throughout the course to introduce themselves, encourage discussion, and provide feedback. When student feedback indicated a need to enhance course discussion boards, the program connected with CIDI to consider incorporating video components into their weekly discussion posts.</p>		

		<p>Students are introduced to the degree, to all resources available to them, and to student/faculty expectations at the new student orientation. All students have access to an IT service desk that can be accessed through live chat, website, or phone. All USU students also have access to online library services, health and wellness services, the Disability Resource Center, Career Design Center, online tutoring, and academic support services. During the site visit, students reported excellent experiences with the IT department, the Disability Resource Center, and library services.</p> <p>Faculty frequently solicit student feedback on the curriculum to evaluate effectiveness and guide improvement. Students and alumni who met with site visitors praised the program and faculty for openly accepting feedback and implementing changes when necessary. For example, faculty responded to student requests for more team- and group-based projects. Students sought these opportunities to feel more connected with their colleagues in this distance-based program and were eager to get to know and interact with others in their classes. Faculty discussed this suggestion at their annual retreat and adjusted the curriculum accordingly. During the site visit, faculty explained they were able to add group projects strategically throughout the curriculum so as not to overwhelm and overburden students in their semester course loads.</p> <p>The program uses tools to verify student identity and prevent and detect online cheating including exam proctoring and mandatory trainings on plagiarism. Students are required to complete the plagiarism training certification program by the third week of the first</p>		
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		<p>semester, emphasizing the expectation of ethical behavior while in the program. During the site visit, faculty mentioned fewer cases of academic misconduct after the implementation of the plagiarism course. Live proctoring and virtual proctoring are tools used to prevent and detect online cheating.</p> <p>Upon admission, students receive an assigned unique student identification number. The admissions staff verifies student identity. Students are required to use their unique student identification numbers and a strong password to login to courses. Canvas requires secure student logins using DUO, a two-step authentication system.</p>		
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E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The faculty complement has the appropriate training and experience to support the degree offering. All PIF hold doctoral degrees in a public health related field (PhD in public policy with a focus in health disparities; PhD in health education; and EdD with foci in health promotion and international health). Two of the PIF have master's degrees in related fields, as well: one in city and regional planning and one holds an MBA. The two non-PIF faculty hold doctoral degrees in health education and promotion.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)		The site visit team reviewed CVs for faculty and concluded appropriate alignment between courses and faculty training, professional expertise, scholarship, and practice.		

		The faculty all have excellent depth of expertise in their fields across research, practice, and teaching. During the site visit, students expressed strong satisfaction with faculty expertise and alignment to course offerings.		
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E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The program has faculty with demonstrated competence in public health practice who share their varied experiences and expertise with students.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		One PIF has worked as a gender/policy analyst with non-governmental and international organizations, including the World Bank and the Futures Group International in Washington, DC, and the Karnataka Health Promotion Trust in Bangalore, India. They have additional practice experience with the Office of Mapping and Geographic Information in Loudoun County, Virginia, where they were involved in mapping and planning essential services using GIS techniques. Current students and alumni who met with site visitors praised the research experience and advising this instructor provides the program.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		Another PIF member has held positions in the government and private sector, including positions in school-based health education and injury prevention for an ambulance service company. This faculty member has also worked as a translator and analyst at the National Security Agency and draws on that experience in his scholarship and experience developing study abroad		

		<p>programs. Students who met with site visitors noted this faculty member's extensive connections in a variety of fields and appreciated connections and referrals they have facilitated.</p> <p>The program director's career has primarily been academic, but she has an extensive record of community engaged service and scholarship, as discussed in Criteria E4 and E5.</p> <p>The adjunct faculty member currently with the program worked as a health educator for the Idaho Department of Health and Welfare, assessing community needs, monitoring and evaluating health programs, and participating on several state and local health-related coalitions. A recent adjunct faculty member (no longer with the program as of the current academic year) is a full-time epidemiologist with the Utah Department of Health with years of experience as a research epidemiologist and disease ecologist.</p> <p>Current public health practitioners who have been guest lecturers include the following: a community partnership specialist from an insurance company; a program evaluator at the Utah Department of Health; and a professor of veterinary medicine who lectures on One Health.</p> <p>The MPH program plans to increase efforts to find and invite guest speakers from public health settings to expose students to a broader range of professional practice perspectives. The university extension system is a potentially vital source to recruit and retain involved</p>		
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		practitioners from the field in teaching within the program.		
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E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>The program has clear systems in place to document faculty currency in instructional responsibilities and pedagogical methods, as well as to monitor the ongoing effectiveness of instruction. Faculty are supported and encouraged to participate in professional development and service opportunities to maintain currency in their areas of instructional responsibility. The self-study discusses the following professional development activities: maintaining professional memberships, certifications, and credentials; attending professional meetings and conferences; serving on public health committees, boards and coalitions; serving as peer reviewers for manuscripts; conducting collaborative research; and attending professional development trainings.</p> <p>Both PIF and non-PIF have access to extensive instructional training opportunities provided by USU to ensure pedagogical currency. The program identified three resources: CIDI, the Office of Empowering Teaching Excellence (ETE), and the Center for Student Analytics (CSA). CIDI provides instructional workshops and webinars aimed at creating and maintaining high-quality learning environments. The program has used CIDI instructional designers for course design since program</p>	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				

