

EMMA ECCLES JONES  
COLLEGE *of* EDUCATION  
*and* HUMAN SERVICES

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**UtahStateUniversity®**

Accreditation Self-Study Report  
Health Education and Promotion  
**Master of Public Health Program**



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## List of Abbreviations

<b>Abbreviation</b>	<b>Name</b>
AAA	Office of Analysis, Assessment, and Accreditation
AAG	American Association of Geographers
AB	Advisory Board
AIS	Academic and Instructional Services
APE	Applied Practice Experience
APHA	American Public Health Association
APTR	Association for Prevention, Teaching, and Research
ATS	Academic Testing Services
AY	Annual Year
BYU	Brigham Young University
CBO	Community-Based Organization
CEHS	Emma Eccles Jones College of Education and Human Services
CEPH	Council on Education for Public Health
CHES	Certified Health Education Specialist
CHIP	Community Health Improvement Plan
CIDI	Center for Innovative Design and Instruction
CITI	Collaborative Institutional Training Initiative
CPH	Certified in Public Health
CV	Curriculum Vitae
DE	Distance Education
DH	Department Head
EPC	Educational Policy Committee
E&G	Education & General
ETE	Office of Empowering Teaching Excellence
F&A	Facilities & Administrative
FTE	Full-Time Equivalent
GA	Graduate Assistant
GAP	Geographical Analysis Project
GIS	Geographic Information Systems
GPA	Grade Point Average
GPC	Graduate Program Coordinator
HEP	Health Education and Promotion
HEP MPH	Health Education and Promotion Master of Public Health
HPER	Health, Physical Education, and Recreation
HPP	Health Program Plan
ILE	Integrative Learning Experience
IPE	Interprofessional Experience
IRB	Institutional Review Board
KHS	Kinesiology and Health Science
LHD	Local Health Department
LMS	Learning Management System
LOA	Leave of Absence
MCH	Maternal and Child Health
MCHES	Master Certified Health Education Specialist
MESH	Medical Subject Headings
MOU	Memorandum of Understanding
MPH	Master of Public Health
NPHW	National Public Health Week
NWCCU	Northwest Commission on Colleges and Universities
NWI	National Wellness Institute

PH	Public Health
PI	Principal Investigator
PICOT	Population-Intervention-Comparator-Outcome-Time
POS	Program of Study
SAB	Student Advisory Board
SDH	Social Determinant/s of Health
SEUHD	Southeast Utah Health Department
SGS	School of Graduate Studies
SOPHE	Society for Public Health Education
SRS	Simple Random Sampling
SWC	Statewide Campuses
TAC	Tenure and Promotion Advisory Committee
U of U	University of Utah
UDOH	Utah Department of Health
UPHA	Utah Public Health Association
UPHA-SA	Utah Public Health Association-Student Assembly
USOPHE	Utah Chapter of the Society for Public Health Education
USU	Utah State University
UT	University of Tsukuba (Japan)
UWWC	Utah Worksite Wellness Council
VPR	Vice President for Research
YRBSS	Youth Risk Behavior Surveillance System



## Introduction

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

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

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 (SWC), 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 and. USU Eastern, located in Price, Utah, was originally the College of Eastern Utah until its merger with USU in 2010. 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. The main campus in Logan is spread out over 400 acres of land. Excluding USU Eastern, university-owned acreage encompasses 7,000 acres.

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

USU has nine schools and colleges and 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.

**c. number of university faculty, staff and students**

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.

**ERF Location: Intro ERF folder**

Intro1c Utah State University Quick Facts

**d. brief statement of distinguishing university facts and characteristics**

USU's mission is to be one of the nation's premier student-centered land-grant and space-grant universities. This is to be achieved by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement. In 2020, USU celebrated the 25th anniversary of its conception 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. In January 2020, *U.S. News & World Report* recognized USU Online as having the 23rd best online bachelor's program in the country, ranking USU in the Top 25 in that category for six straight years. In addition, USU Online also finished sixth in the 2021 rankings by the *U.S. News & World Report* in graduate programs in education and 18th in online bachelor's programs for military veterans. Over the past 25 years, USU has pioneered new ways of providing tutoring and mentoring for its online students, now utilizing Canvas, a learning management system (LMS) that is considered a market leader in the industry.

**ERF (PDF copies of website links):**

Intro 1d USU Online.pdf

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

USU is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The last review in 2018 accredited the university until 2025, when the process will be repeated.

See the ERF for list of accredited schools, programs, and degrees at USU.

**ERF Location: Intro ERF folder**

Intro 1e Other Accreditation Bodies

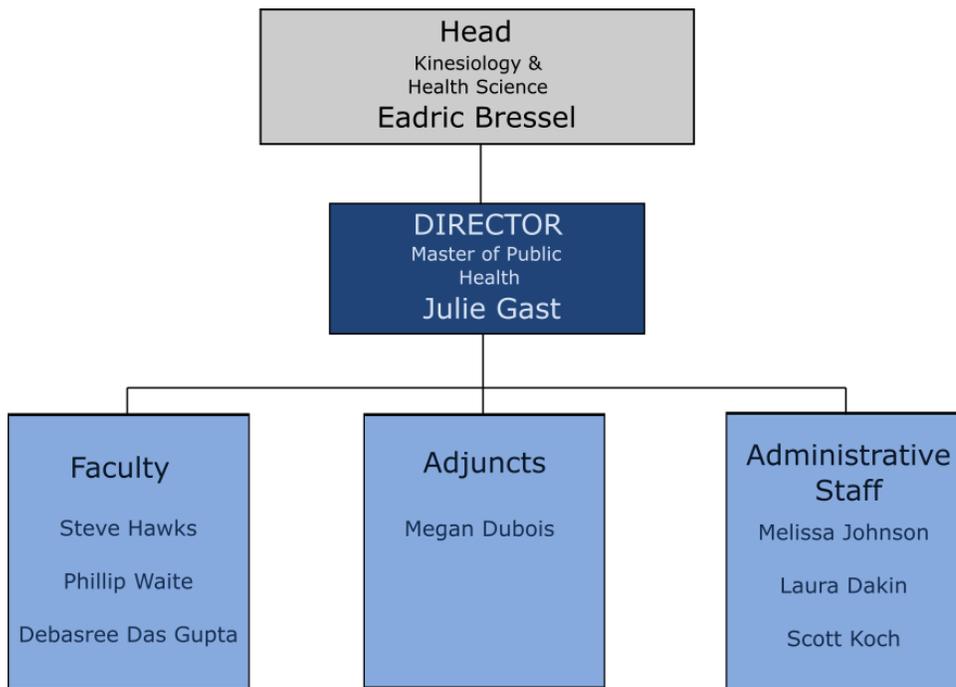
**f. brief history and evolution of the public health program (PHP) and related organizational elements, if applicable (e.g., date founded, educational focus, other degrees offered, rationale for offering public health education in unit, etc.)**

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. Initially, USU envisioned an MPH degree with four emphasis areas that would span across three colleges, sharing a common core of courses. However, this administrative structure proved to be a barrier to accreditation. Starting in Fall 2017, the HEP MPH, housed in the Emma Eccles Jones College of Education and Human Services (CEHS) within the Department of Kinesiology and Health Science (KHS), became an independent MPH degree program with a focus on health education and promotion. Beside 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). The CEHS was a natural fit for the HEP MPH as multiple degrees housed in the college are human services oriented and the HEP program within the KHS Department is also part of the college.

There was a strong rationale for the need for the HEP MPH because of a lack of access to the MPH degree throughout the state of Utah, in particular in rural areas. As the land-grant institution of Utah, it is USU's mission to bring needed educational opportunities to all corners of the state. Before the development of the HEP MPH, there was only one public institution of higher education in Utah offering the MPH degree. USU was in a position through its online education infrastructure to offer the HEP MPH throughout Utah and beyond, and provide degree access to working professionals and stay-at-home caregivers who may not easily be able to attend classes during the day or even on campus. The creation of the HEP MPH at USU benefits the state of Utah as it creates public health leaders across the state and, therefore, enhances the communities they live and work in.

**2) Organizational charts that clearly depict the following related to the program:**  
**a. the program's internal organization, including the reporting lines to the dean/director**

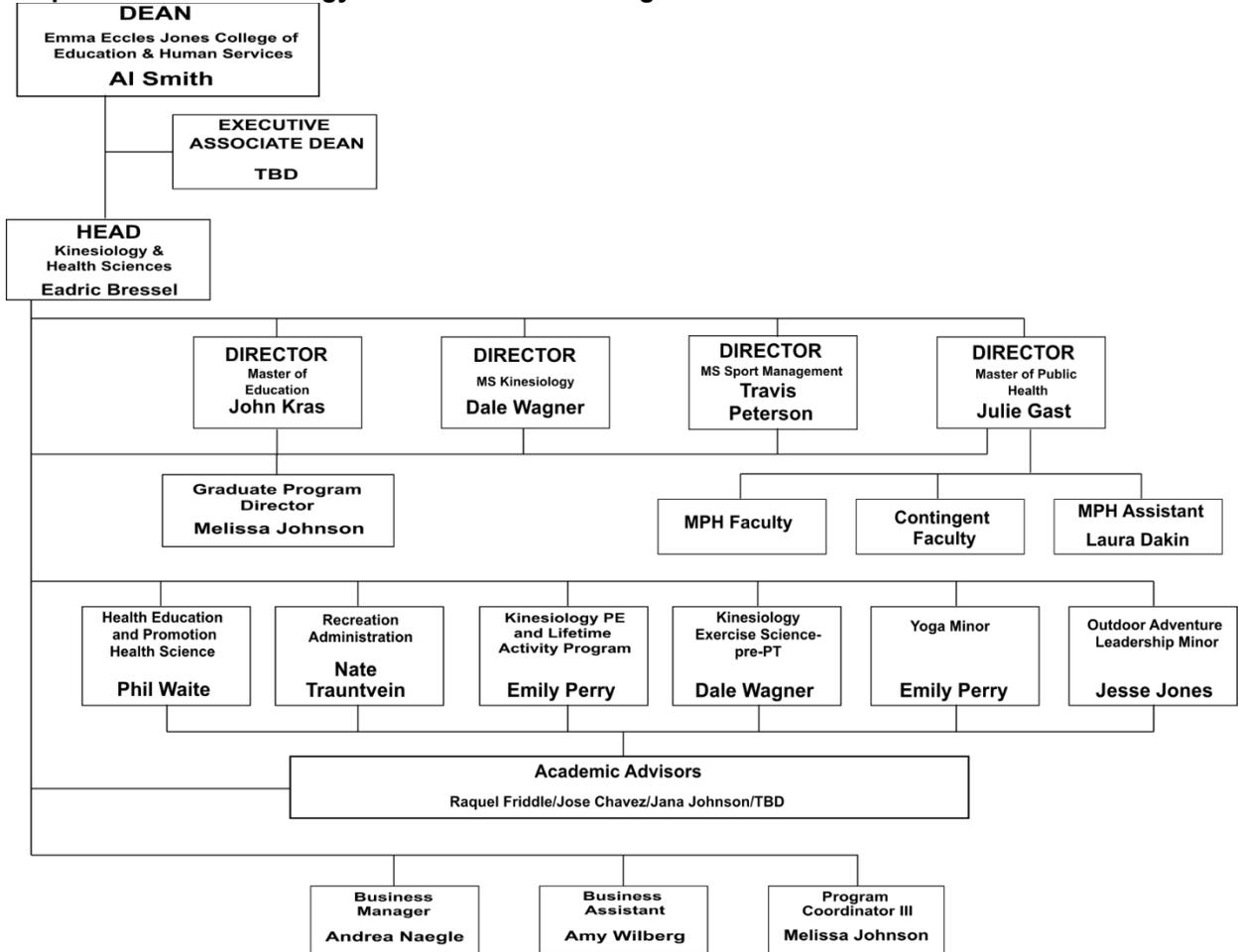
**MPH Program Organizational Chart**



**ERF Location: Intro ERF folder**  
Intro 2a MPH Program chart

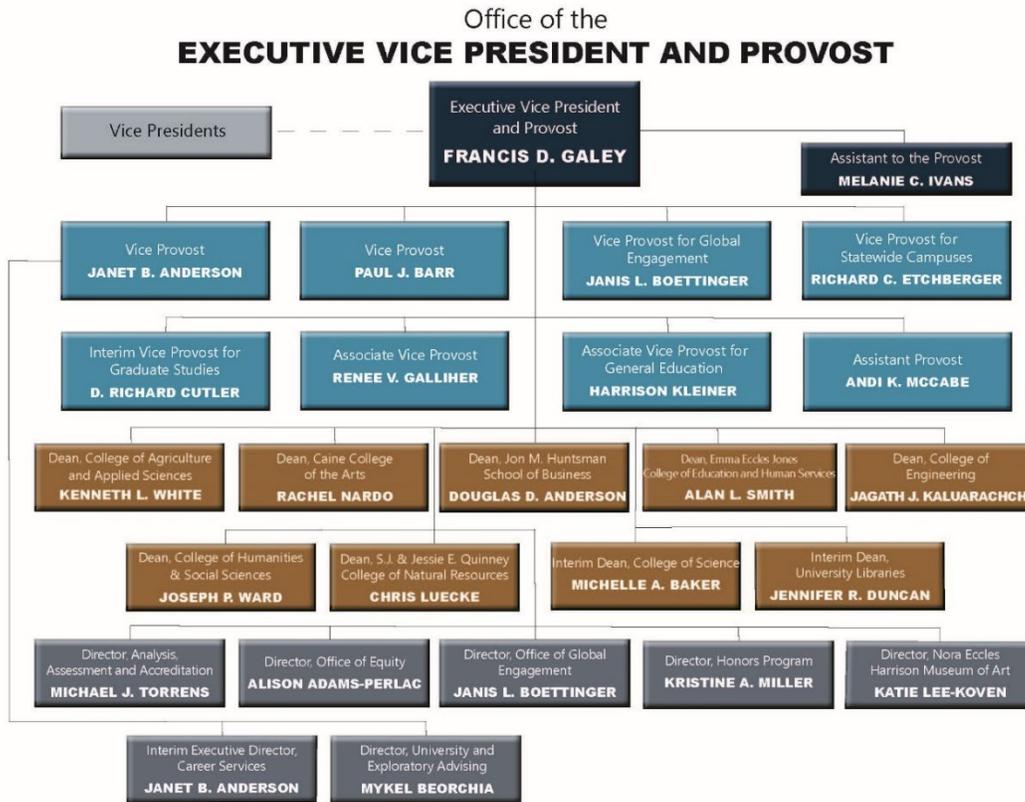
- b. the relationship between program and other academic units within the institution. Ensure that the chart depicts all other academic offerings housed in the same organizational unit as the program. Organizational charts may include committee structure organization and reporting lines

**Department of Kinesiology and Health Science Organizational Chart**

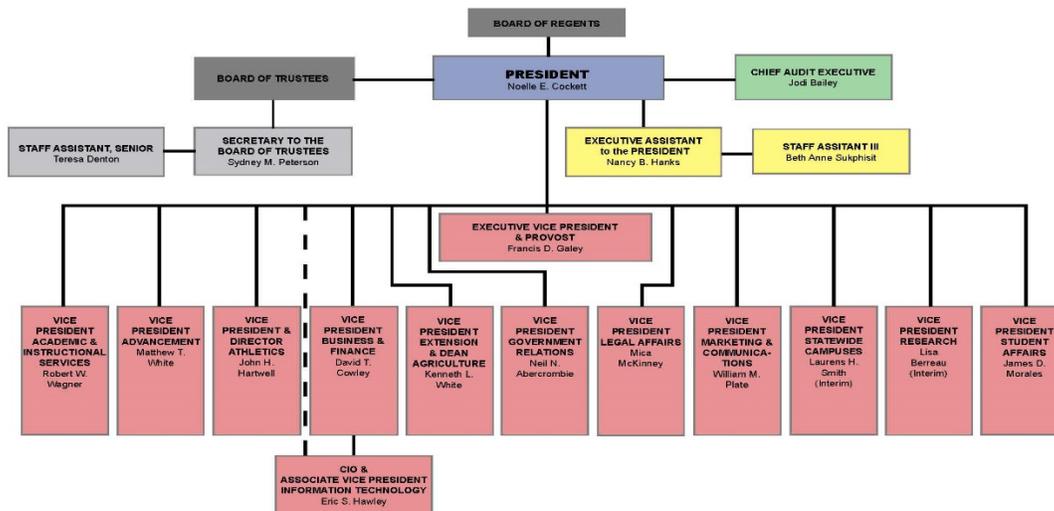


**ERF Location: Intro ERF folder**  
Intro 2b USU KHS chart

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



**OFFICE OF THE PRESIDENT**



Intro 2c Provost President chart  
Intro 2c College chart

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

**Template Intro-1**

Instructional Matrix - Degrees and Concentrations			
			Distance based
Master's Degrees	Academic	Professional	
<i>Concentration</i>	<i>Degree</i>	<i>Degree</i>	
Health Education and Promotion		MPH	X

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

**Template Intro-2**

Degree		Current Enrollment
Master's		
Health Education and Promotion	MPH	45 (Spring 2022)



## **A1. Organization and Administrative Processes**

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

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

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

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

There are five standing and significant committees within the HEP MPH program: The Admissions Committee, the Curriculum and Assessment Committee, the Workforce Development Committee, the Outcomes and Assessment Committee, and the Policy Committee. If needed, ad hoc search committees would be formed.

### **Admissions Committee**

The Admissions Committee is a standing committee comprised of three HEP MPH faculty members. Currently, Dr. Julie Gast (chair), Dr. Debasree Das Gupta, and Dr. Steve Hawks serve on this committee. The department's Graduate Program Coordinator (GPC), Ms. Melissa Johnson, assists the committee with application materials, liaises with the Utah State University (USU) School of Graduate Studies (SGS), and is in contact with applicants about their admission and application status but is not formally part of the Admissions Committee. The committee votes on each applicant's admission status once they have reviewed the applicant's completed file and each member has scored an evaluation rubric for each applicant. Initially, the committee worked on a rolling admissions basis, but starting Fall 2021, admissions became non-rolling as the number of applicants accepted was now capped each semester. The HEP MPH program bases admissions decisions on the criteria put forth by the USU SGS (e.g., grade point average (GPA), three letters of recommendation, online application, and statement of purpose essays). The USU SGS received approval to remove the entrance exam requirement as of January 2021. Graduate programs were then allowed to vote on if they would like to keep the entrance exam a requirement. The HEP MPH faculty voted to remove this requirement and replaced the entrance exam with additional essay prompts and a current résumé. The chair of the Admissions Committee oversees official recruitment efforts for the HEP MPH. This includes attending graduate fairs and state conferences, overseeing the production of recruitment materials, updating the website, creating recruitment videos, and responding to and meeting with all current and potential applicants to answer any questions they may have.

### **Curriculum and Assessment Committee**

The Curriculum and Assessment Committee is comprised of three faculty members. These are Dr. Steve Hawks (chair), Dr. Julie Gast, and Dr. Phillip Waite. The purpose of the committee is to make data-based suggestions to the full faculty regarding curriculum additions and/or changes. The committee identifies data collection needs and methods regarding the program curriculum. After reviewing the collected data regarding the curriculum and learning outcomes, the committee reports its findings to the HEP MPH faculty. These data, along with stakeholder input, provide the basis for curriculum updates and revisions.

### **Workforce Development Committee**

The Workforce Development Committee was formed in Summer 2021. This committee identifies public health-related community and workforce training needs and develops pathways for community engagement and professional workforce training opportunities for the HEP MPH program. This committee interfaces with other MPH programs in the state, as well as other Utah public health stakeholders, and is comprised of Dr. Steve Hawks (chair) and Dr. Julie Gast. The larger group of stakeholders, tentatively called the Utah Workforce Development Coalition, meets monthly to conduct needs assessments specific to workforce needs, plan trainings, and deliver workforce development. More detail is provided in sections F3 and F4 of the self-study.

### **Outcomes and Assessment Committee**

The Outcomes and Assessment Committee is comprised of four members of the HEP MPH faculty. These are Dr. Debasree Das Gupta, Dr. Julie Gast, and Dr. Steve Hawks. Before she departed from USU in Spring 2022, Dr. Miyairi chaired the committee. This committee is tasked with developing qualitative and quantitative measures for assessing program outcomes (aside from the curriculum). These include assessments of HEP MPH alumni, students, various stakeholders, and faculty. The committee also measures overall program outcomes such as advising quality, program culture and climate, and alumni employment data. The committee also collects and assesses data from HEP MPH faculty concerning faculty mentoring, public health service, and faculty expertise. The committee reports its findings to the larger HEP MPH faculty.

### **Policy Committee**

The current Policy Committee is comprised of two members of the HEP MPH faculty, Dr. Phillip Waite (chair) and Dr. Julie Gast. The Policy Committee is charged with the yearly student handbook revisions and updates as well as making sure the program is aligned with the university, SGS, Emma Eccles Jones College of Education and Human Services (CEHS), and Kinesiology and Health Science (KHS) department policies. Should a HEP MPH program policy need to be developed, this committee would oversee this process and bring recommendations to the full HEP MPH faculty for discussion and approval. The committee has also been instrumental in aligning the HEP MPH program guiding statements with a systematic evaluation feedback process.

### **Faculty Searches**

When a HEP MPH tenure-track faculty line opens or a replacement is needed, as was the case in Fall 2021, the department head (DH) obtains authorization from the provost, through the appropriate academic dean, to fill the position. Next, the DH appoints an ad hoc Search and Screening Committee of at least five faculty members. The Search and Screening Committee will screen all applicants, determine a short list of candidates to interview on campus, develops the agenda for the interview, and participates in the interview process. Once the review of final candidates is completed, the Search and Screening Committee solicits recommendations from faculty, students, and pertinent administrators. Utilizing these recommendations in addition to their knowledge of the candidates from reading the application materials and attending the in-person interviews and presentations, the Search and Screening Committee members present a list of acceptable candidates and all supporting information to the DH, ranked in order of preference. The DH then picks one from the list of acceptable candidates and forwards that candidate's name and supporting information to the academic dean and provost for approval to hire. Upon approval by the dean and provost, an offer is made and negotiated by the DH. For the Search Committee created in Fall 2021 to replace Dr. Sulzer, two HEP MPH faculty were members of the five-member Search Committee. These were Dr. Hawks (chair) and Dr. Gast (member). The table below indicates faculty changes and searches since the start of the HEP MPH degree.

Faculty Member*	Departure from MPH	Impacts and Replacement Strategy
Dr. Travis Peterson	Spring 2021 re-assigned to chair a different graduate program	Re-assigned Dr. Miyairi to teach and serve on committees in HEP MPH program
Dr. Sandra Sulzer	Fall 2021	Successful search Fall 2021 with new hire beginning Fall 2022 (use of adjunct faculty Spring 2022). No advising duties had been assigned to Dr. Sulzer but will be assigned to new hire.
Dr. Maya Miyairi	Spring 2022	Faculty search Fall 2022 (re-assigned student advisees to existing faculty until new hire begins at USU); an adjunct was hired to teach her Fall 2022 MPH course.
Kylie Sage (adjunct)	Fall 2021	Kylie Sage served as a summer adjunct but resigned after Summer 2021. A qualified replacement adjunct was hired for Summer 2022.

\*Note: Names will be in italics in the remainder of the self-study to remind the reader of their departure from the HEP MPH degree program

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

**a. degree requirements**

Any degree requirements are decided and voted on for approval by the HEP MPH faculty in alignment with USU SGS requirements, as applicable.

**b. curriculum design**

Any curriculum design revisions are discussed and voted on by the HEP MPH faculty, typically during the summer faculty retreat. Any faculty member can suggest changes to the curriculum that would then be discussed by the HEP MPH faculty before voting for or against recommended design changes. If a design change is needed to meet accreditation standards, the Curriculum Committee will bring needed changes to the full HEP MPH faculty. Creation of new courses or deletion of a current course, as well as changes in course titles, descriptions, credit hours, or other significant course changes, are forwarded to the [USU Educational Policies Committee \(EPC\)](#) for review and approval.

**c. student assessment policies and processes**

The Assessment Committee oversees HEP MPH policies and procedures for student assessment. The committee conveys policies and procedures to the entire HEP MPH faculty. The Assessment Committee collects and reviews student, faculty, and alumni data to evaluate policy and process outcomes related to student assessment and proposes changes based on findings. If policy or process changes are indicated, the Policy Committee drafts appropriate policies and/or processes (or revisions) for faculty review and approval.

**d. admissions policies and/or decisions**

Deadlines for admission are set by the HEP MPH chair in consultation with the DH and the Admissions Committee. HEP MPH admission policies follow [USU SGS policies](#). Any admission policies that are unique to the HEP MPH degree (e.g., essay prompts, required résumé) are drafted by the Admissions Committee and presented to the full HEP MPH faculty

for approval. Admission decisions are determined by the Admissions Committee by consensus and then forwarded to the SGS for final approval.

**e. faculty recruitment and promotion**

Current faculty are encouraged to recruit through their networks and professional channels to locate qualified individuals to fill faculty positions regardless of rank or tenure track. USU Human Resources meets with each Search Committee to review policies and recruitment strategies to ensure a fair and equitable search as well as make sure the Search and Screening Committee is actively seeking a diverse applicant pool.

Faculty promotion and retention procedures for the HEP MPH faculty follow the [USU faculty code](#) regarding evaluation, promotion, and retention. Each tenure track faculty member has a five-member Tenure and Promotion Advisory Committee (TAC) that meets annually during the pre-tenure period to review the faculty member's tenure materials and answer his or her questions regarding the tenure process. An ombudsperson is present at each TAC meeting. The TAC votes on whether to recommend continued employment at USU. This recommendation is forwarded to the KHS DH after each TAC meeting. The DH forwards a recommendation to the CEHS dean, who forwards his recommendation to the provost, who then decides whether to extend the employment contract for another year.

Candidates typically go up for tenure and promotion in their sixth year and, if successful, receive tenure and promotion at the start of their seventh year. The final e-dossier and external review letters are the basis for the tenure and promotion decision by the candidate's TAC, DH, dean, and USU Central Committee. The final decision is made by the provost and the Utah Board of Regents.

Faculty members who wish to be promoted to an advanced rank post-tenure will form a Post-tenure Review Committee, which again will review their materials, select external reviewers, and provide guidance as needed. Just like before, the DH, dean, and Central Committee also provide letters confirming the candidate's qualifications for promotion. The provost and regents again are the final instance in this procedure.

Faculty members who are eligible for promotion but not tenure form a Promotion Committee with similar aims and processes. More detail can be found in the ERF and the faculty code.

**f. research and service activities**

At USU, the majority of tenure-track faculty are required to engage in research, teaching, and service with role statements that have relative weights assigned to each of these responsibilities. Occasionally, a faculty member may have a role statement that does not have research or teaching duties, but all full-time faculty will have service expectations at USU. Role statements can vary for each faculty member, including HEP MPH faculty members, in terms of the relative weight assigned respectively to teaching, research, and service roles. Extension faculty have an extension role added to their role statements. For HEP MPH faculty, relative weights assigned to the research role range from 0% to 55%, for the teaching role from 40% to 90%, and for the service role from 5 to 10%.

Work plans are developed by the DH for each faculty member, and these are reviewed annually to ensure they are consistent with weighted role statement assignments. Examples of fulfilling the research role include securing external funding, publishing in high-impact journals, making peer-reviewed national presentations, and showing evidence of a national reputation. Examples of fulfilling the teaching role assignment include evidence of mentoring students, obtaining acceptable course evaluations, and engaging in professional development related to teaching. Examples of fulfilling one's service role include providing professional service, engaging in university service, and participating in community service.

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

Policies concerning students as well as faculty expectations can be found in the HEP MPH Student Handbook. Also included are USU policies regarding academic freedom, the student honor code, grievance process, notice of non-discrimination, plagiarism, sexual misconduct Americans with Disabilities Act, and withdrawal and incomplete policies. Faculty are encouraged by the Office of the Executive Vice-President & Provost to include these [USU policies](#) in their syllabi. In this endeavor, USU has created templates that the HEP MPH program uses to ensure all program syllabi include these USU policies.

The Student Advisory Board (SAB) mission statement and goals, procedures for self-governance and foundational charter documents can be found in the ERF.

**ERF: A1-3 Policy documents folder**

A1-2b USU Educational Policies Committee

A1-2d USU Graduate Studies Admission Policies

A1-2e USU Policy 405 Tenured and Term Appointments

A1-3 HEP Student Advisory Board Mission, Goals, Duties

A1-3 Syllabus - University Policies & Procedures

**Handbook 2021-2022**

<b>Student Handbook policies sections for reference to Section A:</b>	<b>Page number</b>
Student and Faculty Expectations	24
Academic Freedom and Professional Responsibilities	26
Academic Integrity – “The Honor System”	26
Grievance Process	27
Notice of Non-Discrimination	28
Plagiarism	29
Sexual Misconduct	30
Sexual Harassment	30
Students with Disabilities	30
Repeating Courses	31
Grading Policy	31
Withdrawal and “I” Grade Policy	32

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

Several HEP MPH faculty members serve on a variety of committees in the college and university that influence decision-making within USU (see table below). As faculty members’ service obligations differ by role statement, it is expected that some faculty will participate on external committees more than others. Some positions are by election while others are appointed or at the request of upper administration; yet others are volunteer positions. For example, Dr. Waite serves on the USU Faculty Senate, which is an elected position, as well as the Student Conduct Hearing Board, which is a volunteer position. Both are critical service roles that impact decision making at USU. *Dr. Miyairi* served on the university-level Office of Equity Hearing Council. The Office of Equity investigates grievances concerning discriminatory behavior and sexual misconduct at USU.

**Table A1-4**

<b>MPH Faculty</b>	<b>University Roles</b>
<b>Julie Gast</b>	<ul style="list-style-type: none"> <li>• Faculty advisor for the Eat Healthy Club</li> <li>• Member of multiple Tenure and Promotion Advisory Committees (TAC)</li> <li>• HEP MPH faculty search member for several searches</li> </ul>
<b>Steve Hawks</b>	<ul style="list-style-type: none"> <li>• Global engagement liaison</li> <li>• Member of multiple TAC Committees</li> <li>• HEP MPH/extension faculty search chair</li> </ul>
<b>Maya Miyairi</b>	<ul style="list-style-type: none"> <li>• Office of Equity Hearing Council</li> <li>• Hiring Search Committee for the Department of Social Work</li> <li>• Member of multiple TAC Committees</li> </ul>
<b>Travis Peterson</b>	<ul style="list-style-type: none"> <li>• Member of multiple TAC Committees</li> <li>• USU Teaching Excellence Committee</li> <li>• Empowering Teaching Excellence - Seminars and Learning Circles Subcommittee, Committee Chair</li> <li>• Empowering Teaching Excellence – Science of Teaching and Learning Subcommittee</li> <li>• USU Athletics Council</li> <li>• USU Community Connections Committee</li> </ul>
<b>Phillip Waite</b>	<ul style="list-style-type: none"> <li>• Faculty Senate CEHS Representative</li> <li>• HEP Faculty Search Committee Chair</li> <li>• Student Conduct Hearing Board</li> <li>• Faculty Advisor for the Be the Match Club</li> </ul>

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

Full-time and part-time faculty interact in a number of ways. Starting Fall 2020, part-time faculty were invited to attend the monthly HEP MPH faculty meetings. The meetings are attended by all HEP MPH faculty, the DH, the Department of Kinesiology and Health Science Graduate Program Coordinator (KHS GPC), the HEP MPH part-time staff assistant and data assistant, the SAB president, and part-time faculty (as their schedules allow). Invited guests may attend as applicable. Part-time faculty are also engaged with full-time faculty through the KHS Adjunct Faculty Academy (see ERF). This program invites part-time and full-time faculty members to develop a contract to work on some aspect of teaching improvement together (online technology, student engagement, addressing learning styles in an online classroom, etc.). Full-time faculty also meet in accreditation committees on a regular basis as well as at the two-day faculty retreat every summer. At the retreat, the faculty work on the program guiding statements, evaluation measures, curriculum decisions, trainings, and any changes and strategic planning that is needed for the program and upcoming academic year. All full-time faculty help prepare and deliver the annual fall new student orientation. All part- and full-time faculty are invited to social events hosted by the SAB. For example, Dr. Gast hosted a backyard BBQ in 2019 as part of a SAB event with students and faculty in attendance. Part- and full-time faculty may interact in professional development trainings. For instance, Dr. Gast and Dr. DuBois (part time adjunct faculty) were in a teaching learning circle during Summer 2021 to read and discuss with other USU learning circle members the book *Small Teaching Online*. The ERF includes a sample of faculty meeting minutes. As noted, adjunct faculty are always invited to HEP MPH faculty meetings and attend often, as time allows.