		<p>inception and has invited CIDI to faculty meetings to present on relevant topics. The program also regularly interacts with ETE and CSA. For example, PIF have presented and written articles on best practices in public health education in collaboration with ETE, and the director of CSA spoke at a faculty retreat on the use of analytics in program decision making.</p> <p>Faculty instructional effectiveness is assessed by the department head as part of the mandatory faculty annual review. This process includes review of student and peer evaluations. The process may also include review of evidence of proficiency in curriculum development, creative instructional materials, teaching and/or advising awards, authorship of manuscripts or textbooks, student mentoring, and community engagement.</p> <p>In addition to the annual departmental faculty reviews, the program uses individual course evaluations, peer evaluations, focus group data, and an anonymous email through Canvas to gather feedback directly from students on instructional effectiveness. The program reviews all these data at the annual summer retreat. During the site visit, faculty members shared how useful these data have been in tailoring their courses and provided examples of resulting personal and program-wide changes made. Changes based on student feedback included reorganization of modules and assignments, addition of quizzes or group projects throughout the semester, and implementation of a “muddiest points” discussion in multiple courses across the curriculum after it was well-received in one class.</p>		
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		<p>Faculty in the KHS department are provided numerous professional development opportunities to support continuous improvement in their instructional roles. As noted in Criterion C1, PIF are supported with \$1,800/year in support of professional development activities. The university provides tenured faculty with sabbatical leave to develop new education and research initiatives. Pre-tenure faculty are provided with course releases during their first year to provide time for additional educational opportunities in teaching excellence. During the site visit, faculty indicated that new faculty have start up packages that may include additional resources to support professional development in instruction. Program leaders also noted that adjunct faculty may receive curriculum development funding, and the program's current adjunct member has done so.</p> <p>The department recently initiated a professional development program for adjunct faculty to provide support, resources, and incentives for teaching with mentorship by PIF. Successful completion of the program provides a stipend for the adjunct faculty member and associated faculty mentor. HEP MPH program adjunct faculty have participated in this program. In addition, the department has created an online resource center for adjunct instructors containing the departmental mission, goals, announcements, and procedures related to teaching and grades.</p> <p>During the site visit, faculty indicated that the department head, dean, and university are providing greater financial support for professional development and continued excellence in pedagogical teaching now than in years past.</p>		
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E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>The program has clear scholarship expectations of faculty as outlined in department standards and criteria. All faculty members are assigned a role statement that specifies the percentage of their time associated with teaching, research, extension, and service. Faculty members are expected to demonstrate excellence in their primary role and effectiveness in their other roles. Regardless of role statement percentages, all faculty are expected to do high-quality research as noted in their role statements. During the site visit, the faculty indicated that their role statements are complementary and that when considering new hires, the program ensures that there is sufficient faculty coverage for excellence in both research and teaching.</p> <p>Demonstration of excellence in faculty scholarship as related to the specific role statement is required for advancement at the university, and junior faculty are evaluated annually.</p> <p>The KHS department provides monetary support for faculty professional development in the areas of scholarship and research. Further, the university Office of Research provides grant writing workshops, seed grants, proposal review and maintains a database for funding opportunities. The college provides additional research assistance for statistical data and proposal development for the advancement of scholarly activities.</p>	<p>Click here to enter text.</p>	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>HEP MPH faculty members are expected to make contributions to research through a steady and consistent record of research, provide advancement in the field, and develop a professional reputation based on scholarly activity. Faculty members are also expected to collaborate with other disciplines and produce work products that reflect their unique contributions to the field through authorship, peer-reviewed curriculum materials, published products, and patents documenting scientific discoveries.</p> <p>The self-study provides a range of examples of faculty scholarship and describes how they incorporate it into their teaching. Scholarship activities are well-aligned with the program's mission and health education and promotion concentration. For example, one faculty member uses their published research to introduce strategies to recruit hard-to-reach populations in the program's qualitative methods course. Another faculty member used their research in global nutrition and health promotion through distance learning to publish a peer-reviewed paper, which became the template for developing an HEP course on the foundations of global health.</p> <p>One faculty member has been actively involved in leading public health-related study abroad programs, especially in Asia, with a particular focus on Southeast Asia. They are currently developing global health practicum experiences for HEP MPH students in collaboration with public health partners in Chiang Mai, Thailand. Recent publications in global engagement and global health pedagogy involve student co-authors and continue to inform classroom</p>		
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		<p>instruction in global health. Students who met with site visitors noted this faculty member's extensive connections in a variety of fields and appreciated connections and referrals they have facilitated.</p> <p>Students are encouraged to engage in faculty research. The program posts faculty research interests in the student handbook and posts research opportunities on Canvas. For example, one PIF actively involves students in their research program, resulting in three students as co-authors on manuscripts, seven presentations with students, and two student poster awards at national conferences. Another faculty member utilized a graduate assistant to research recruitment and retention of diverse students; this project incorporated an extensive literature review and resulted in co-authorship on a poster.</p> <p>The program has selected three indicators to measure success in faculty research and scholarship. The indicators include the number of students participating in faculty's research and scholarship activities (target of nine per year), the number of presentations at professional meetings (target of 12 per year), and the number of products published in peer-reviewed outlets (target of nine per year). The program has met or exceeded its targets in the 2019-20 and 2020-21 academic years. The most recent year saw 13 students involved in faculty research, 19 presentations at meetings, and nine publications in peer-reviewed outlets.</p> <p>During the site visit, students expressed satisfaction with opportunities to participate in faculty scholarship. Students reported that there is a wide variety of community-based research opportunities available to</p>		
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		them. One student described a meeting with their faculty advisor for which the faculty prepared a list of deadlines for poster/abstract submission and discussed publication options with them. The student “couldn’t believe [my advisor] took the time to prepare all that information for me” and relayed that they would not have pursued a research presentation or publication without this support and encouragement.		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		Service activities are vital to the mission of the program and university as the state’s land-grant institution; therefore, all PIF are expected to contribute to extramural service in a capacity appropriate to their job roles. Service represents weights between 5-10% of current role statements. Tenure-eligible faculty must meet levels of effectiveness in the service domain of their role statement to qualify for promotion. Adjunct faculty are not required to provide service.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		The program defines external service via the following examples: service to regional or national professional organizations, specifically committee membership or holding office; reviewer of manuscripts or editor to professional publications; reviewer of grant proposals; local, regional, national, or international organizational consultation; and information dissemination of professional expertise through public speaking or program delivery.		