**ERF Location: A1-5 Faculty interaction folder**

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

Not applicable

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

Not applicable

### A3. Student Engagement

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

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

The SAB was formed Fall 2018. Below is a list of members and titles from inception.

Table A3-1

Student Advisory Board Members				
Title	2018-2019	2019-2020	2020-2021	2021-2022
President/Faculty Liaison	Megan Flanagan Zac Konakis (co-presidents)	Sara Margetts	Morgan Hadden	Nate Sealoover
VP/Admin Assistant		Natalie Spendlove Melanie Athens	Bobbe May	Megan Raschke
Diversity & Inclusion Officer	N/A	Morgan Fristrup	Nate Sealoover	Gabriel Glissmeyer
Public Information Officer	N/A	Bobbe May	Kira Swensen	Kira Swensen
Marketing & Events Coordinator	N/A	Kira Swenson	Megan Raschke	N/A
Operations Manager	N/A	N/A	Scott Baker	Susannah Harris
Committee Members	Sara Margetts Natalie Spendlove	Sadie Wilde Kimberly Welsh	N/A	N/A

The HEP MPH has a SAB that consults with the program director about student issues and concerns. The SAB president attends monthly HEP MPH faculty meetings and reports to the faculty about initiatives, events, and feedback from students. The SAB has been furnished with a separate email address so that students can communicate directly with SAB leadership. The director will often seek SAB input on program documentation and policies (e.g., the Applied Practical Experience [APE] trainings and required paperwork, changes in admissions policies, career development needs of students, etc.). As one example, the SAB was recently asked to review various versions of the APE handbook, the program roadmap, and an overview of faculty advising duties in order to provide valuable feedback to the program director. SAB leadership also participated in the planning of the Fall 2021 alumni webinar. Roles and titles of the SAB leadership have evolved each year, as noted in the table above.

One current HEP MPH student, and one alumnus, are on the HEP MPH Advisory Board to help provide input on the program curriculum, guiding statements, future trends, and workforce needs.

Separate student and alumni focus groups are held to solicit additional input about the program. The focus groups are moderated by the HEP MPH part-time assistant, who does not teach in the program, to assure that ideas and opinions can honestly be shared. All names are removed in the final transcripts shared with the HEP MPH director and faculty. Anonymous alumni and student surveys about the degree are a source of feedback and provide data for program decision making as well.

**ERF Location (PDF copies of the website links):**

A1-3 2020 - 2021 Foundational Document SAB Canvas Page.pdf

A1-3 Student Advisory Board HEP\_MPH Program Resources Canvas Page.pdf

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

Not applicable

**A4. Autonomy for Schools of Public Health**

Not applicable

**A5. Degree Offerings in Schools of Public Health**

Not applicable

## B1. Guiding Statements

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

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

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

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

- 1) A one- to three-page document that, at a minimum, presents the program's vision, mission, goals and values.

### Guiding Statements and Evaluation Practices

#### Vision:

The program's vision is a future where underserved populations in Utah and beyond are empowered to live sustainably healthier lives.

#### Mission:

The program's mission is consistent with Utah State University (USU)'s land-grant mission—to 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.

#### Goals:

The HEP MPH program aims to attain its mission through four overarching goals:

1. provide access to public health education in underserved populations;
2. facilitate authentic high-quality learning opportunities that result in proficiency of public health foundational knowledge and competencies;
3. engage in service to the profession, community, and university; and
4. advance the field of public health through scholarly activity, intellectual discovery, and/or research.

#### Values:

The values of the HEP MPH align with the mission and values of USU. USU has identified and adopted three core themes that individually manifest the essential elements of its mission and collectively encompass its mission, vision, and values. We foster the principle that academics come first; we cultivate diversity of thought and culture; and we serve the public through learning, discovery, and engagement. Thus, our core values are:

- learning
- discovery
- engagement

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

Not applicable

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

Not applicable

## B2. Graduation Rates

The program collects and analyzes graduation rate data for each degree offered (e.g., BS, MPH, MS, PhD, DrPH). The program achieves graduation rates of 70% or greater for bachelor's and master's degrees and 60% or greater for doctoral degrees.

### 1) Graduation rate data for each degree in unit of accreditation. See Template B2-1.

#### Template B2-1

Students in MPH Degree, by Cohorts Entering between 2017-2018 and 2021-2022						
*Maximum Time to Graduate: 6 years		2017-18	2018-19	2019-20	2020-21	2021-22
	Cohort of Students <sup>1</sup>					
2017-18	# Students entered	2				
	# Students withdrew, dropped, etc.	0				
	# Students graduated	0				
	Cumulative graduation rate	0%				
2018-19	# Students continuing at beginning of this school year (or # entering for newest cohort)	2	14			
	# Students withdrew, dropped, etc.	0	2			
	# Students graduated	0	0			
	Cumulative graduation rate	0%	0%			
2019-20	# Students continuing at beginning of this school year (or # entering for newest cohort)	2	12	20		
	# Students withdrew, dropped, etc.	0	0	0		
	# Students graduated	2	5	0		
	Cumulative graduation rate	100%	36%	0%		
2020-21	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	9	20	22	
	# Students withdrew, dropped, etc.	0	0	0	1	
	# Students graduated	0	3	4	0	
	Cumulative graduation rate	100%	57%	20%	0%	
2021-22 <sup>3</sup>	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	4	16	21	12 <sup>2</sup>
	# Students withdrew, dropped, etc.	0	0	0	0	0
	# Students graduated	0	3	9	4	0
	Cumulative graduation rate	100%	79%	65%	18%	0%
2022-23 <sup>3</sup>	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	1	7	17	12
	# Students withdrew, dropped, etc.	0	0	0	0	0
	# Students graduated	0	0	5	5	0
	Cumulative graduation rate	100%	79%	90%	41%	0%

Note: USU HEP MPH enrolls students in fall, spring, and sometimes summer semesters.

1. The Program has defined a "cohort" as Sept 20xx through Aug 20xy.

2. As of the final submission date (March 2022), the "cohort" for 2021-2022 could be incomplete as it only includes the students enrolled in the Fall 2021 and Spring 2022 semesters.

3. Graduation rates for 2021-2022 and 2022-2023 were estimated using Degree Works and current student history for number of courses taken per semester in the past to estimate when current students will likely graduate.

**2) Data on doctoral student progression in the format of Template B2-2.**

Not applicable

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

The HEP MPH degree is not a cohort-based degree. For data collection, the program defines a cohort as the students who enroll in the fall, spring, or summer semester of any given academic year. Our program allows students who may not typically have access to a traditional MPH program to get a degree in this field. Upon completion of the degree, they are qualified to take their expertise to all corners of Utah and beyond. In addition, the policy from the School of Graduate Studies (SGS) is that students are given six years to complete a graduate degree. That allows many non-traditional students (e.g., working professionals, stay-at-home caregivers, those over the age of 25), who would not be able to complete the degree in the typical two-year timeframe of a cohort-based program, to enroll and successfully complete the program. From the initial data, most students still graduate in a timely manner—within three years. Due to ongoing enrollment (fall, spring, and, occasionally, summer), and the final draft self-study submission deadline of March 2022, estimated graduation rates for the 2021–2022 and 2022-2023 cohorts are included (see blue sections of Template B2-1). These estimates were based on analysis of data from the USU advising program and Degree Works, taking into consideration the number of credits taken toward graduation, number of courses enrolled in for the Spring 2022 semester, average number of courses enrolled in per semester for the previous year or two, and the student's Program of Study (POS), if available, that was developed with a program advisor.

**2017-2018**

The first cohort consisted of only three students. Two have graduated and the last one has been on leave of absence (LOA) since Spring 2020 due to Covid concerns. She has maintained contact with her advisor and, in April 2021, extended her LOA. She has indicated an intent to finish her two remaining courses and complete the program in the 2022-2023 academic year.

**2018-2019**

The next cohort started with a drastic increase to 14 students, although two students had to withdraw due to medical reasons. Three of the final four students in this cohort graduated in the Fall 2021 semester, which gave a cumulative graduation rate of 79% for 2021-2022. The last remaining student from this cohort is a part-time student who will likely graduate by Fall 2022 based on her advisor and program of study (POS).

**2019-2020**

In the third year, we increased enrollment to 20 students. So far, there have been no withdrawals among this cohort. Currently we have nine graduates for this cohort; four students graduated in 2020-2021 academic year and five students graduated Fall 2021. Four additional students have applied to graduate by the end of the 2021-2022 academic year; bringing our total graduates to 13 students and a cumulative graduation rate of 65% for 2021-2022. Five of the remaining seven students are expected to graduate in 2022-2023 academic year, which brings the cumulative graduation rate to 90% for this cohort. The two remaining part-time student are anticipated to graduate in 2024-2025, based on their POS (which lies within their six-year allowance).

**2020-2021**

A total of 22 students enrolled in that academic year. One was a provisional admit due to a low entrance exam score who failed to meet the required minimum Grade Point Average (GPA) after six credits and was subsequently dismissed from the program. One student returned after a LOA (Fall 2020-Fall 2021). This student had completed half of the 42 credits prior to her LOA. They were reinserted into this cohort one year after their original start date. There were no other withdrawals from this cohort. Four students are ready to graduate in spring and summer semesters this academic year (2021-2022). Five student are likely to graduate during the 2022-

2023 academic year. Most other students in this cohort have completed 30%-60% of the course work. For them, it is too early to estimate graduation dates with any accuracy.

**2021-2022**

The most recent cohort consists of 12 students; however, the program may be admitting additional students in Summer 2022 to round out this cohort. As they are just starting their degree, it is impossible to estimate their graduation dates with accuracy.

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

Not applicable

### B3. Post-Graduation Outcomes

**The program collects and analyzes data on graduates' employment or enrollment in further education post-graduation, for each degree offered (e.g., BS, MPH, MS, PhD, DrPH). The program achieves rates of 80% or greater employment or enrollment in further education within the defined time period for each degree.**

The HEP MPH faculty frequently check in with their assigned student advisees to discuss post-graduation plans. After graduation, all alumni of the HEP MPH program are asked to volunteer to take the Alumni Survey, followed by an alumnus focus group, in the fall of every year. Graduates are also encouraged to stay in touch with faculty by email and through HEP MPH's social media pages (i.e., Facebook, LinkedIn).

The Alumni Survey includes questions about the program's quality, the alums employment status, and experiences during their time in the program. A focus group asks alumni to share more in-depth examples and experiences from their time in the HEP MPH program.

- 1) **Data on post-graduation outcomes (employment or enrollment in further education) for each degree. See Template B3-1.**

**Template B3-1**

<b>Post-Graduation Outcomes</b>	<b>2018-2019 Number and percentage</b>	<b>2019-2020 Number and percentage</b>	<b>2020-2021 Number and percentage</b>
Employed	2 (100%)	5 (83%)	11 (79%)
Continuing education/training (not employed)	-	0	0
Not seeking employment or not seeking additional education by choice	-	0	0
Actively seeking employment or enrollment in further education	-	1 (17%)	3 (21%)
Unknown	-	1	0
<b>Survey Response Rate</b>	N/A	6 (86%)	14 (100%)
<b>Total graduates (known + unknown)</b>	2	7	14

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

Template B3-1 shows the HEP MPH post-graduation outcomes from 2018 to 2021. As of Spring 2021, eight out of 10 alumni survey responders (80%) are employed in a public health or health-related field. Two alumni survey responders are actively seeking employment. No survey data were collected for the two students who graduated in 2018-2019, as both of them had obtained employment, which was deemed sufficient information.

The Outcome and Assessment Committee developed an online Alumni Survey with Qualtrics to collect post-graduation outcome data. As a first-round data collection for the Alumni Survey, all of the HEP MPH students who graduated in 2019-2020 (N=7) were contacted by the program coordinator and asked to complete the online survey in Fall 2020. The coordinator also followed up with a post-graduation check-in, during which they reminded the graduates to take the survey. Six HEP MPH alumni completed the survey (86%), five of whom (83%) had secured employment in health-related fields at that time. One graduate who completed the online Alumni Survey was actively seeking employment. There was only one alumnus who did not take the survey.

Since the first-round of data collection was a success, the program used the same strategies for the second round. To maximize participation in the survey, an incentive drawing for responders to

complete the Alumni Survey was added. As a result, 14 out of 14 alumni completed the online survey (100% response rate). 11 alumni (79%) had found employment in public health or a health-related field. The following is a list of the alumni's current employment information.

Employers	Job Titles
<ul style="list-style-type: none"> <li>• Utah Department of Health (2)</li> <li>• Southeastern Utah Health Department</li> <li>• Get Healthy Utah</li> <li>• Kaiser Permanente</li> <li>• University of Utah, School of Medicine</li> <li>• Utah State University Extension</li> <li>• University of Colorado</li> <li>• Salt Lake Regional Medical Center</li> <li>• Davis County Health Department (Utah)</li> <li>• Malouf (private company)</li> </ul>	<ul style="list-style-type: none"> <li>• Epidemiologist/Program Evaluator</li> <li>• Program Coordinator</li> <li>• Education and Curriculum Coordinator</li> <li>• Health and Wellness Coordinator</li> <li>• Registered Environmental Health Scientist/Registered Sanitarian</li> <li>• Workforce Health Consultant</li> <li>• Research Analyst</li> <li>• Asthma Program Evaluator</li> <li>• Perkins Pathway Coordinator</li> <li>• Regulatory Affairs Coordinator</li> <li>• Community Health Nurse and Core Measure Abstractor</li> </ul>

Three responders (21%) are actively seeking employment as of Fall 2021. For those unemployed alumni, the program coordinator will reach out to share Career Design Center resource information and remind them to take advantage of HEP MPH faculty for career advising. Employment opportunities are shared regularly with current and former students through the program's Canvas page and social media.

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

**Strengths:**

- The Outcome and Assessment's current plan to administer the Alumni Survey seems to work well, minimizing the number of students with unknown outcomes, as the CEPH B3 criterion notes.
- The HEP MPH alumni willingly responded to the data recruitment request for the two times that data have been collected.
- The added incentive plan is an extra effort to maintain the high response rate.

**Weaknesses:**

- Although the number of unemployed graduates is low, we do have some alumni still seeking employment.

#### **B4. Alumni Perceptions of Curricular Effectiveness**

**For each degree offered, the program collects information on alumni perceptions of their own success in achieving defined competencies and of their ability to apply these competencies in their post-graduation placements. The program defines qualitative and/or quantitative methods designed to maximize response rates and provide useful information. Data from recent graduates within the last five years are typically most useful, as distal graduates may not have completed the curriculum that is currently offered.**

- 1) Summarize the findings of alumni self-assessment of success in achieving competencies and ability to apply competencies after graduation.**

##### **Focus Groups**

Alumni were recruited to participate in focus groups in December 2020 and September 2021 through the HEP MPH Canvas Page and email. All alumni were invited to participate. In December 2020, a total of four out of a possible seven alumni volunteered for a virtual focus group—a 57% response rate. In September 2021, a total of three out of a possible 10 alumni volunteered—a 30% response rate (the previous four participants were excluded from the invitation to avoid repetitive feedback). In order to encourage participants to be open and honest in their responses, the moderator was the HEP MPH assistant (non-faculty member). Alumni were assured their names would not be used in the transcription and executive summary of the focus group results. A discussion guide was created by the Outcomes and Assessment Committee to assist the moderator in asking pertinent questions.

When asked about the curriculum effectiveness in achieving program competencies (Question 6 in the December 2020 discussion guide and Question 2 in the Fall 2020 summary), students' responses were as follows:

- “Absolutely. I believe that there was even in some of the syllabi, it was we’re tying this class to this competency so I think that they were constantly trying to communicate those ideas of this is the reason why we put it in here.”
- “I would say, yes. I feel very confident in my capabilities.”
- “Oh yeah, I totally wouldn't be in my job without this program. I feel like in our APE, we had to make sure we did meet certain like competencies.”
- “I feel like I was able to gain an important foundational knowledge surrounding each of the competencies.”
- “I have the foundational knowledge, not necessarily the practical confidence.”
- “I wouldn't say that I was competent in all of them, but I'd say that I was competent in a bunch of them.”

##### **Alumni Survey**

The alumni survey created by the Outcome and Assessment Committee includes information on alumni self-perception of competence and the employment information reported in section B3. The alumni survey collects data on alumni's perceptions of their success in achieving defined competencies and on their ability to apply those competencies in their post-graduation placements. Table B4-1 (see below) shows alumni perceptions of preparedness for public health employment, or other health-related jobs, collected in Fall 2021. The data collected from the first group of graduates (N=6) after 2019 was conducted again in Fall 2020. Results from those alumni who completed the first-round survey were positive about their ability to apply each selected competency to public health or health-related jobs. The second-round alumni survey had more alumni participants (N=14) who completed the survey in Fall 2021. The response rate for the latest data collection was 100%. Overall, 72-100% of the alumni participants reported feeling mostly or fully prepared for the current public health workforce in the selected nine domains.