		<p>Because service constitutes a relatively low percentage of role statements, any faculty member who provides extramural service may use departmental professional development funds to support the service project or position demands. At the university level, awards such as the Strong Human Services Award and the Faculty University Service Award (financial and prestige) are given annually to recognize service excellence. At the college level, the KHS department head grants one course release per year for significant external service positions.</p> <p>The MPH program collects PIF and non-PIF faculty extramural service data using the annual faculty survey, initially implemented, and reported for the 2020-21 academic year. Service indicators are percent of faculty participating in extramural service (four of seven in 2021); number of community-based service projects (three in 2021) and number of faculty promoted based on service. The program counts all five of the seven faculty who have been promoted to associate or full professor, since service played a role in all decisions.</p> <p>The self-study provides examples of activities that bridge service and community-engaged scholarship. For example, the program director is currently collaborating with a USU extension professor and the Utah Department of Health Family and Youth Outreach Program to collect data on Utah youth sexual risk behaviors. This project aims to inform both educational and programming needs in the state as well as revise the CDC's Youth Risk Behavior Surveillance System questions to be LGBTQ-inclusive. Other collaborators in this project include all Utah institutions of high education and various Utah-based</p>		
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		LGBTQ organizations. Community members who met with site visitors praised the program director's commitment to and engagement with the community. Current students echoed this sentiment and appreciated the connections the program director has facilitated throughout the state.		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program uses its HEP MPH Advisory Board as the formal structure for consistent input. The advisory board comprises alumni (who started their terms as students) and local public health leaders with expertise in a variety of fields. Members represent several local health departments, a Utah-based hospital coalition, and organizations serving communities in the program's identified priority population including the Ute Indian and Navajo tribes. Board members' experiences are broad and include representation in drug and alcohol counseling, mental health and suicide prevention, physical activity and healthy eating, epidemiology, environmental health, and community health workers. The board meets once per semester; the first meeting was in September 2020, and the program has held four meetings to date.	As more students graduate from the program, the HEP MPH program will continue to survey all known employers as part of engaging stakeholders. The program will incentivize (e.g., gift cards, USU themed gifts) employers to participate in future surveys as to have a more robust response rate in the future.	The Council appreciates the program's updated plans on employer engagement.
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 				
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback				