**Table B4-1:  
Alumni Self-rating of Preparation for Public Health Employment-Related Competencies  
(N=14)**

Competencies	Not prepared	Somewhat prepared	Mostly prepared	Fully prepared	Not relevant to my workplace setting
1. Apply evidence-based approaches to public health practices	0	0	2 (14.3%)	10 (71.4%)	2 (14.3%)
2. Apply principles of social determinants of health	0	0	5 (35.7%)	7 (50%)	2 (14.3%)
3. Practice program planning & engagement to promote public health	0	1 (7%)	10 (72%)	2 (14%)	1 (7%)
4. Contribute to public policy development & advocacy	0	2 (14%)	7 (50%)	3 (22%)	2 (14%)
5. Apply principles of public health leadership	0	1 (7%)	6 (43%)	7 (50%)	0
6. Use communication strategies for difference audiences	0	1 (7%)	6 (43%)	7 (50%)	0
7. Perform effectively on interprofessional teams	0	0	1 (7%)	13 (93%)	0
8. Apply systems-thinking tools to public health issues	0	1 (7%)	7 (50%)	6 (43%)	0
9. Use a variety of cultural, racial/ethnic, and global perspectives in responding to public health issues	0	0	8 (57%)	5 (36%)	1 (7%)

The survey results indicate that, overall, alumni feel mostly or fully prepared in the employment-related competencies. Areas of possible improvement are policy development and advocacy with two alumni indicating they felt only somewhat prepared. As the program develops, these data will be important to track over time to make any needed curriculum changes. The positive feedback that alumni felt fully prepared to work on interprofessional teams (93%) was gratifying. It was also encouraging that not one graduate felt unprepared in the employment-related competencies.

In response to a question about the program's impact on their post-graduation setting, the participants in the alumni focus groups shared multiple positive comments as well as suggestions for improvement.

- The participants identified the following as the most impactful courses in the HEP MPH program: HEP 6000: Advanced Program Planning and Evaluation, HEP 6020: Introduction to Biostatistics and Epidemiology, HEP 6350: Social Determinants of Health, HEP 6550:

Qualitative Methods for Public Health, HEP 6850: Capstone in Public Health, and HEP 6600: Practicum.

- “The capstone, the practicum, group projects helped me become more comfortable because in the work setting you are working with a group of people, you have differing opinions, and you do need to learn how to work together and work through timelines together.”
- “Interpersonal communication. As we have to really use that in group projects and I see that in the workplace, just a lack of good communication and but we really were able to improve on. And I felt like there was some guidance with, built into the program to help us, strengthen those skills. And that’s something that is really valuable that I’m certainly wishing some people had better skills in my workplace.”

Skills most helpful in post-graduation setting identified by alumni attending the focus groups were:

- leadership and the program planning
- social determinants of health and equality
- effective public health, communication and tailoring messaging to the audience's
- our communications class - use Canva and I’m now using Canva multiple hours every single day and developing content for the public
- felt prepared to take the CHES exam before graduation with little prep work

More training or preparations requested by the alumni were in the following areas:

- **Policy and advocacy.** Amending policy and advocacy (FG 2020 and 2021). Alumni noted that although they had the foundational knowledge for policy and advocacy, they would like more preparation in this area. Specifically noted was more hands-on experiences with policy, advocacy, and program planning.
- **Grant writing.** Many alumni commented that grant writing was a skill they would like more preparation through the program. This is not a skill/course that was covered but due to this valuable feedback from our alumni, it was determined through faculty meeting discussion that HEP 6650 Holistic Health course would be dropped and a new grant writing course would take its place in the future (starting spring 2023)

**2) Provide full documentation of the methodology and findings from alumni data collection.**

The Outcome and Assessment Committee began collecting data from alumni in Fall 2020. First, the program coordinator emailed the recent graduates (N=7) with a request to complete the online alumni survey. Then, due to the pandemic, the program coordinator virtually conducted a focus group. The second round of alumni data collection was completed in Fall 2021. The program assistant will continue sending out alumni surveys to new graduates at the end of their last semester and at six and 12 months following their graduation. A focus group discussion will be conducted once a year to increase participant response rates after the spring semester every year. All survey findings can be found in the ERF in the Evaluation Materials folder.

**ERF Location: B4.2 Data collection methodology folder**

Alumni Focus Group Summary Dec 2020  
Alumni Focus Groups Summary Fall 2021  
Alumni Survey Executive Report Fall 2020  
Alumni Survey Executive Report Fall 2021

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

**Strengths:**

- The participation in the 2020 focus group (four alumni participated in the focus groups out of a total of seven) and the alumni survey (six alumni completed the survey) was very high given the limited number of graduates to date. Overall, collection of quantitative and qualitative data from students and alumni has been successful.

**Weaknesses:**

- Ongoing effort is needed to create sustainable data collection tools.
- For participants' convenience, focus groups were conducted via zoom. The lower response rate for the 2021 qualitative data might be due to pandemic fatigue. While it was originally thought September would be a good month to hold focus groups, it may be better to select a different month to conduct those meetings, particularly if former students have school-aged children.

**Plans for Improvement:**

- HEP MPH faculty mentors will continue to check in with alumni by Canvas page, email, phone, or social media to sustain the high response rate.
- As mentioned in section B3-3, current students will continue to be asked to sign up for LinkedIn and join the HEP MPH program's LinkedIn page while enrolled in the program.
- The program coordinator will also reach out to graduates via Canvas, email, and LinkedIn.
- A one-on-one interview by phone may work better for some alumni because the participation time can be much shorter than in a focus group. Participants may also feel more comfortable sharing their experiences without having another alumni present.

## B5. Defining Evaluation Practices

The program defines appropriate evaluation methods and measures that allow the program to determine its effectiveness in advancing its mission and goals. The evaluation plan is ongoing, systematic and well-documented. The chosen evaluation methods and measures must track the program's progress in 1) advancing the field of public health (addressing instruction, scholarship and service) and 2) promoting student success.

- 1) Present an evaluation plan that, at a minimum, lists the program's evaluation measures, methods and parties responsible for review. See Template B5-1.

The HEP MPH program's evaluation plan uses a variety of methods to gather, assess, analyze, and report on program outcomes. These results are used to provide insights into aspects where the program is doing well; needed changes to advance the field of public health; and better ways to promote student success. The evaluation plan is a living document that has evolved since the inception of the degree in Fall 2017. The evaluation plan has been developed with HEP MPH faculty, student, alumni, and stakeholder input. The HEP MPH Director bears the primary responsibility for the development and implementation of data collection tools. Various HEP MPH committees are also critical to ensure data are collected, analyzed, and reported to the full faculty. These data then become the basis for any changes needed to improve the program. The data collection plan can be found in the ERF.

### Template B5-1

<b>Evaluation measures</b>	<b>Identify data source(s) and describe how raw data are analyzed and presented for decision making</b>	<b>Responsibility for review</b>	<b>Relates to Sections:</b>
<b>Goal 1: Provide access to public health education to underserved populations (Access and Outreach Goal).</b>			
Enroll students from underserved populations as defined as rural, non-traditional, and people of color	Demographic data of students from eGrad and Argos	Application Committee report at faculty retreat	H4 and G1 correlates H4.1 and H4.1 template (H4.3)
Recruits underserved students through attendance at state public health conferences and other recruitment events	Registration and sponsorship at recruitment events	Director report at faculty retreat	H4.1
Develop and utilize marketing plans that target underserved applicants	Marketing data and report	Reviewed by director	H4 and G1.3
Create and maintain a culturally competent environment to support student success	Equity and implicit bias training for faculty and incoming students	Director report at faculty meeting	G1.3 and G1.4

<b>Goal 2: Facilitate authentic high-quality learning opportunities that result in proficiency of public health foundational knowledge and competencies (Instructional Goal).</b>			
HEP MPH courses contain authentic learning experiences	Annual Faculty Survey  Peer teaching evaluations (every three years)  Student focus groups (question 4)	Assessment Committee reviews executive summary report at faculty retreat	E3  E3.2
Faculty use meaningful rubrics in courses to promote student success	Peer teaching evaluation	All faculty members review at faculty meeting, every three years	E3.5
APE experiences facilitate student proficiency of public health competencies	APE preceptor evaluation question on student proficiency APE student evaluation question on self-evaluation of meeting competency proficiency	APE faculty supervisor presents at HEP MPH faculty meeting annually	D5
HEP MPH faculty participate in professional development activities related to instruction	Faculty Survey	Assessment Committee executive summary report presented at the faculty retreat	E3.5
<b>Goal 3: Engage in service to the profession, community, and university (Service Goal).</b>			
HEP MPH faculty review manuscripts and abstracts in service to the public health profession	Annual Faculty Survey	Assessment Committee executive summary report presented at the faculty retreat	E5
HEP MPH faculty maintain professional memberships in public health–related organizations	Annual Faculty Survey	Assessment Committee executive summary report presented at the faculty retreat	E3.5 E3.1
HEP MPH faculty serve on professional public health boards and coalitions and/or participate in invited presentations	Annual Faculty Survey	Assessment Committee executive summary report presented at the faculty retreat	E5.5 E5.3
HEP MPH faculty participate in committees and governance at the department, college, and/or university level	Annual Faculty Survey	Assessment Committee executive summary report presented at the faculty retreat	A1.4
HEP MPH students engage in public health service and trainings	Pre-Advising Survey	MPH Director reviews	F2

<b>Goal 4: Advance the field of public health through scholarly activity, intellectual discovery, and/or research (Scholarship Goal).</b>			
HEP MPH faculty publish in public health peer-reviewed outlets	Annual Faculty Survey	Assessment Committee executive summary report presented at the faculty retreat	E4: Faculty scholarship E4.1(template)
HEP MPH faculty disseminate public health knowledge at scholarly venues	Annual Faculty Survey	Assessment Committee executive summary report presented at the faculty retreat	E4.1(template)
HEP MPH students collaborate with faculty on public health scholarly activities	Annual Faculty Survey	Assessment Committee executive summary report presented at the faculty retreat	E4.1(template) and E4.4
HEP MPH faculty stay current on public health advancements through attendance at state, regional, and/or national meetings and conferences	Annual Faculty Survey	Assessment Committee executive summary report presented at the faculty retreat	E3

**2) Briefly describe how the chosen evaluation methods and measures track the program's progress in advancing the field of public health (including instruction, scholarship and service) and promoting student success. ERF for all data collection methods**

The evaluation measures used were developed to correlate with the program's mission to recruit and serve rural, non-traditional, and diverse students. In addition, the goals and corresponding measures were created to evaluate outcomes related to degree accessibility, instructional quality, engagement in scholarship, and service by students and faculty. All four program goals support the program mission by advancing public health and ensuring student success. The goals also support USU's mission as a land-grant institution by delivering a high-quality program to residents throughout Utah.

The program advances the field of public health by recruiting and training students who are traditionally underrepresented in graduate education and in the field of public health. Goal 1 provides data to determine if the degree is reaching a variety of student demographics while maintaining a culturally competent and supportive environment for all students and faculty. Goal 2 ensures the program is collecting data to evaluate the instructional quality of the program, which in turn advances the field and promotes student success. Students should leave the HEP MPH degree with the necessary tools to promote public health effectively, having been taught and mentored by a well-qualified, competent faculty. Through authentic learning experiences, valuable APE placements, and engagement with faculty who remain current in the field, the degree can prepare the successful graduate for a career in the field of public health. Goals 3 and 4 focus on service and scholarship. Data provided to measure these goals help the program determine if faculty and students engage in research, provide professional service, and attend trainings that promote the field of public health. The competency-based nature of the degree is critical for advancing the field by ensuring student success through real-world assignments and experiences that are led by a qualified faculty.

Data related to guiding statements are collected through alumni surveys and focus groups, along with current student surveys and focus groups. APE preceptors and students provide feedback

on many aspects of the applied practice experience. Additional data are collected through faculty surveys, course peer reviews, USU Online marketing data, and attendance at regional events. Outcomes of evaluation activities can be found in other self-study sections (sections E, F, and H)

- 3) **Provide evidence of implementation of the plan described in Template B5-1. Evidence may include reports or data summaries prepared for review, minutes of meetings at which results were discussed, etc. Evidence must document examination of progress and impact on both public health as a field and student success.**

Evidence of implementation of the program's evaluation plan as outlined in B5 can be found in the following ERF files:

**ERF Location: B5.3 Evidence for evaluation plan folder**

B5-3 Peer Review folder

Alumni Focus Group Summary Dec 2020

Alumni Focus Groups Fall 2021

Alumni Survey Executive Report\_Fall 2020

Alumni Survey Executive Report\_Fall 2021

Annual Faculty Retreat 05.25&26.2021 (see C.d. Fall Diversity Training)

APE Site Preceptor Feedback Excerpts

APE Student Feedback Excerpts

Current Student Focus Group Summary Dec 2020

Current Student Focus Groups Fall 2021

Demographic Student Data from eGrad and Argos

Faculty Survey Executive Report\_Fall 2020

Faculty Survey Executive Report\_Fall 2021

Fall 2021 MPH Orientation Agenda (see 12:30 USU Office of Equity Diversity Training)

IDEA Summary Score 2017-2021

Marketing Data 2016-2021

Marketing Report Summary 2016-2021

Meeting Minutes 10-06-2021 – see H. Implicit Bias Training

Pre-advising Report Questions

Student Survey Executive Report\_Fall 2020

Student Survey Executive Report\_Fall 2021

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

**Strengths:**

- The initial development of guiding statements required multiple efforts by faculty. This resulted in a better and more accurate description of the program, which has ultimately become a strength.

**Weaknesses:**

- However, as the guiding statements changed, so did the evaluation measures resulting in less data collected over time.
- Due to the multi-year process of refining the guiding statements, documentation of data at times is limited in some areas. For example, marketing data were not consistently tracked since the start of the program in 2017.

**Plans for Improvement:**

- Now that a data plan and timeline are in place, evaluation will occur more frequently and systematically.
- In all cases, the program now has a data collection plan that will better measure success in achieving program goals moving forward.

## B6. Use of Evaluation Data

The program engages in regular, substantive review of all evaluation findings, as well as strategic discussions about the implications of evaluation findings.

The program implements an explicit process for translating evaluation findings into programmatic plans and changes and provides evidence of changes implemented based on evaluation findings.

- 1) Provide two to four specific examples of programmatic changes undertaken in the last three years based on evaluation results. For each example, describe the specific evaluation finding and the groups or individuals responsible for determining the planned change, as well as identifying the change itself.

The HEP MPH faculty and associated committees meet on a regular basis throughout the academic year. There are several examples of changes made to the HEP MPH program based on ad hoc and regularly collected evaluation data that can be found in other portions of this Self-Study document.

### **Example 1:**

**Evaluation Finding:** In the 2019-2020 school year, it became evident that students were having difficulty passing the required pretest necessary for enrollment in HEP 6020: Introduction to Biostatistics and Epidemiology.

**Groups or Individuals Responsible for Review:** Dr. Das Gupta and the Curriculum and Assessment committee.

**Description of Change Made as a Result of the Finding:** Because the course requires a knowledge of basic statistical concepts, passing a course pretest is required before students can enroll. To help students prepare for the pretest, a study guide was developed. The study guide provides an orientation to the pretest requirement, the test-taking process, study recommendations, a list of resources, and a summation of terms and concepts that students need to master to successfully pass the test.

### **Example 2:**

**Evaluation Finding:** 2019-2020 faculty peer course reviews revealed that some courses didn't make use of meaningful rubrics for major assignments.

**Groups or Individuals Responsible for Review:** The HEP MPH director and the Curriculum and Assessment committee.

**Description of Change Made as a Result of the Finding:** During the 2020 HEP MPH Faculty Retreat, the faculty and instructors were provided significant training regarding the use of meaningful rubrics as defined in the book *Introduction to Rubrics* and in the assessment of active learning assignments used to quantify student mastery of foundational and concentration competencies.

### **Example 3:**

**Evaluation Finding:** Feedback from the 2021 and 2022 USU MPH Advisory Board feedback and the 2020 Alumni Focus Group meeting indicated a need for a public health workforce that is better prepared in grant-writing skills. It was also suggested by the Advisory Board that program management and health equity content be added to the curriculum.

**Groups or Individuals Responsible for Review:** The HEP MPH director and the HEP MPH Curriculum and Assessment committee.

**Description of Change Made as a Result of the Finding:** During the 2021 HEP MPH Faculty Retreat, the HEP MPH faculty made the decision to add a grant writing course (in lieu of the Holistic Health course) to the HEP MPH program curriculum with possible program management content included. The new course will begin Spring 2023.

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

**Strengths:**

- Although the program committee process is somewhat new to faculty, the HEP MPH program has applied changes based on evaluation findings.
- The process for review and implementation of changes to the HEP MPH program based on evaluation data collected is functioning and has improved program outcomes.

**Weaknesses:**

- None



## C1. Fiscal Resources

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

- 1) Describe the program's budget processes, including all sources of funding. This description addresses the following, as applicable:
  - a) Briefly describe how the program pays for faculty salaries. If this varies by individual or appointment type, indicate this and provide examples. If faculty salaries are paid by an entity other than the program (such as a department or college), explain.

Faculty support for the program varies. Faculty located at Utah State University's (USU) Statewide Campuses (SWC) are paid from the Statewide Campus faculty budget. This is the case for the faculty lines of Dr. Steve Hawks and *Dr. Maya Miyairi*. Both faculty lines are fully dedicated to the KHS Department with MPH teaching assignments determined by the Department Head (DH) and the HEP MPH program director. Drs. Julie Gast, Phil Waite, Debasree Das Gupta, and the new faculty hire starting Fall 2022 (replacing *Dr. Sulzer*), have base salaries paid by the Kinesiology and Health Science (KHS) Department. The HEP MPH program covers Dr. Gast's salary during the summer months for continued directorial duties. The HEP MPH program pays for additional instruction. KHS and SWC funds are State of Utah appropriated Education & General (E&G) funds.

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

The need for additional positions would be discussed among HEP MPH faculty. If part-time staff are needed, the HEP MPH director would submit a request along with a position description to the KHS DH. Once approved, the position would be posted on Handshake. Such positions would be supported by HEP MPH funds.

If non-tenure track part-time instructors were needed, this would be discussed with the DH. Once approved, the director would reach out to qualified individuals. Non-tenure track instructional staff are supported by HEP MPH funding.

For a full-time faculty position, a justification document would be submitted by the DH and to the dean for review and approval. The recently obtained faculty line currently occupied by Dr. Das Gupta was obtained through this process, specifically to provide needed faculty support for the HEP MPH program.

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

In line with the KHS Department's budget and accounting processes, the HEP MPH program defines operational costs as costs related to the running of the HEP MPH program. Operational costs, therefore, include office supplies, program promotion, student recruitment and marketing, software, hardware, teaching assistants and office staff support. Apart from faculty salaries, the program is self-funded through tuition and fees collected from HEP MPH students.
    - b. student support, including scholarships, support for student conference travel, support for student activities, etc.

The HEP MPH program provides travel support for students who are presenting at or attending a state and/or national conference or training. The HEP MPH program also supports expenses of the Student Advisory Board (SAB) and associated activities. Students are made aware of other resources for travel and research provided through USU via the new student orientation, student handbook, and Canvas program page.

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

Faculty development, travel, and other support are the same for all core faculty regardless of appointment type (i.e., lecturer, professional practice, or assistant-full professor) in any location (Logan campus or SWC). Each faculty member receives \$1,800 per academic year from the department operational budget or the statewide operational budget—the department’s E&G funding (not funded from the program). Faculty may use these funds for professional development activities, travel to conferences, and professional memberships. Any remaining funds in this faculty development account can be rolled over for one year, allowing faculty to build up their development accounts to cover more expensive development activities or travel. If additional funds are needed for MPH faculty professional development beyond what the department provides, then the need will be evaluated and MPH program funds may be utilized.

Additional development funds are available through the university’s Academic and Instructional Services (AIS), specifically to support the creation of high-quality online learning environments as well as for technical help with instructional equipment. Course development funds from AIS may be used for creating new courses or revising established courses. The amount of funding depends on the course credits of the class but are typically \$3,000/class. These funds were used for the development of each HEP MPH course when the program began.

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

The director discusses the need with the DH and provides a budget and justification for the additional support. After reviewing the request and the current budget, the funds are either approved or denied with an explanation by the DH.

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

A share of the tuition and fees paid by students enrolled in HEP MPH courses is returned to the KHS Department each semester and placed in the HEP MPH index account. It is anticipated that the transfer rates will change annually at a rate equal to tuition table increases. Tuition and fee transfer rates are negotiated and confirmed annually within a Memorandum of Understanding (MOU) between SWC, the Emma Eccles Jones College of Education and Human Services (CEHS), and the KHS Department. Rates shown below are for 2021-2022.

<b>Transfer Credit</b>	<b>In-State</b>	<b>Out of State</b>
Department Transfer (1 credit)	\$217.00	\$230.50
College Transfer (1 credit)	\$5.00	\$5.00

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

- At USU, 70% of Facilities and Administrative (F&A) revenues generated by a sponsored project is retained by the USU Vice President for Research (VPR) and the remaining 30% is returned to the college(s) that generated the funding. Each college has a policy that determines how the returned F&A is distributed among the college (Dean's Office), the Principal Investigator (PI), and the PI's department. On July 1, 2015, the CEHS implemented a policy to retain 5% of the F&A that is returned to CEHS investigators. When the full 30% comes to CEHS investigators, this is equal to 1.5% of the total F&A generated by the project ( $30 \times .05 = 1.5$ ). In those situations, 70% is retained by the VPR, 1.5% is retained by the CEHS, and 28.5% is distributed among the investigator(s) and their department(s). The KHS Department turns over all these funds to the principal investigator.

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

Not applicable

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

Template C1-1

Sources of Funds and Expenditures by Major Category, 2017 to 2021				
	2017-2018	2018-2019	2019-2020	2020-2021
<b>Source of Funds</b>				
Tuition & Fees	\$11,850.00	\$89,660.00	\$133,385.00	\$185,100.00
Other (E&G funding) <sup>1</sup>	\$96,183.00	\$402,218.00	\$414,044.00	\$425,043.00
<b>Total</b>	<b>\$108,033.00</b>	<b>\$491,878.00</b>	<b>\$547,429.00</b>	<b>\$610,143.00</b>
<b>Expenditures</b>				
Faculty Salaries & Benefits	\$96,183.00	\$402,218.00	\$414,044.00	\$425,043.00
Staff Salaries & Benefits			\$10,187.08	\$10,267.48
Operations	\$22.15	\$4,555.72	\$4,652.07	\$1,062.82
Travel	\$697.57	\$3,381.70	\$2,187.93	\$300.00
Student Support			\$1,078.31	
Additional Instruction		\$2,758.10	\$11,818.15	\$15,280.66
Wages/hourly			\$4,464.32	\$8,989.73
Other (explain)				
<b>Total</b>	<b>\$96,902.72</b>	<b>\$412,913.52</b>	<b>\$448,431.86</b>	<b>\$460,943.69</b>

<sup>1</sup>E&G state funding pays for full-time faculty salaries and benefits.

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

Not applicable

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

Not applicable

## C2. Faculty Resources

The program has adequate faculty, including primary instructional faculty and non-primary instructional faculty, to fulfill its stated mission and goals. This support is adequate to sustain all core functions, including offering coursework and advising students. The stability of resources is a factor in evaluating resource adequacy.

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

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

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

Template C2-1

	FIRST DEGREE LEVEL			ADDITIONAL FACULTY
CONCENTRATION	PIF 1	PIF 2	FACULTY 3	
Health Education and Promotion MPH	Debasree Das Gupta FTE 1.0	Julie Gast FTE 1.0	Steve Hawks FTE 1.0	PIF: 0 Non-PIF: 3

<b>TOTALS:</b>	Named PIF	3
	Total PIF	3
	Non-PIF	3

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

Tenured and tenure-track faculty are nine-month exempt employees paid over 12 months. Generally, a faculty member on a full-time, two-semester-equivalent contract who is paid entirely with state-appropriated funds equals one faculty full-time equivalent (FTE). For full-time status, or 1.0 FTE, consideration in the HEP MPH program, faculty must instruct at least three courses within the program in an academic year or have course release related to significant administrative duties for the program. While other HEP MPH faculty who provide instruction in the degree are considered 1.0 FTE by the university, their teaching assignments do not meet the three-course criteria. Adjunct faculty are paid on a per-student model for summer teaching and a per-credit model for academic-year teaching and do not have FTEs associated with their role in the HEP MPH.

Course load expectations are set by the DH and expressed in faculty role statements through percentage of teaching, research, and service. Dr. Gast's role statement defines teaching as her major responsibility with one course in the HEP MPH program. As the HEP MPH director, she

receives one course release plus summer funding for program administration. Dr. Hawks has a majority teaching role statement that includes teaching four courses each fall and four courses each spring semester. In addition, Dr. Hawks teaches two courses each summer semester as overload. Dr. Das Gupta has a role statement of majority research with a teaching load reduced to three courses within the HEP MPH program. The remaining HEP MPH non-PIF faculty lines teach one HEP MPH course per academic year. Adjuncts teach one to three courses per year, depending on program needs.

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

One MPH non-PIF faculty member left USU in July 2021. A successful faculty search took place in Fall 2021. The new hire will start at USU in Fall 2022, teaching a HEP MPH course each spring semester. He will also function as advisor to HEP MPH students. Pending the hiring process, Dr. Megan Dubois taught HEP 6010: Communications for Public Health in Spring 2022. The former faculty member was not slated to advise students or teach in the fall semester, so no replacement was needed. An additional search will take place Fall 2022 to replace the non-PIF faculty member who left USU after Fall 2021. In the interim, Dr. Dubois will be teaching the course assigned to this faculty line during Fall 2022. Advising duties were reassigned to the faculty within the HEP MPH program. This new hire will be assigned advising duties along with teaching one course per year in the program.

Per faculty code, the KHS faculty voted in Fall 2021 in favor of starting a faculty search that will include teaching *and* advising within the HEP MPH program. A Search Committee was formed by the DH. The committee is tasked with creating a position announcement that is to be approved by administration prior to release. The committee met with USU Human Resources to discuss ways to best reach minority candidates, including outlets to advertise the position. All KHS faculty were encouraged to reach out to qualified candidates to apply. Per USU policy, once the announcement is made public on the USU Jobs page, the committee must allow at least 30 days prior to reviewing applications. An offer was made to a qualified candidate who accepted the position. This same process will be followed for the faculty search to take place in Fall 2022.

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

The HEP MPH program has four full-time faculty members who advise HEP MPH students. The program director assigns each student to a faculty member based on the student's interests, career path, and geographic location when the student enters the program as well as based on the number of student's faculty are already advising. In the academic year 2021-2022, there were 45 students enrolled in the HEP MPH program. The average advising load is 11 students per faculty advisor (see Template C2-2). However, the new faculty hires, as noted above, will have advising as part of their role statement so as to ease advising loads for all faculty members.

**Template C2-2. Faculty regularly involved in advising, mentoring and the integrative experience**

General advising & career counseling			
Degree level	Average	Min	Max
Master's	11	8	18

Note: 4 advisors and 45 students Spring 2022

Advising in MPH integrative experience		
Average	Min	Max
4	3	5

The Integrative Learning Experience (ILE) is completed in HEP 6850: Capstone in Public Health course offered by Dr. Steve Hawks in the fall, spring, and summer. Dr. Hawks oversees all students' ILE activities during the semester. Students also consult with their faculty advisors as they develop their ILE proposals. They complete an ILE proposal form, which is then submitted to both their faculty advisor and Dr. Hawks for approval. Therefore, each faculty advisor also oversees each of their advisee's ILE performance progress and the final ILE product's quality.

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

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

The most recent Student Feedback Survey included the following questions to assess student perceptions of class size and its relation to quality learning:

**I am satisfied with the quality of the online delivery method provided by the HEP MPH program.**

- 70% of the students strongly agreed and 30% of the students somewhat agreed with the statement.

**The quality of learning is not affected by the class size.**

- 77% of the students strongly agreed and 13% of the students somewhat agreed with the statement.
- 10% of the students neither agreed nor disagreed.

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

The most recent Student Feedback Survey included the following questions to assess student perceptions of availability of faculty:

**Faculty availability is not affected by the class size.**

- 77% of the students strongly agreed and 17% of the students somewhat agreed with the statement.
- 6% of the students neither agreed nor disagreed.

**My faculty advisor responds to my email, calls, or voicemails in a prompt manner.**

- 86% of the students strongly agreed and 10% of the students somewhat agreed with the statement.
- 4% of the students neither agreed nor disagreed.

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

The 2020 student focus group (three students participated) found that students' perception to HEP MPH class size varied from not noticing the size to valuing the small size for one's ability to connect to other classmates. Those students were also concerned that when classes reached a larger size, they did not receive the same personalized feedback for their course work and/or graded assignments weren't returned in a timely manner. That same focus group collectively agreed that faculty was "very available."

During the 2020 student focus group (N=3), the participants elaborated that they did not notice the class size because of the online delivery method. They also didn't perceive class size as important as long as instructors responded to emails promptly. Here are a few selected comments from the 2020 focus group participants:

- "I haven't really noticed a difference and it hasn't been an issue for me at all."
- "Responding to emails quickly, as long as they're able to do that, class size doesn't really make a difference to me."
- "I think it's been really valuable to have a class size where I feel like I'm getting to know 10 or 12 other people that are in my class. Having a connection is important."

The Fall 2021 student focus group (N=7) found that class size often didn't matter. They were often unaware of the total number of students in a class but preferred a bigger class size for better variety in discussion groups. The Fall 2021 current student focus group continued to maintain that faculty were always available to them, regardless of class size, and responded quickly to any contact from them (i.e., emails). A few selected comments from the Fall 2021 focus group:

- "I don't think I've ever noticed an issue, faculty are generally pretty responsive."
- "I haven't really noticed any issues either. Everyone gets back to me pretty quickly."
- "I would agree, I haven't noticed a difference in the smaller or in the bigger class sizes on faculty availability."

**ERF Location: C2.6 Faculty resources qual data folder**

C2-6 Current Student Focus Groups Fall 2021– Questions 2a and 2b

C2-6 Current Student Focus Group Summary Dec 2020 – Questions 1 and 5

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

**Strengths:**

- Students are satisfied with class sizes and the online format of the program.
- We incentivized survey and focus group participation as planned for the most recent wave of data collection

**Weaknesses:**

- The size of the most recent focus group was small.

**Plans for Improvement:**

- The program needs to better stress the importance of participation in the surveys and focus groups and consider better incentivizing participation for busy students.

### C3. Staff and Other Personnel Resources

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

- 1) A table defining the number of the program's staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that are shared with other units outside the unit of accreditation.

**Template C3-1. Staff support**

<b>Role/function</b>	<b>FTE</b>
Head, Learning & Engagement Services USU Libraries	0.06
Center for Innovative Design and Instruction (CIDI) staff/instructional designers	0.06
School of Graduate Studies Admissions	0.06
Graduate Program Coordinator (for MPH)	0.2
HEP MPH Assistant	0.5
HEP MPH Data Assistant	0.2

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

It is estimated that staff support outside of KHS, including our dedicated librarian, instructional designers, and School of Graduate Studies (SGS) staff, spend approximately 30 hours per semester of 15 40-hour weeks, or the equivalent of .06 FTE in direct assistance to the HEP MPH program. The KHS Graduate Program Coordinator (GPC) staff person serves as the liaison between the SGS and the HEP MPH program. In addition, the GPC assists with applications and admissions, updating the graduate catalog, submitting graduation forms and other needed paperwork for students, such as programs of study and committee forms, assisting with students on academic probation, submitting curriculum changes to Curriculog (the curriculum management system used by USU). The GPC is assigned an FTE of .7 for GPC-specific duties across six graduate programs offered by the KHS Department. While not all GPC duties are distinct to a specific graduate degree, many are (e.g., assisting with admissions, student form submissions), so it was estimated that an FTE of .2 was designated for the HEP MPH degree. Assuming an FTE of 1.0 is the equivalent for a forty-hour work week, it is estimated the HEP MPH assistant works 15-20 hours per week for an FTE of .4 and the HEP MPH data assistant works approximately 5-10 hours per week for an FTE of .2.

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

Current program staff support is sufficient. The HEP MPH program has been successful in the creation and implementation of a new degree with the hard work and dedication of USU administration, faculty, and staff. USU administration created an additional tenure-track line for the HEP MPH as well as allowed an existing faculty member to transition from an administrative position to become a primary faculty member in the degree. The program has been provided access to USU marketing services as well as funds for course development and the assistance of instructional designers in the creation of each HEP MPH course. USU has adopted Portfolium as an add-on to Canvas options specifically for use by the HEP MPH program.