		<p>leaders use this input to guide discussion and identify key focus areas. Site visitors' review of meeting agendas and minutes indicates that the Advisory Board reviewed results from a survey that members completed on the program, which included discussion on the program's guiding statements, mission, goals, workforce needs, curriculum, building a diverse and culturally competent program, and program-specific data (i.e., alumni and current student survey and focus group data).</p> <p>The program made a recent change in curriculum based, in part, on feedback from the Advisory Board: board members identified a need for increased technical writing skills. The program has implemented a new, required grant writing course, which will start in 2023. The program is currently considering other curricular suggestions including program management, health equity, flexible thinking and problem solving, and marketing skills.</p> <p>Advisory Board members who met with site visitors praised the program's responsiveness. They felt that the meetings were substantive and engaging and described discussions about emerging workforce needs, program evaluation, and curricular strengths and weaknesses.</p> <p>The program also elicits feedback from APE site preceptors about student outcomes and curriculum effectiveness. The program notes that while students may not have been introduced to all competencies by the time they start their APEs, preceptor feedback is still valued and informative in its curricular evaluation and overall planning processes. The program specifically asks preceptors, "How well prepared is this student to enter the public health workforce?" and "Were students</p>		
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		<p>underprepared in any key public health knowledge areas or skill sets that the MPH program should more effectively target in preparing students for their practicum experience?" The Curriculum and Assessment Committee reviews this feedback and makes recommendations for improvement to faculty during the annual retreat.</p> <p>The self-study also describes alumni focus groups and surveys as important sources of data on perceptions of educational outcomes; Criterion B4 describes these data sources in greater detail.</p> <p>The commentary relates to the opportunity to improve data collection from employers. The program had only graduated 14 individuals at the time of the site visit. The Advisory Board includes both practice experience preceptors and employers, and faculty have asked the employers on the Advisory Board to speak from that perspective when discussing curricular issues and emerging workforce needs. The program currently has data from its initial employer survey, sent in May 2021. The program evaluation plan aims to give alumni a minimum of six months to secure employment and to be working at their place of employment for at least three months to ensure that employers have enough time to assess graduates' competency appropriately. Four employers responded to the survey, which asked employers to rate how their employees performed in nine competency areas: evidence-based approaches to public health, application of social determinants of health, program planning and management, advocacy, leadership, communication strategies, systems thinking, cultural competency, and interprofessional capability. Most employers chose "extremely competent" in all</p>		
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		competencies that applied, though one noted alumni were only “somewhat competent” in public health leadership and communication strategies. Three of the four respondents noted exceptional performance by alumni in a free-response item. Program leaders estimate that by fall 2023, there will be a critical mass of graduates with the potential for richer employer data.		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The program provides professional and service opportunity announcements to its students in multiple ways including the program newsletter, social media pages, and primarily through the program’s Canvas Page.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		All students are enrolled in the program Canvas page upon acceptance into the degree. The program encourages advisors to discuss professional and service opportunities during advising sessions and uses a pre-advising survey to ask students to reflect on their current service activities. During the site visit, faculty noted that they often share multiple opportunities per week via Canvas and in their classes; they acknowledge that students’ full-time work and family obligations present barriers to taking full advantage of these activities but note that students express interest and attend when possible. The program reported several examples of recent professional and community service opportunities in which students have participated. The program		

		<p>encourages students to present at national conferences including the Association for Prevention Teaching, and Research (APTR) and American Public Health Association (APHA) meetings. The program sponsors travel grants for these conferences and encourages collaboration between faculty and students throughout the process. Since 2018, eight students have presented at national or local conferences. Recently students have also become involved in COVID-19-related service including contact tracing and outreach to local Navajo tribes.</p> <p>The SAB serves as the public health student service organization. The group meets two to three times per month for approximately one hour. The SAB sponsored a step-tracking challenge and organized multiple events for National Public Health Week in 2021 and 2022. The SAB has encouraged students to share how they are involved in public health on their social media pages. The SAB invites students to attend a monthly event in which professionals in the field speak about their public health careers and has organized virtual networking events with alumni. Multiple students who met with site visitors spoke of meaningful connections garnered through events and webinars sponsored by the SAB.</p>		
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F3. ASSESSMENT OF THE COMMUNITY’S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Periodically assesses, formally and/or informally, the professional development needs of individuals in priority community or communities		<p>The program’s professional community of interest includes current members of the public health workforce in rural, diverse, and underserved regions of the state. The program prioritized these areas for several reasons, including furthering the university’s land-grant mission to provide outreach to these areas, highlighting the university’s strength in distance delivery of training, and expanding quality and capacity of public health services in vulnerable communities.</p> <p>The program has two major methods of assessing the professional development needs of its priority communities. The first is through a statewide Workforce Development Coalition operated in conjunction with other MPH programs at the University of Utah, Brigham Young University, and Westminster College. In 2021, this coalition conducted telephone interviews with health officers at local health departments throughout the state, with strong representation from rural health departments. These interviews collected information specific to identify high-priority workforce development focus areas and preferences for training delivery modes. Moving forward, the coalition plans to survey this population every two to three years through the Utah Association of Local Health Departments.</p> <p>The second data collection mechanism is an annual survey of HEP MPH Advisory Board members.</p>		

		<p>Results from the 2021 Advisory Board survey indicate a need for more practical skill attainment for new professionals in the workforce, including more opportunities for hands-on experiences, CHES or CPH certification, and other concrete skills like grant and report writing.</p> <p>Phone interview data from the coalition initiative also indicated a need for grant writing and health communication skills and identified health promotion, health administration and leadership, health policy, and the impact of social determinants of health as key focus areas for workforce development. These results also indicated that professionals in the field prefer a mix of in-person and virtual, short (<15 minutes) presentations with an opportunity for Q&A sessions.</p>		
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F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		The program has used multiple methods for developing and implementing professional development opportunities for its communities of interest. The coalition described in Criterion F3 has designed and developed trainings that both align with local health department priorities and take advantage of institutional strengths (e.g., faculty expertise). The coalition determines delivery strategies and coordinates activities with state-level public health associations. Faculty focus specifically on development and delivery of trainings for the program’s	Click here to enter text.	

		<p>identified community (rural, diverse, underserved areas of Utah). The program focuses on design and delivery of community-specific training that complements coalition activities while focusing on its community of interest.</p> <p>Recent program-sponsored activities include a change management webinar, developed by HEP MPH faculty, which responded to local health departments' needs for training in public health management and leadership, as mentioned in F3. The program's director led this webinar in conjunction with faculty at Brigham Young University and a local public health director. Fifty-three participants attended, and 85% of them identified as working professionals.</p> <p>The program also participated in a local professional association conference and co-sponsored three sessions that used the COVID-19 pandemic as a lens through which to examine diversity, equity, and inclusion topics in public health. Between 34 and 45 participants attended these sessions, which responded to local health departments' identified needs for training in social determinants of health. Both program-sponsored activities offered an opportunity for continuing education credits for CPH and CHES certification, which professionals in the workforce named as a priority.</p> <p>Community stakeholders who met with site visitors praised the program's workforce connections, particularly noting the value of the program's engagement with professional societies and the high quality of the programming that has been offered.</p>		
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		<p>The program has identified three priority populations based on the university's land-grant mission. These include students living in rural areas (defined as living in a county with less than 50,000 residents); non-traditional students (defined as 25 years of age or older); and racially diverse students and faculty (defined as non-white).</p> <p>The program has a goal specifically related to diversity, defined in Criterion B1. The goal has four indicators: retain a non-traditional student body; increase the proportion of students living in rural areas; increase the proportion of racially and ethnically diverse students; and retain and recruit a diverse public health faculty.</p> <p>Strategies to achieve the program's diversity and cultural competence objectives include evaluation of enrollment targets and retention efforts for targeted students; soliciting effective recruitment strategies from stakeholders and the Advisory Board; reviewing and evaluating marketing materials; providing students and faculty with equity and bias training; and collaborating with human resources staff to ensure that faculty search committees are trained on equity and that positions are advertised in outlets focused on underrepresented applicants.</p> <p>During the site visit, faculty reported intentional and ongoing discussions regarding broad competencies in</p>	<p>Click here to enter text.</p>	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				

		<p>diversity and cultural competence. Courses throughout the curriculum highlight various perspectives using literature and guest speakers. Faculty view the program modality and the priority student populations as creating a unique opportunity to bring together individuals from different socioeconomic and cultural backgrounds into a public health education program.</p> <p>Students who met with site visitors expressed their appreciation that the online format of the program attracts students from different backgrounds (geographical, political, cultural, etc.) and from outside of Utah, a generally homogenous state. The online program introduces students to diverse voices and allows them to interact and collaborate through discussion boards and group projects. Students also agreed that the curriculum provides a wide variety of diverse perspectives and issues and that the program encourages engagement related to inclusion and equity.</p> <p>To ensure a culturally competent environment, the program encourages faculty to take advantage of professional development and continuing education opportunities to address health equity, health disparities, and social justice issues. The four faculty who are full-time university employees actively engage in health equity research and project collaboration, including international and cross-cultural studies and LGBTQIA+ and women's health research. The program expects faculty to address health equity and disparities, cultural competency, and cultural humility in every course across the curriculum.</p> <p>In response to faculty and student feedback that identified opportunities to create a more intentionally supportive</p>		
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		<p>climate, the program added equity and diversity training in the new student orientation. Starting in fall 2021, the program added a 60-minute module covering implicit bias conducted by the university Office of Equity. The program also plans to host an annual training for faculty on various equity issues moving forward.</p> <p>At the university level, USU requires all faculty to attend Title IX training on mandatory reporting of sexual misconduct and sexual discrimination cases, along with a training by the Office of Equity on implicit biases. During the site visit, faculty noted that USU has made recent strides toward inclusion and diversity, including hiring a new director of equity and the creation of a Latinx Cultural Center and a Center for Intersectional Gender Studies and Research.</p> <p>The self-study lists several strategies to recruit and retain diverse faculty and students. The program currently has three female faculty; two male faculty; one foreign-born, non-white faculty member; and one faculty member living in a rural county. The program values diversity in its faculty members and sees this as a direct avenue to recruiting and retaining a diverse student body and promoting a diverse public health workforce. The online format of the program specifically attracts its priority population of nontraditional students in rural areas. In the 2019-20 academic year, the Graduate School awarded the program director funds to establish a diversity and retention assistantship. This funding supported a graduate assistant whose work advanced the program's diversity goal and included the following, among other projects: the creation of a peer mentoring program; a universal design review of HEP MPH courses; a literature review on best practices in diverse</p>		
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		<p>student recruitment; and the creation of a diversity and inclusion officer on the SAB.</p> <p>The program regularly assesses student and faculty perceptions of the program's climate regarding diversity and cultural competence using survey data and focus groups. The fall 2020 and 2021 student surveys indicated that 97% of the students expressed positive perceptions of the program climate regarding diversity and cultural competence. In addition, student and alumni focus groups conducted in the fall of 2021 indicated positive perceptions of the program's climate. Faculty also complete an anonymous climate survey annually. Results from the spring 2021 survey indicated that 86% of the faculty expressed positive perceptions of the program's climate regarding diversity and cultural competence, with one faculty member dissatisfied. Results from the fall 2021 survey indicated 100% of the faculty were satisfied with the overall program climate.</p>		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		The MPH faculty and the program coordinator provide academic advising for students. The program assigns advisors to students upon admission on a rotating basis.	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study		Faculty advisors, familiar with program requirements and the field of public health, meet with advisees at least once per semester or more if requested. Faculty and/or students can plan and track progress toward their degree		