Staff resources are sufficient for now, but going forward, new enrollments had to be limited to keep class sizes and advisement loads for faculty manageable. Having to limit class sizes—and with that the number of new students accepted, starting Fall 2021—is a result of the program's success. Most HEP MPH courses are only offered once per year, which impacts enrollment size.

Two courses are offered every other year, increasing the class size for these courses to approximately 30 students. Ideally, class size would be 20 or less even though, based on student feedback, students are satisfied with the current class sizes. In terms of advising impacts, it could be beneficial to employ a full-time coordinator with some advising and recruitment duties and aid in the management of the APE requirements. On the other hand, faculty serving as advisors has its benefits in getting to know students well and interacting with them outside of the classroom. Although it is time-consuming, it is an important aspect of our program culture.

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

Not applicable

#### C4. Physical Resources

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

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

- **Faculty office space**

Each full-time faculty member has a designated private office with computer equipment, access to printers, and a private telephone line. While the majority of faculty offices are in the Health, Physical Education, and Recreation (HPER) building on the Logan campus, three HEP MPH faculty have offices on other USU campus sites. Regardless of office location, students can easily meet with faculty over Zoom.

- **Staff office space**

The GPC has a designated office space within the KHS main office on the Logan campus. The part-time program assistant works from home or uses office space of another faculty member as needed. The part-time data assistant works from home.

- **Classrooms and other facilities**

As the HEP MPH degree is an online program, no physical space is needed for classrooms, computer labs, and student study areas on campus. However, students do have access to such spaces if they are located near the main campus in Logan, Utah, or one of the [USU SWC](#). [Online tutoring](#) is available to all students, as are webinars to help with [student success resources](#). The Merrill-Cazier Library on the Logan campus has study rooms students can reserve. Students in any location have access to the [library resources and librarians](#), regardless of location.

- **Shared student space**

In an online program, students do not usually need shared space. Students typically meet over Zoom for study groups, social events, meetings with advisors, and program and course-related work. As noted above, the various USU campuses have student-meeting rooms available.

- **Laboratories, if applicable to public health degree program offerings-**

Not applicable

**ERF (PDF copies of website links):**

C4-1 USU Online Tutoring.pdf

C4-1 USU Statewide Campuses.pdf

C4-1 USU Statewide Online Library Services.pdf

C4-1 USU Student Success Resources.pdf

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

Physical space is meeting the needs of the program and is sufficient. Neither students nor alumni have mentioned the need for physical space. When students apply to the degree, they are aware that this is an online degree program and that they will not be required to attend classes on campus. During the new student orientation, the various services students will have access to during their time in the program are reviewed. These include the library services, online tutoring, disability resource center, counseling and mental health services, the Office of Equity, student clubs, and support groups, to name a few. All of these are available to them over the Internet.

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

Not applicable

## C5. Information and Technology Resources

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

1) Briefly describe, with data if applicable, the following:

**a. library resources and support available for students and faculty**

All USU students and faculty, regardless of location, have access to library services. The USU Libraries expend \$6 million per year on materials to support all the university's research and teaching programs. Nearly all these resources are available electronically to all faculty and students, including online users. In addition, the USU's interlibrary loan service expands faculty and student access to materials from libraries all over the world, taking advantage of agreements with partner libraries to deliver most article requests electronically within 24 hours. The library delivers articles from print collections quickly to patrons using the same system. A library liaison assigned to the KHS Department is available to provide information-literacy instruction, respond to requests for subscriptions and purchases, and hold one-on-one research consultations with students or faculty. The librarian also creates and maintains tutorials, resource lists, and other digital learning objects that are embedded in Canvas, the university's Learning Management System (LMS). Each online HEP MPH class has a research help link through which the students can access the class librarian via live chat and/or to make an appointment.

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

Canvas is required for all HEP MPH classes. Each USU student has access to a USU student Zoom account through Canvas. Students also have access to Portfolium, which was acquired by Canvas, to develop their required program portfolios. Various courses within the HEP MPH may require additional software. For example, in HEP 6650: Qualitative Methods for Public Health, students are required to purchase DeDoose. In this case, there is a small monthly fee only charged to the students if they log into their account. This same course uses GoReact for pilot interviews, but this software is purchased through the CEHS, so there is no additional cost to the student. For HEP 6020: Introduction to Biostatistics and Epidemiology, students have access to SPSS through Citrix Receiver on apps.usu.edu as well as on all USU open access computer labs. Microsoft Office 365 and Adobe Creative Cloud are available for free to all USU students. They also have access to a free USU Box account with 50GB of secure storage. The Blue Zone and Eduroam WIFI networks are available throughout campus at no charge. Laptops and iPads are available for checkout at the library on the Logan campus.

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

All full-time HEP MPH faculty are provided new personal computers with multiple screens and/or laptops at the time of hire. These are replaced as needed and as requested by faculty (typically every five years). Office 365 and Adobe Creative Cloud are free to all USU faculty. Faculty can request the KHS Department purchase additional apps, software, and hardware as needed to fulfill their research and teaching roles. These may include SAS, SPSS, and DeDoose. Faculty have access to [USU Academic Media Production services](#) that aid professionally record lectures. Classrooms also have [recording technology](#). Faculty can also record and edit course videos on their PCs using Zoom, Panopto, or Kaltura.

**ERF (PDF copies of website links):**

C5-1c Classroom Technology.pdf

C5-1c USU Academic Media Production services.pdf

**d. technical assistance available for students and faculty**

Students and faculty have access to [USU IT services](#). The IT service desk is available through a toll-free telephone number, email, live chat, and IT support technicians. Their service desk is located on the Logan campus. Librarians are also available if technical assistance is needed for research in citation manager systems and for data base trainings. For HEP MPH faculty, the CEHS has a staff of six support agreement technicians who will quickly and efficiently come to the faculty member's office to fix IT-related problems. CIDI staff are available during the work week to assist faculty with course-related technical questions. In addition, the My USU platform has a help link that connects faculty and students to technology resources and assistance.

**ERF (PDF copies of website links):**

C5-1d USU IT Services Help.pdf

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

A question on the Faculty Survey asked faculty and adjuncts, "Were you getting the IT support and/or do you have access to hardware/software that you need to teach effectively in the HEP MPH program (and if no, please explain)." Out of the six respondents 100% stated "yes."

The Student Feedback Survey includes two questions that assess student needs for information and technology resources. According to the most recent data, 97% of the students have sufficient IT support to complete the program's assignments, and 90% of them stated they have access to hardware/software to complete assigned tasks for the program.

The Fall 2021 focus group included one question addressing technology resources: "Due to the online format - are you getting the IT support and/or do you have access to hardware/software that you need to complete your assignments for the program?" The consensus was that most students did not have any IT problems and that no special hardware or additional software was needed. One student, who did have an IT issue, contacted USU IT services and was happy with the customer support, concluding that the issue was resolved quickly.

**ERF Location: C5.2 IT resources folder**

Current Student Focus Groups Fall 2021.docx – see Question#1b

Student Survey Executive Report\_Fall 2021.docx – see Question 31 and 32

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

Not applicable



## D1. MPH & DrPH Foundational Public Health Knowledge

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

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

**Template D1-1**

<b>Content Coverage for MPH (and DrPH degrees, if applicable) (SPH and PHP)</b>	
<b>Content</b>	<b>Course number(s) &amp; name(s) or other educational requirements</b>
1. Explain public health history, philosophy and values	HEP 6050: Foundations of Public Health
2. Identify the core functions of public health and the 10 Essential Services*	HEP 6050: Foundations of Public Health
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	HEP 6050: Foundations of Public Health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	HEP 6050: Foundations of Public Health
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	HEP 6050: Foundations of Public Health
6. Explain the critical importance of evidence in advancing public health knowledge	HEP 6050: Foundations of Public Health
7. Explain effects of environmental factors on a population's health	HEP 6050: Foundations of Public Health
8. Explain biological and genetic factors that affect a population's health	HEP 6050: Foundations of Public Health
9. Explain behavioral and psychological factors that affect a population's health	HEP 6050: Foundations of Public Health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	HEP 6050: Foundations of Public Health
11. Explain how globalization affects global burdens of disease	HEP 6050: Foundations of Public Health
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)	HEP 6050: Foundations of Public Health

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

**ERF Location: D1.2 Supporting documentation**

HEP 6050 Assessment Materials

HEP 6050 Syllabus Fall 2021

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

Not applicable

## D2. MPH Foundational Competencies

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

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

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

Template D2-1

Requirements for MPH degree, HEP Concentration		
Course number	Course name	Credits (if applicable)
HEP 6000	Advanced Program Planning and Evaluation for Public Health	3
HEP 6010	Communication for Public Health	3
HEP 6020	Introduction to Biostatistics and Epidemiology	3
HEP 6050	Foundations of Public Health	3
HEP 6120	Foundations of Global Health	3
HEP 6150	Global and Maternal Child Health	3
HEP 6200	Health Administration, Organizations, and Systems	3
HEP 6350	Social Determinants of Health	3
HEP 6400	Policy, Leadership, and Advocacy in Public Health	3
HEP 6450	Research Methods in Population Health	3
HEP 6550	Qualitative Methods for Public Health	3
HEP 6600	Practicum in Health Promotion	3
HEP 6650	Holistic Health	3
HEP 6800	Health Behavior	3
HEP 6850	Capstone in Public Health	3

- 2) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of the foundational competencies. If the program addresses all of the listed foundational competencies in a single, common core curriculum, the program need only present a single matrix. If combined degree students do not complete the same core curriculum as students in the standalone MPH program, the program must present a separate matrix for each combined degree. If the program relies on concentration-specific courses to assess some of the foundational competencies listed above, the program must present a separate matrix for each concentration.

**Template D2-2**

<b>Assessment of Competencies for MPH (all concentrations)</b>		
<b>Competency</b>	<b>Course number(s) and name(s)</b>	<b>Describe specific assessment opportunity</b>
<b>Evidence-based Approaches to Public Health</b>		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	HEP 6020: Introduction to Biostatistics and Epidemiology	Final Exam - Part 3: Data analysis and interpretation questions requiring application of epidemiological methods (e.g., case-control, cohort) and principles (e.g., incidence, prevalence, morbidity) across public health settings/situations (e.g., community, organizational).
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	HEP 6020: Introduction to Biostatistics and Epidemiology  HEP 6550: Qualitative Methods for Public Health	HEP 6020 = Midterm Exam - Part 3: Essay question on sampling and data collection strategy.  Exam Question: Suppose you are interested in conducting a national school-based survey to monitor the health behavior of American youths. Let us assume as a member of the survey team, you are in charge of sampling and data collection. Explain your data collection strategy including, but not limited to, the type of sampling method—convenience, simple random sampling (SRS), stratified, cluster, multi-stage cluster, or a combination—you would select and why, and the variables (types and scales of measurement) you would select to investigate youth behavior.  HEP 6550 = Final Report (Paper): Students are asked to explain their data collection methods and analysis, strengths and weaknesses of the method, final discussion guides, and demographic data for the sample.



<b>Planning &amp; Management to Promote Health</b>		
7. Assess population needs, assets and capacities that affect communities' health	HEP 6000: Advanced Program Planning and Evaluation for Public Health	<p>Forum Post 3</p> <p>Health Program Plan written paper: Steps 1, 2, &amp; 3</p> <p>Students will conduct a needs assessment in teams. They will summarize the health problem in the location and population selected. They will identify and discuss existing health data, health plans, and/or policy frameworks related to the health problem. They will identify challenges and possible solutions. They will also identify theories to guide their program development and include an effect theory flow diagram.</p> <p>Note: The CATME platform is utilized to put students into teams and to conduct team evaluations to help assess individual efforts and competencies.</p>
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	HEP 6350: Social Determinants of Health	<p>Social determinants of health (SDH) report 1 (written paper):</p> <p>For this assignment, each student will write a report identifying how cultural appropriateness (for example, cultural adaptation/tailoring, cultural targeting, stakeholder involvement in planning, etc.) and/or cultural competency (for example, cultural humility, etc.) could be incorporated to improve the design/ implementation of an SDH policy or program.</p>
9. Design a population-based policy, program, project or intervention	HEP 6000: Advanced Program Planning and Evaluation for Public Health	<p>Forum Posts 4 &amp; 5</p> <p>Goals and Objectives, Logic Models, and Implementation Plan</p> <p>Health Program Plan written paper: Steps 1-10. Students will develop a program that addresses a public health issue in a specific population.</p>
10. Explain basic principles and tools of budget and resource management	HEP 6200: Health Administration, Organizations, and Systems	<p>Module 2 Written Assignment: Develop and present a Strategic Plan for a fictional health department that includes a mission statement, goals and objectives, and that incorporates key elements of human resource, fiscal, and information management. Demonstrate effective fiscal management principles and tools by creating a basic operational budget (including both anticipated revenues and expenses) that effectively (and visibly) reflects key components from the Strategic Plan. Describe how the budget will be created, the type of budgeting process used, and how variance analysis will be conducted and utilized in budget management.</p>

11. Select methods to evaluate public health programs	HEP 6000: Advanced Program Planning and Evaluation for Public Health	Health Program Plan (HPP) Assignment (written paper) - Step 8 Students will create an evaluation plan. This plan will include what evaluation approaches will be taken and why, what evaluation strategies will be utilized, evaluation design, key methods, impacts and outcomes being measured, stakeholder involvement, and potential evaluation challenges.
<b>Policy in Public Health</b>		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	HEP 6400: Policy, Leadership, and Advocacy in Public Health	Module 2 Written Assignment: Based on the CDC's Policy Process, present and discuss each stage of the policy-making process in relation to a public health issue of your choice. Conclude the paper with a discussion of the role of ethics and evidence in the policy-making process.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	HEP 6200: Health Administration, Organizations, and Systems	Module 4 Written Assignment: Analyze a national, state, or local health-related coalition, partnership, or network; describe the leadership, membership, stakeholders, mission, goals, and objectives of the entity; assess the overall health of the entity; make recommendations for identifying new stakeholders, and building stronger coalitions and partnerships.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	HEP 6400: Policy, Leadership, and Advocacy in Public Health	Module 3 Written Assignment: Analyze the case study "Negotiating the End of a Campus Health Menace" and provide an overview of advocacy goals and strategies. Based on a specific advocacy goal, identify an audience that is crucial for success and create a persuasive advocacy message for the audience, targeted to the specific goal you selected, using appropriate message-framing techniques.
15. Evaluate policies for their impact on public health and health equity	HEP 6350: Social Determinants of Health	SDH report 2 (written paper): For this assignment, each student will select a set of interlinked policies and write a report analyzing the health equity impact(s) of the selected policies.
<b>Leadership</b>		
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	HEP 6400: Policy, Leadership, and Advocacy in Public Health	Module 4 Written Assignment: Based on the case study "Who's Calling Me Fat," identify and evaluate leadership errors. Propose a strategy for using transformational leadership to create a successful campaign including vision setting, empowering others, collaboration, and decision-making.
17. Apply negotiation and mediation skills to address organizational or community challenges	HEP 6200: Health Administration, Organizations, and Systems	Module 5 Written Assignment: Review the case study "Preparing for Conflict and Negotiation: A Case Study on Perinatal Depression" and apply negotiation skills to challenges raised in this case study; review "Dealing Effectively with Coalitions: An Autism Case Study" and apply mediation skills to case study challenges.