<p>Qualified individuals monitor student progress & identify and support those who may experience difficulty</p>		<p>using Degree Works, USU's degree-audit tool. Tenured faculty generally have more assigned advisees than those seeking tenure. New faculty are oriented to their advising roles upon hire.</p>		
<p>Orientation, including written guidance, is provided to all entering students</p>		<p>In addition to monitoring academic progress toward the degree, the faculty advisor assists in identifying and approving the student's APE, assists students placed on academic probation, reviews the student's ILE plan, and refers students to additional resources as needed.</p> <p>The program coordinator, familiar with Graduate School policies and procedures, provides additional advising support to students and their faculty advisors. The coordinator notifies the program of any policy changes and works with faculty to resolve issues. Additionally, the coordinator interacts with students before matriculation into the program and has responsibilities including reviewing and processing graduate applications; assisting the program with recruitment; serving as the program's "first contact" with students; facilitating questions, resource referrals, and faculty advisor introductions; and organizing orientation.</p> <p>New student orientation is conducted every fall. The orientation introduces students to the department head, program faculty, and staff. The SAB discusses its role, recruits for leadership positions, and introduces the peer mentoring program and other resources. Other orientation sessions include an introduction to program requirements like the APE and ILE, USU extension opportunities of interest, the program's available study abroad experience, implicit bias training, and how to access various USU student resources. The program's</p>		

		<p>student handbook is also introduced and reviewed during new student orientation.</p> <p>The MPH program assesses student satisfaction with academic advising through the annual Student Feedback Survey and companion focus groups. A total of 31 students responded to the fall 2020 survey (82% response rate) and reported a high level of satisfaction with advising (77% strongly agreed that advising was adequate; 23% somewhat agreed). In fall 2021, 30 students responded and indicated similar levels of satisfaction with their academic advising experience.</p> <p>During the 2021 focus group, students expressed satisfaction with faculty availability and quick response times. Two students described appreciating their advisor's style and pace and conveyed an appreciation of the advisor's "on/off" approach, signaling a regard for the student's adulthood. Additionally, students indicated that they would like to better understand the role of their faculty advisor. In response to this feedback, the program revised the student handbook in fall 2021 to cover the role of advisors in more detail. The program also added other student suggestions to the handbook, which included a "program road map" to provide guidance, list action items for the degree, and highlight important deadlines.</p> <p>Students who met with site visitors enthusiastically stated that academic advising is timely and useful, providing specific examples from their experience. Students appreciated having contact with their advisors from their matriculation into the program. One student relayed that their faculty advisor takes great care in considering their needs and professional goals and immediately crafted a</p>		
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		plan to assist them with applying to PhD programs. Another student reported that faculty are helpful in referring students to their colleagues with expertise more aligned with the student's interests if needed. Students also spoke highly of the peer mentoring program when discussing specific advising initiatives designed to support student success.		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		The university, college, and program provide career advising and resources for students and alumni.	Click here to enter text.	
Variety of resources & services are available to current students		The university operates the USU Career Design Center. Each USU college is assigned a career coach for students and alumni to schedule individual meetings in person or virtually. Students and alumni may access the Aggie Handshake platform to assist students in finding practicum sites and employment. Career fairs are held throughout the year. A career blog and other online resources are available on the Online Media Learning Hub. Students may access Career Tutorials and Career Guides.		
Variety of resources & services are available to alumni		The program uses faculty members' public health expertise and experience to provide career advising in addition to academic advising. In addition to faculty advisors, the program has offered several opportunities for students to prepare for a career in public health. For example, the program presented a webinar on career development opportunities in September 2021, featuring		

		<p>three HEP MPH alumni. Alumni spoke about effective use of the portfolio platform, the APE experience, and best practices for those considering a PhD program. Three students attended live, and the program was archived for students unable to attend.</p> <p>Additionally, the program requires an APE final paper that must outline a strategy for using the APE as a foundation to further their career in public health. Students highlight professional networks, future career possibilities discovered during the APE, and a description of the leadership/mentoring styles of the site preceptor.</p> <p>Finally, the ILE course includes modules dedicated to career planning, with topics on professional connections and career development. Content covered over three units include: engaging with the profession; professional credentialing and networking; and job seeking skills. Each unit requires a written assignment, like developing a LinkedIn account, a cover letter, and a resume.</p> <p>Students and alumni who met with site visitors related very positive experiences with career advising. Specific examples include dedicated faculty willing to assist students through networking, shared interest in APE placements, and relentless community opportunity postings. Several alumni reported that faculty fostered connections that led to their current positions post-graduation.</p> <p>The Student Feedback Survey and focus groups, as described in other criteria, are used to assess satisfaction with career advising. Results from the fall 2020 survey demonstrated a 90% satisfaction rate, with career</p>		
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		<p>advising. In 2021, 76% expressed satisfaction with the quality of career advising received from their faculty. Six students responded, "not applicable/does not apply to me."</p> <p>Students participating in two waves of focus groups primarily commented they are aware of career advising services but have not yet felt it was needed for them at that time.</p> <p>The program reports plans for improvement based on focus group suggestions that career and professional development opportunities be emphasized at the beginning of the program. The program plans to reinforce career development strategies and resources during the new orientation. Additional content on job search strategies will also be added to the ILE course, and faculty will receive training on the career and job resources offered through the USU Career Design Center.</p>		
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H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		<p>The USU Student Code provides a detailed review of the steps and procedures to follow for each type of student complaint or grievance. Procedures vary slightly for harassment, non-discrimination, academic, and non-academic grievances. For grievances not relating to discrimination or harassment, the report must be filed within 120 days of the incident. For any grievances related to harassment, students have 180 days from the incident to file a report.</p> <p>The university introduces the grievance process to students in every USU syllabus posted in Canvas, under "University Policies and Procedures." The program's handbook, available on Canvas and reviewed at student orientation, also contains complaint policies and procedures.</p> <p>No formal complaints have been filed to date, as verified on-site. Students who met with site visitors reported that the program introduced the grievance process during orientation and that they knew where to find details of the process if needed.</p>	<p>Click here to enter text.</p>	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				

H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers</p>		<p>The program recruits students using the following strategies: USU online marketing's professional videos; booths at professional conferences and graduate fairs; a Utah Department of Health professionals lunch; SWC events, such as informational lunch sessions; the semi-annual HEP MPH newsletter; social media, such as Facebook; short informational videos developed for the program's YouTube channel; and various websites such as USU's Degree Finder, the MPH website, USU General Catalog, USU Online, and the KHS graduate program page.</p>	<p>Click here to enter text.</p>	
<p>Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers</p>		<p>The program follows Graduate School policies for recruitment. Applicants are admitted with fall, spring, or summer semester start dates.</p> <p>Required application materials include three letters of recommendation, a current resume or CV, official transcripts from all colleges/universities of received credit, and a statement of purpose with four writing prompts. Graduate admission exam scores are now optional.</p> <p>The program coordinator informs the Admissions Committee when an applicant's file is complete. The committee votes to accept or deny using a scoring rubric for each applicant. In cases when the vote is not</p>		

		<p>unanimous, the committee further discusses via email to make a final decision.</p> <p>Enrollments are capped at 50 active students to meet student needs, keep class sizes small and advising loads manageable. Students may be placed on a waitlist if no space is available. During the site visit, reviewers explored potential program growth with faculty and the resulting consequences (e.g., increased need for faculty and other program resources). Faculty expressed they are now comfortably managing a cohort of 50 active students while eagerly awaiting the start dates of two new faculty hires to replace recent resignations.</p> <p>Provisional acceptance is allowable, providing the student achieves at least a 3.0 GPA in their first six semester credits of coursework. An applicant may begin their coursework as a non-matriculated or split-form student and take a maximum of 12 credits in graduate coursework prior to formal acceptance. A split-form undergraduate student may take up to nine credits of graduate coursework applied to a single graduate degree with approval.</p> <p>The program identified the percentage of priority under-represented students, as defined in Criterion G1, accepting offers of admission as an appropriate measure of recruitment success. Targets include the following: 80% non-traditional students, 10% rural students, and 25% non-white students. The program exceeded all targets for the reported three-year period from 2018 through 2020, with the exception of rural and non-white students during 2019-20, only reaching 9% each. The program explains that COVID travel restrictions at that time made in-person recruiting in rural areas more difficult. The program</p>		
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		<p>reports greater success in recruiting students of color from rural communities, specifically students who identify as Native American and Hispanic. As restrictions are lifted, recruitment to all USU campuses will resume.</p> <p>The MPH program director works with a USU Online marketing team to develop marketing strategies specific for the program's target student body. Marketing data demonstrate enrollments have been steadily increasing from rural areas since the beginning of the degree in 2017, and most students enrolled are 25 years or older.</p>		
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

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

AGENDA

Wednesday, April 13, 2022

5:00 pm **Site Visit Team Executive Session 1**

Thursday, April 14, 2022

8:30 am **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
Julie Gast, PhD, PhD - Program Director Steve Hawks, EdD- Professor Phillip Waite, PhD – Assoc. Professor Debassre Das Gupta, PhD – Asst. Professor Laura Dakin – Program Administrator	<i>Guiding statements – process of development and review?</i>
Julie Gast, PhD, PhD - Program Director Steve Hawks, EdD- Professor Phillip Waite, PhD – Assoc. Professor Debassre Das Gupta, PhD – Asst. Professor Laura Dakin – Program Administrator Jairo Hernandez-Database Administrator Jessica Wendel- Marketing Manager	<i>Evaluation processes – how does program collect and use input/data?</i>
Julie Gast, PhD - Program Director Eadric Bressel, PhD – Dept. Head Sylvia Read, PhD-Associate Dean of Accreditation and Undergraduate Affairs	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i>
Julie Gast, PhD - Program Director Eadric Bressel, PhD – Dept. Head Andrea Naegle – KHS Business Manager Kathy Clements-Vice President for Business and Finance	<i>Budget – who develops and makes decisions?</i>
Total participants: 11	