<b>Communication</b>		
18. Select communication strategies for different audiences and sectors	HEP 6010: Communication for Public Health	<p>Communicate multiple elements of health information in an accessible format on a pressing health issue.</p> <p>Communication method chosen by student (includes rationale for method based on specific audience and how method is tailored to their needs).</p> <p>Present or share with a non-academic, non-peer audience.</p> <p>Examples: infographic, podcast, social media ad, etc.</p>
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	HEP 6010: Communication for Public Health	<p>1. Culturally competent health communication critique, oral presentation to classmates.</p> <p>15–20-minute oral presentation (video) critiquing a particular health campaign to assess if the material is culturally sensitive, utilizing key concepts from the course to offer a persuasive argument whether the campaign succeeds or fails at being culturally competent.</p> <p>2. Fact Sheet or Impact Report.</p> <p>Students will work with a community partner to determine the best format for their audience and to execute it accordingly.</p> <p>Fact Sheet: a two-page document that 1) targets a specific population, 2) provides easy-to-understand and graphically appealing information pertinent to that population, 3) with evidence-based health promotion information, 4) includes at least one infographic, and 5) a minimum of five properly formatted references.</p> <p>OR an Impact Report: a two-page document that describes the 1) outputs, 2) outcomes and, if the data allow, impacts of 3) a clearly defined community group or outreach effort 4) in an easy-to-understand and graphically appealing format 5) targeted to a clear group of stakeholders (e.g., community volunteers, university administration, county commissioners, etc.) with 6) any associated evidence-based inferences clearly cited and supported (e.g., saving 10 gallons of water per person per year would be equivalent to taking X number of cars off the road).</p>
20. Describe the importance of cultural competence in communicating public health content	HEP 6010: Communication for Public Health	<p>Culturally competent health communication critique, oral presentation to classmates.</p> <p>15–20-minute oral presentation (video) critiquing a particular health campaign to assess if the material is culturally competent, utilizing key concepts from the course to offer a persuasive argument whether the campaign succeeds or fails at being culturally competent.</p>

<b>Interprofessional Practice</b>		
21. Perform effectively on interprofessional teams	HEP 6850: Capstone in Public Health	Interprofessional Case Study Written Assignment: As part of an interprofessional team, analyze the case study “Community Savings, or Community Threat? California Policy for Ill and Elderly Inmates.” As it relates to interprofessional collaboration on this project, outline principles of mutual respect and shared knowledge, professional roles, interprofessional communication strategies, relationship building, and team dynamics, and then make final recommendations and conclusions that resolve the primary issue posed by the case study.
<b>Systems Thinking</b>		
22. Apply systems thinking tools to a public health issue	HEP 6200: Health Administration, Organizations, and Systems	Module 3 Written Assignment: Using a team approach, create a visual map of the “system” in which a public health issues is embedded; explain the process you used to develop the map and identify your team members; create a causal loop diagram to critically analyze key relationships between variables identified in the visual map; explain the components of the model and how they relate to each other; propose a systems-thinking-based strategy or intervention that targets a key component of your model.

- 3) **Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus.**

**ERF Location: D2.3 Syllabi and supporting documentation**

HEP 6000 Adv Program Planning  
 HEP 6010 Comm for Public Health  
 HEP 6020 Intro to Biostatistics  
 HEP 6200 Health Admin, Organizations, & Systems  
 HEP 6350 Social Determinants of Health  
 HEP 6400 Policy, Leadership, & Advocacy  
 HEP 6550 Qual Methods for Public Health  
 HEP 6850 Capstone in Public Health

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

Not applicable

**D3. DrPH Foundational Competencies**  
Not applicable

#### D4. MPH Concentration Competencies

The program defines at least five distinct competencies for each concentration or generalist degree at each degree level in addition to those listed in Criterion D2 or D3.

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

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

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

**Template D4-1**

<b>Assessment of Competencies for MPH/DrPH in the Health Education and Promotion Concentration</b>		
<b>Competency</b>	<b>Course number(s) and name(s)</b>	<b>Describe specific assessment opportunity<sup>n</sup></b>
CC1. Apply behavior theory concepts/constructs to the design or implementation of health promotion programs or interventions.	HEP 6800: Health Behavior	Theory Application paper – The students are asked to write a paper in which they apply concepts/constructs from a theory or model studied in this course to the design of a hypothetical health promotion program.
CC2: Conduct tertiary analyses to extract, integrate, and report current knowledge on a narrowly-defined public health topic.	HEP 6450: Research Methods in Population Health	Summary Review Paper (written assignment): For this assignment, students identify and frame a population-intervention-comparator-outcome-time (PICOT) question and a medical subject headings (MeSH) search protocol on a public health topic, conduct a comprehensive search of a biomedical database, and write up findings using established reporting standards.
CC3. Apply geographical analysis to interpret health outcomes and implications to public health promotion	HEP 6450: Research Methods in Population Health	CC3: Geographical Analysis Project (GAP): develop a comprehensive and professional public health-focused report discussing a single method or family of methods in spatial visualization of health data.
CC4. Analyze the construction of health science and knowledge from a variety of cultural, racial/ethnic and global perspectives	HEP 6120: Foundations of Global Health	Second Written Assignment: Based on the assigned case study, provide an analysis of multidrug-resistant tuberculosis (MDR-TB) in Peru that outlines measurement and monitoring strategies; assesses social determinants of health, culture and beliefs that play a role in the treatment and management of MDR-TB; and evaluates the approach used by Partners in Health for managing MDR-TB in Peru.

CC5. Propose culturally appropriate and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area.	HEP 6120: Foundations of Global Health	Third Written Assignment: Based on the assigned case study, identify systemic factors that have supported positive health outcomes in Kerala, India (in spite of substantial infrastructure, economic, and management challenges), and propose culturally appropriate and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area.
CC6. Develop strategies that strengthen community capabilities for overcoming barriers to maternal and child health and well-being in diverse global settings.	HEP 6150: Global Maternal and Child Health	Third Written Assignment: For the specific Maternal and Child Health (MCH) issue that you are studying and for its target population, provide a clear, concise overview of the role macrostructural, country-level factors play; and then, propose a specific health promotion strategy that is consistent with evidence-based, best practice models and strategies for global health promotion, includes recommendations for supportive “upstream” health policies, and addresses key SDH that most directly impact your population/MCH issue.

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

Not applicable

- 3) **Include the most recent syllabus for each course listed in Template D4-1, or written guidelines for any required elements listed in Template D4-1 that do not have a syllabus.**

**ERF Location: D4.3 Syllabi and supporting documents folder**

HEP 6120 Foundations of Global Health  
 HEP 6150 Global Maternal and Child Health  
 HEP 6450 Research Methods in Population Health  
 HEP 6800 Health Behavior

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

Not applicable

## **D5. MPH Applied Practice Experiences**

**MPH students demonstrate competency attainment through applied practice experiences.**

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

**The program assesses each student's competency attainment in practical and applied settings through a portfolio approach, which demonstrates and allows assessment of competency attainment. It must include at least two products. Examples include written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning. Materials may be produced and maintained (either by the program or by individual students) in any physical or electronic form chosen by the program.**

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

All Health Education and Promotion (HEP) MPH students at USU are required to enroll in HEP 6600: Practicum in Health Promotion, a three-credit course that spans a full semester and focuses on fulfillment of requirements related to the APE. A minimum of 18 credits of HEP MPH coursework must be completed before students are allowed to register for HEP 6600. In addition, students must have in place an approved APE Learning Contract three weeks prior to the beginning of the semester (signed by the student, faculty advisor, site preceptor, and course instructor). These prerequisites are monitored and enforced by the HEP 6600 course instructor.

In order to prepare students for a productive and beneficial APE, an APE Instructional Video and an APE Manual are provided through the HEP MPH Program Resources Canvas page. As part of the new student orientation, HEP MPH students are introduced to basic aspects of the APE. At that time, they are also strongly encouraged to view the video and become familiar with contents of the APE Manual.

Six months prior to enrolling in HEP 6600, students are required to meet with their faculty advisor and begin the process of locating an acceptable APE site and preceptor. To aid in this process, step-by-step instructions are given in the APE Manual for finding an appropriate site and preceptor. Additionally, a spreadsheet on the HEP MPH Programs Resources Canvas page with possible APE sites and preceptors, including any previous student final products, is maintained. In general, the APE must be completed at a community-based practice site under the supervision of a preceptor with advanced knowledge and experience in the field of public health (MPH or higher, or BS with 5+ years of public health experience).

Once an appropriate site and preceptor have been identified, students work collaboratively with the site preceptor, faculty advisor, and course instructor to identify APE projects and tasks that are of professional interest to the student, beneficial to the host site, and conducive to resulting in the development of two high-quality final products that demonstrate attainment of at least five competencies, three of which must be foundational competencies. Within the APE Learning Contract, targeted competencies, associated tasks/activities, and final products are detailed in narrative and table formats. There is no minimum number of contact hours required; however, it is expected that most students will need approximately 200 contact hours to complete an APE.

As part of HEP 6600, students are required to maintain a portfolio that includes the APE learning contract, two final products, a final APE paper, and an APE presentation (presented to the faculty advisor, site preceptor, course instructor, and any interested HEP MPH students and faculty). The

APE portfolio is maintained via Canvas (using the Portfolium platform) and is also saved by the HEP MPH program in a dedicated Box folder. The course instructor uses a rubric to evaluate student performance on the APE, including attainment of targeted competencies as evidenced by the two final products.

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

**ERF Location: D5-2 APE Requirements folder**

APE Assessment and Grading Rubric  
APE Contract & Preceptor Site Preapproval Form  
HEP 6600 Syllabus Spring 2022  
Info for Preceptors  
USU MPH APE Manual

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

**ERF Location: D5-3 Student Samples folder**

Student 1 Morgan Hadden Sp 2021  
Student 2 Sierra Giles Fall 2020  
Student 3 Kerianne Chandler Su 2020  
Student 4 Hailey Judd Su 2020  
Student 5 Gabriel Glissmeyer Su 2021

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

Not applicable

**D6. DrPH Applied Practice Experience**

Not applicable

## D7. MPH Integrative Learning Experience

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

Professional certification exams (e.g., CPH, CHES/MCHES, REHS, RHIA) may serve as an element of the ILE, but are not in and of themselves sufficient to satisfy this criterion.

The program identifies assessment methods that ensure that at least one faculty member reviews each student's performance in the ILE and ensures that the experience addresses the selected foundational and concentration-specific competencies. Faculty assessment may be supplemented with assessments from other qualified individuals (e.g., preceptors).

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

Template D7-1

MPH Integrative Learning Experience for Health Education & Promotion Concentration	
Integrative learning experience (list all options)	How competencies are synthesized
Capstone Paper	Students and faculty advisors identify four competencies in the proposal stage (including at least two foundational competencies, and at least one concentration competency); the capstone instructor approves the proposal and identified competencies; the course instructor employs a rubric to assess writing quality and successful integration of selected competencies.

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

Requirements for completing the Integrative Learning Experience (ILE) are outlined in the "Integrative Learning Experience Guidelines" document, which can be found on the HEP MPH Resource Canvas page along with an ILE instructional video. In the ILE, students demonstrate the integration of at least four competencies within the context of a single, high-quality written project (Capstone Paper). Selected competencies must include at least two foundational competencies and at least one concentration-specific competency.

The ILE is completed while enrolled in HEP 6850: Capstone in Public Health during one of the final two semesters of the student's program. The ILE Capstone Paper represents a culminating experience that is key to the student's educational and professional objectives. The Capstone Paper can be an extension of a paper or project that was initiated in an earlier HEP MPH course but substantially re-developed to meet ILE guidelines and competency integration. Students consult with their faculty advisor (or another HEP MPH faculty member) and the HEP 6850 instructor for guidance on the format of the written product and selection of integral competencies. Once parameters for the Capstone Paper have been established, students complete an ILE Proposal Form.

The ILE Proposal Form requires the student and the ILE faculty advisor to detail the format of the Capstone Paper, list associated foundational and concentration-specific competencies, and

explain strategies for competency integration. The proposal form is located on the HEP MPH Resource Canvas page and has to be finalized during the first few weeks of HEP 6850.

At the completion of the Capstone Course, the student submits the final ILE Capstone Paper to the HEP 6850 instructor, following course instructions in Canvas. The HEP 6850 instructor utilizes a robust grading rubric to evaluate the quality of writing and evidence of the successful integration of selected competencies.

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

**ERF Location: D7.3 ILE Requirements and Documentation folder**

HEP 6850 Syllabus Spring 2022

ILE Guidelines

ILE proposal fillable form

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

**ERF Location: D7.4 Methods of competency assessment folder**

ILE Capstone Paper Assessment and Rubric

- 5) **Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations, if applicable. The program must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.**

**ERF Location: D7.5 Student Samples folder**

Student 1 Sara Margetts

Student 2 Morgan Hadden

Student 3 Kerianne Chandler

Student 4 Jessie Duke

Student 5 Bobbe May

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

Not applicable

**D8. DrPH Integrative Learning Experience**

Not applicable

**D9. Public Health Bachelor's Degree General Curriculum**

Not applicable

**D10. Public Health Bachelor's Degree Foundational Domains**

Not applicable

**D11. Public Health Bachelor's Degree Foundational Competencies**

Not applicable

**D12. Public Health Bachelor's Degree Cumulative and Experiential Activities**

Not applicable

**D13. Public Health Bachelor's Degree Cross-Cutting Concepts and Experience**

Not applicable

#### **D14. MPH Program Length**

**An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for completion.**

**Programs use university definitions for credit hours.**

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

The HEP MPH requires 45 semester credits for graduation unless the student has graduated from a CEPH-accredited undergraduate program. In that case, the student can request to have HEP 6050: Foundations of Public Health (3 semester credits) waived.

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

USU uses semester credit hours to define requirements. All HEP MPH courses are three credits each. For a three-credit class, the credit-hour standard is based upon 150 minutes of lecture per week, for the duration of one semester. Fall and spring semesters are each 16 weeks long and a summer semester lasts 14 weeks. Section D20 explains how credit hours translate for online asynchronistic courses.

**ERF (PDF copies of website links):**  
D14 USU Definition Credit Hours.pdf

**D15. DrPH Program Length**

Not applicable

**D16. Bachelor's Degree Program Length**

Not applicable

**D17. Academic Public Health Master's Degrees**

Not applicable

**D18. Academic Public Health Doctoral Degrees**

Not applicable

**D19. All Remaining Degrees**

Not applicable

## D20. Distance Education

The university provides needed support for the program, including administrative, communication, information technology and student services.

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

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

The Department of Kinesiology and Health Science (KHS) offers one public health degree program via distance education at the graduate level—the Master of Public Health (MPH) degree with a concentration in health education and promotion. This degree program is only available via a fully online format.

- 2) **Describe the public health distance education programs, including**

- a) **an explanation of the model or methods used,**

USU has been a leader in online education since 1995. As the first of Utah's higher education institutions to deliver [online education](#), USU has been instrumental in implementing innovations and has won several awards in this regard. Nationally, USU Online typically ranks in the top 20 for quality and cost. The university has the infrastructure, funding, staff, and training to provide excellent online graduate education.

The HEP MPH coursework is based on 27 public health competencies with an emphasis in health education and promotion. Enforcing academic rigor and monitoring educational outcomes are the responsibility of the KHS Department with assistance from the HEP MPH faculty.

Courses are delivered on a semester basis, including summer semesters (16 weeks for fall and spring semesters; 14 weeks for summer semesters). A new module or unit within each course typically begins on a Monday; assignment due dates may vary (often falling on Saturday or Sunday). The School of Graduate Studies (SGS) stipulates a six-year window for the completion of the degree. Therefore, part-time or full-time enrollment are options.

As noted previously, USU uses Canvas as its learning management system (LMS). Through Canvas, instructors and students cannot just keep track of assignments but record videos using Kaltura. Additionally, all faculty and students are furnished a Zoom USU account, which aside from web-based conferencing abilities also has a video-recording function. Through these digital platforms, students have opportunities to interact with each other and with faculty. As circumstances allow, students may also be able to meet with faculty in person on the Logan campus or at a Statewide Campus (SWC).

**ERF (PDF copies of website links):**  
D20-2a USU Online About.pdf

- b) **the program's rationale for offering these programs,**

It has been the mission of USU since its founding to provide educational opportunities for the people of Utah, regardless of their location. The HEP MPH was intentionally created as a 100% online asynchronous degree to fulfill USU's land-grant mission. Many of the

student enrolled in our program are considered non-traditional as they are working professionals and/or caregivers. Without the possibility of online learning, they would not be able to fulfill the requirements of this program.

Additionally, much of Utah is rural. It is common for professionals working in public health in Utah's rural communities to lack formal public health training. The HEP MPH offers the option of advanced public health training to these and other professionals since it is flexible and available to professionals throughout Utah and beyond.

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

Students are introduced to the degree, to all resources available to them, and to student/faculty expectations at the HEP MPH new student orientation. Apart from the resources available to on-campus students, USU provides additional access to other needed [resources for online students](#). Both on campus and online student have access to IT service desk that can be accessed through live chat, website, or phone. All USU students have access to online library services, health and wellness services, the Disability Resource Center, Career Design Center, online tutoring, and academic support services. USU Online also provides optional student success webinars, a USU online handbook, and online orientation. Academic advising is done by the HEP MPH faculty.

**ERF (PDF copies of website links):**

D20-2c USU Online Resources for Student Success.pdf

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

In order to comply with federal credit hour standards, where 1 credit hour = 1 hour of class time + 2 hours of outside homework, USU encourages faculty teaching asynchronous online courses to estimate three hours of total online activity per week per credit. In other words, a three-credit asynchronous online course should be designed with an estimated nine hours per week of online activity—including reading content, watching lecture videos, participating in discussions, external readings, course projects, and testing—in mind.