9:30 am **Break**

9:45 am **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
Julie Gast, PhD - Program Director	<i>Foundational knowledge</i>
Julie Gast, PhD - Program Director	<i>Foundational competencies – didactic coverage and assessment</i>

Steve Hawks, EdD- Professor Phillip Waite, PhD – Assoc. Professor Debassre Das Gupta, PhD – Asst. Professor Megan Dubois, PhD – Adjunct Professor Laura Dakin – Program Administrator	
Steve Hawks, EdD- Professor Phillip Waite, PhD – Assoc. Professor Debassre Das Gupta, PhD – Asst. Professor Megan Dubois, PhD – Adjunct Professor	<i>Concentration competencies – development, didactic coverage, and assessment</i>
Total participants: 6	

11:00 am **Break**

11:15 am **Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
Julie Gast, PhD - Program Director Steve Hawks, EdD- Professor	<i>Applied practice experiences</i>
Julie Gast, PhD - Program Director Steve Hawks, EdD- Professor	<i>Integrative learning experiences</i>
Julie Gast, PhD - Program Director Steve Hawks, EdD- Professor Laura Dakin – Program Administrator Kevin Shanley-Director of USU Online and Continuing Education	<i>Distance education</i>
Total participants: 4	

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

1:00 pm **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
<i>Julie Gast, PhD - Program Director (will exit meeting at 1:30)</i>	<i>Currency in areas of instruction & pedagogical methods</i>
<i>Steve Hawks, EdD- Professor</i>	<i>Scholarship and integration in instruction</i>
<i>Phillip Waite, PhD – Assoc. Professor</i>	<i>Extramural service and integration in instruction</i>
<i>Debassre Das Gupta, PhD – Asst. Professor</i>	<i>Integration of practice perspectives</i>
<i>Megan Dubois, PhD – Adjunct</i>	<i>Professional development of community</i>
Total participants: 5	

2:00 pm **Break**

2:15 pm **Transport to Hotel**

3:00 pm **Students (Zoom Meeting)**

Participants	Topics on which participants are prepared to answer team questions
<i>Rachel Gold – Fall 2019</i>	<i>Student engagement in program operations</i>
<i>Gabriel Glissmeyer – Summer 2020</i>	
<i>Nate Sealover – Fall 2020</i>	
<i>Taya Jerman – Spring 2021</i>	
<i>Raul Garcia – Spring 2021</i>	
<i>Susannah Harris – Summer 2021</i>	
<i>Abbey Summers – Fall 2021</i>	
<i>Carlos Orellana-Fall 2021</i>	
<i>Madeline Moyle -Fall 2021</i>	
<i>Megan Tassinari-Fall 2020</i>	
<i>Heather Sullivan-Spring 2021</i>	
<i>Sadie Wilde-Fall 2019</i>	
<i>Sarah Robinson- Fall 2020</i>	
Total participants: 13	

4:00 pm **Break**

4:15 pm **Stakeholder/ Alumni Feedback & Input (Zoom Meeting)**

Participants	Topics on which participants are prepared to answer team questions
Advisory Board Members:	<i>Involvement in program evaluation & assessment</i>
Bradon Bradford – Advisory board member, APE preceptor, and alumni employer	<i>Perceptions of current students & program graduates</i>
Sarah Hodson – Advisory board member and alumni employer	<i>Perceptions of curricular effectiveness</i>
Calandra Hollie – Advisory board member and alumni	<i>Applied practice experiences</i>
Hailey Judd – Advisory board member and alumni	<i>Integration of practice perspectives</i>
Kristy Jones-Advisory board member	<i>Program delivery of professional development opportunities</i>
APE and/or ILE preceptors:	
Anni McKinnon-APE for Sarah Kinnison	
Emmalee Fishburn-APE and ILE preceptor for multiple students	
Randon Gruninge- ILE supervisor for Rachel Gold	
Additional Alumni:	
Joquel Begay-Haudley	
Kira Swensen	
Karianne Chandler	
Morgan Talbot	
Additional Employers of HEP MPH Alumni:	
Kristen Comerell-Employer of alumni Sara Margetts	
Jeralyn Perkin- Employer of alumni Liz Elsmore	
Other Stakeholder:	
Stephanie Stokes-Utah Coalition for Workforce Development member	
Total participants:12	

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

Friday, April 15, 2022

8:30 am **University Leaders**

Participants	Topics on which participants are prepared to answer team questions
Alan Smith, PhD - CEHS Dean Francis Galey, PhD-USU Provost Noelle Cockett, PhD – USU President	<i>Program’s position within larger institution</i>
Alan Smith, PhD – CEHS Dean	<i>Provision of program-level resources</i>
Francis Galey, PhD-USU Provost Noelle Cockett, PhD – USU President	<i>Institutional priorities</i>
Total participants: 3	

11:00 am **Exit Briefing**