The HEP MPH degree follows the same academic standards as all graduate degrees offered through the SGS for both admissions and retention of students. Graduate students are required to maintain at least a 3.0 GPA for degree-program courses. Grades of C- or lower will not be accepted for a graduate degree at USU. Students will be placed on academic probation should their GPA fall below 3.0. From the SGS catalogue:

Maintaining the highest standards of academic honesty and research ethics is especially important at the graduate level, where students are expected to do original, scholarly work in preparation for future professional and academic roles. [Academic dishonesty](#) is defined in *The Code of Policies and Procedures for Students at Utah State University* (revised September 2009) Article VI, Section 1 to include cheating, falsification of information, and plagiarism.

Violations of the above policy will subject the offender to the university's disciplinary procedures as outlined in Article VI, Section 3 of the Student Code, with the penalties or disciplinary measures to include one or more of the following:

- **Probation:** continued participation in an academic program predicated upon the student satisfying certain requirements as specified in a written notice of probation. Probation is for a designated period of time and includes the probability of more severe

disciplinary penalties if the student does not comply with the specified requirements or is found to be committing academic integrity violations during the probationary period. The student must request termination of the probation in writing.

- Performance of community service.
- **Suspension:** temporary dismissal from an academic program or from the university for a specified time, after which the student is eligible to continue the program or return to the university. Conditions for continuance or readmission may be specified.
- **Expulsion:** permanent dismissal either from an academic program or from the university.
- Assigning a designation with a course grade indicating a violation involving academic integrity. Conditions for removal may be specified, but the designation remains on the student's transcript for a minimum of one year; provided however, that once the student's degree is posted to the transcript, the designation may not be removed thereafter.
- Denial or revocation of degrees.

In order to prevent cheating in the first place, HEP MPH students are required to complete the [plagiarism training](#) certificate program provided by Indiana University by the third week of their first semester, emphasizing the expectation of ethical behavior while in the program. Students complete the [International Review Board's \(IRB\) Collaborative Institutional Training Initiative \(CITI\)](#) their first semester to promote ethical research practices.

Tools to prevent and detect online cheating include exam best practices, [live proctoring and/or virtual proctoring](#). In most cases, HEP MPH faculty use Proctorio to monitor and prevent cheating behaviors during course exams. Faculty also use the *Turn It In* feature within Canvas to detect plagiarism.

The KHS Department has also instituted an internal process to examine rigor, which includes faculty evaluations for pre-tenure and post-tenured faculty conducted by the department head (DH). USU requires a seven-year review of each program using the [R411 mechanism](#). All programs within the KHS Department were reviewed May 2021. Finally, the USU Office of Analysis, Assessment, and Accreditation (AAA) performs a substantial review for rigor/quality of the University but not at the program level. However, they do provide guidance to departments. The most recent AAA guidance on program reviews, can be found in the Assessment Handbook for Academic Programs can be found in the ERF.

In addition, in its developmental phase, each course for the HEP MPH was required to go through quality control measures through the Center for Innovative Design and Instruction (CIDI). Each course was evaluated for best practices in online education and rigor using the CIDI online rubric form located in the ERF. Faculty can request their courses be evaluated by CIDI after this initial development review for continued feedback.

USU provides departments with additional resources to evaluate course rigor. These include, IDEA course evaluation scores, the online rubric form mentioned above, and course fall and drop rates.

**ERF (PDF copies of website links):**

D20-2d Academic Honesty\_Integrity.pdf  
D20-2d Indiana University Plagiarism Training.pdf  
D20-2d USU Assessment Proctoring Guidelines.pdf  
D20-2d USU IRB Training.pdf  
D20-2d USU KHS R411 Program Reviews.pdf

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

Using the IDEA Student Ratings of Instruction survey, every course at USU is evaluated by enrolled students each time it is taught. The hallmark of the IDEA rating system is the opportunity for students to provide feedback on their progress in achieving specific learning objectives that are identified by the instructor while adjusting for extraneous circumstances, such as class size. The IDEA system has a documented history of reliability and validity, and the IDEA "Diagnostic" also provides specific feedback on teaching methods and practice. Faculty are, thus, provided qualitative and quantitative feedback on each course.

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

Upon admission to USU, each student is assigned a unique A# (student identification number). The admissions process verifies a student identity and social security number. For ID verification, students are required to access course materials using their A# and a strong password authentication. Additionally, [proctored exams](#) (live & virtual) require students to present a photo ID.

Canvas requires secure login using a student's A# for access. In addition, students must use Duo, a two-step authentication system, to log into their Canvas accounts. Students are expected to protect their USU login information and have a strong password. Students are prompted by USU to change their passwords periodically for security purposes. Faculty have access to student photos for ID verification through Banner for students enrolled in their courses.

**ERF (PDF copies of website links):**

D20-3 USU Academic Testing Services.pdf

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

Not applicable

## E1. Faculty Alignment with Degrees Offered

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

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

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

Template E1-1

Primary Instructional Faculty Alignment with Degrees Offered						
Name*	Title/ Academic Rank	Tenure Status	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Debasree Das Gupta	Assistant Professor	Tenure track	MCRP; PhD	Clemson University (MCRP); George Mason University (PhD)	Urban Planning (MCRP); Public Policy (PhD)	Health Education and Promotion
Julie Gast	Professor and MPH Director	Tenured	MA; PhD	Southern Illinois University at Carbondale (MA; PhD)	Sociology (MA) Health Education (PhD)	Health Education and Promotion
Steve Hawks	Professor	Tenured	MBA; MA; EdD	Brigham Young University (MBA; MA; EdD)	East Asian Studies (MA); International Business Administration (MBA); Health Sciences (EdD)	Health Education and Promotion

- 2) Provide summary data on the qualifications of any other faculty with significant involvement in the program's public health instruction in the format of Template E1-2. Programs define "significant" in their own contexts but, at a minimum, include any individuals who regularly provide instruction or supervision for required courses and other experiences listed in the criterion on Curriculum. Reporting on individuals who supervise individual students' practice experience (preceptors, etc.) is not required. The identification of instructional areas must correspond to the data presented in Template C2-1.

**Template E1-2**

<b>Non-Primary Instructional Faculty Regularly Involved in Instruction</b>							
<b>Name*</b>	<b>Academic Rank^</b>	<b>Title and Current Employment</b>	<b>FTE or % Time Allocated</b>	<b>Graduate Degrees Earned</b>	<b>Institution(s) from which degree(s) were earned</b>	<b>Discipline in which degrees were earned</b>	<b>Concentration affiliated with in Template C2-1</b>
<i>Kylie Sage</i>	Adjunct	Adjunct	FTE 1.0*	MS	Northern Arizona University	Biology	Health Education and Promotion
Megan DuBois	Adjunct	Adjunct	FTE 1.0*	MS; PhD	Utah State University (MS); University of Utah (PhD)	Health Education and Promotion (MS; PhD)	Health Education and Promotion
Phillip Waite	Associate Professor	Tenured	FTE .25	MS; PhD	Utah State University (MS); University of Utah (PhD)	Health Education and Promotion (MS; PhD)	Health Education and Promotion

\*Note: Adjunct faculty are paid on a per-student model for summer teaching and a per-credit model for academic-year teaching and do not have FTEs associated with their role in the HEP MPH, so FTE equivalent is estimated in the above table. Waite teaches one course or 25% of role in the MPH degree.

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

**ERF Location: E1.3 Faculty CVs folder**

**PIF**

Das Gupta CV 2021  
 Gast CV 2021  
 Hawks CV 2021

**Non-PIF**

DuBois CV 2021  
*Sage CV 2021*  
 Waite CV 2021

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

*Dr. Peterson* was part of the HEP MPH from 2017 until Spring 2021. He was charged with directing a new graduate program in the KHS Department, and therefore resigned from teaching and advising duties in the HEP MPH program due to time constraints and change in role statement. *Dr. Miyairi* replaced him in regard to MPH teaching, starting Fall 2021 but left USU before Spring 2022. A search to fill her position will begin Fall 2022. *Dr. Miyairi* was instrumental in the program until her departure. *Dr. Sulzer* resigned from USU in July 2021 but was an instrumental part of the degree prior to her leaving. A faculty search began Fall 2021 to replace her line with a successful hire expected to start Fall 2022. The new hire will be teaching two courses in the HEP MPH degree program. Thus, *Dr. Peterson*, *Dr. Miyairi*, and *Dr. Sulzer* are not listed in the table above, but their data from their participation in the program may be included in other parts of the self-study.

FTEs was determined by % role allocated to the MPH degree program. If all courses taught or significant administrative duties were for the HEP MPH degree FTE allocated would be 100% for that faculty member.

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

Not applicable

## E2. Integration of Faculty with Practice Experience

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

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

- 1) Describe the manner in which the public health faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if applicable. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.

The HEP MPH **adjunct faculty** bring extensive public health practice experience to the classroom. **Full-time faculty** within the HEP MPH program also have public health practice experience through previous positions, research and grant projects, and service/collaborative projects. In addition, several faculty invite public health professionals to be recorded guest lecturers for their HEP MPH online classes, connecting coursework to public health practice. Below are additional details on faculty involvement that ensure the relevance of curricula and individual learning experiences to current and future practice needs and opportunities.

### HEP MPH Adjunct Faculty Public Health Practice Experience

**Kylie Sage** has held multiple positions as a biostatistician and epidemiologist. For example, she was a biostatistician with Oregon Health and Science University before coming to USU, and she currently holds a full-time position at the Utah Department of Health as an epidemiologist. She has also held professional positions as a research epidemiologist and disease ecologist. Ms. Sage has co-authored multiple papers and given presentations related to her public health work.

**Megan DuBois** has previously worked as a health educator for the Idaho Department of Health & Welfare. As such, she assessed community needs, monitored, and evaluated health program components, policy, and procedure development; coordinated unit education; promoted health policy changes; and participated in numerous state and local health-related coalitions. She has also been an assistant grant coordinator for the federally funded initiative “Safe Schools/Healthy Students,” coordinating the mental health component of the project. While in this position, she organized community events, attended community coalitions, assisted in after-school programs, conducted various aspects of community assessment and program evaluations, and established and maintained working relationships with numerous community organizations. Dr. DuBois also managed the Center for Student Wellness at the University of Utah. She planned, implemented, and evaluated public health and prevention programming, identified highest risk populations within the campus environment, and implemented programming to best address needs. She supervised prevention specialists and maintained budgets for university, state, and federal grant funds. She maintained and cultivated collaborative relationships among campus stakeholders and was the principal investigator (PI) for the American College Health Association’s National College Health Assessment. She was the project director for a SAMSHA-funded suicide prevention initiative and an NCAA alcohol prevention project.

## **HEP MPH Full-time Faculty Public Health Practice Experience**

The HEP MPH courses taught by **Dr. Debasree Das Gupta** are HEP 6020: Introduction to Biostatistics and Epidemiology, HEP 6450: Research Methods in Population Health, and HEP 6350: Social Determinants of Health. Dr. Das Gupta has worked as a gender/policy analyst with nongovernmental and international organizations which include the World Bank and the Futures Group International in Washington, DC, and the Karnataka Health Promotion Trust in Bangalore, India. As part of this work, she has been involved in research and evaluation focused on various social determinants of health (gender equality and gender-based violence, female work, entrepreneurship, and fertility, health policy evaluation). The perspectives and experiences from this work informs the teaching of her public health courses, especially HEP 6350: Social Determinants of Health. She has also collaborated with the Office of Mapping and Geographic Information, Loudoun County, Virginia, and was involved in mapping and planning of essential services using techniques in Geographic Information Systems (GIS). This up-close exposure to local government planning and decision-making has helped her steer student work to identify, focus on, and appreciate the practical implications of many of the concepts and applications she teaches in her courses.

**Dr. Julie Gast's** career path has been primarily academic with applied public health experience in her research and service collaborations. For example, Dr. Gast is collaborating with a USU social work extension professor and the Utah Department of Health Family & Youth Outreach Program collecting data Fall 2021 on Utah youth sexual risk behaviors to inform future educational and programming needs. This project also focuses on revising the CDC's Youth Risk Behavior Surveillance System (YRBSS) questions so as to be LGBTQ-inclusive and on collaborating with Utah LGBTQ organizations. Currently in the pilot phase, the goal is to work jointly with all Utah institutions of higher education to collect freshman data on sexual youth risk behaviors, given that these questions are not allowed to be asked in Utah high schools' YRBSS bi-annual surveys. Furthermore, Dr. Gast received a grant from the Utah Labor Commission to develop training materials for nurses and nursing assistance for back injury prevention that was used throughout health care facilities in the state. In other collaborative efforts, she has worked with schools to develop and pilot an intuitive eating program for middle school Latino girls, which was funded by the DHHS Office of Women's Health. Dr. Gast was a member of the Coalition of National Health Education Organizations 21st Century Strategic Planning Meeting, representing the School Health and Services Section of the American Public Health Association (APHA). The revisions discussed at the meeting will have lasting impacts on the field of health education.

**Dr. Steve Hawks** has held multiple academic, administrative, governmental, and private sector health-related positions throughout his career—all of which inform his teaching of public health policy, systems thinking, public health administration, and global health courses. Throughout his career, he has been actively involved in leading public health-related study abroad programs, especially in Asia with a particular focus on Southeast Asia. Based on this background, he is currently developing global health practicum experiences for HEP MPH students in collaboration with public health partners in Chiang Mai, Thailand. At present, Dr. Hawks is on exchange with USU's sister institution, the University of Tsukuba (Japan), where he is developing further study abroad, student exchange, research, and practicum opportunities for public health students from both institutions. Recent publications in global engagement and global health pedagogy involve student co-authors and continue to inform classroom instruction in global health.

Early in his career, Dr Hawks was involved in the private sector as an EMS provider, which led to numerous research and publication opportunities involving emergency responder well-being and best practices in emergency medicine pedagogy. His early managerial responsibilities within EMS led him to pursue an MBA, which led to further administrative opportunities within higher education (e.g., as a dean in USU's Statewide Campus [SWC] system) and as a board member working with numerous governmental (e.g., Southeast Utah Health Department [SEUHD]; Grand County EMS) and not-for-profit organizations (e.g., Seek Haven Domestic Violence Shelter).

**Dr. Maya Miyairi** taught HEP 6050: Foundations of Public Health in Fall 2021. While she had primarily taught health education and promotion courses for undergraduate students in the academic setting at the University of Utah (2011-2012) and at USU (2013-2021), she also contributed her expertise to the treatment and prevention fields of eating disorders in the United States and Japan. Before starting her doctoral program, she developed and implemented, with her former mentor, an exercise education program for girls and women with eating disorders. After the two-year project ended, she implemented the exercise education program at a different eating disorder residential facility. She has also co-organized conferences and workshops to educate clinicians, educators, and parents on eating disorders with local mental health clinics, treatment facilities, and professional organizations in Utah. In addition, she has consulted for a research team funded by the Ministry of Health, Labour, and Welfare in Japan to develop guidelines for clinicians and to structure eating disorder treatment programs at selected hospitals in Japan. In the past few years, she was part of a team of the HEP MPH faculty that analyzed longitudinal data on employee wellness programs at a local county health department. This project's aim was to establish long-term collaborative efforts to improve community members' health in the local area. These clinical, regional, and international efforts, and her global vision as a public health professional, were incorporated into her teaching. Her students were exposed to clinical perspectives of the mental health field as well as concepts of public health. In 2021, she worked with a USU extension faculty member who is also a HEP MPH student to promote healthy living, positive body image, and prevention of eating disorders in multiple Utah counties. Her team has actively invited current HEP MPH students to collaborate while completing their capstone projects.

**HEP MPH Guest Lectures:**

- Angela Chorberka is the Member Equity Consultant for Select Health after serving as the Community Partnership Specialist in Community Health, implementing the Alliance for Determinants of Health Demonstration in Weber County as well as working to scale social determinants of health work across the Intermountain Healthcare system. She is a guest speaker in HEP 6350: Social Determinants of Health.
- Savannah Smith, a HEP MPH alumni and Program Evaluator at the Utah Department of Health, shares her use of qualitative methods in her current position. She is a guest speaker for HEP 6550: Qualitative Methods for Public Health.
- Dr. Kerry Rood is a professor of veterinary medicine at USU. He speaks about One Health in HEP 6050: Foundations of Public Health.

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

**Strengths:**

- The HEP MPH full-time and part-time faculty are integrating professional practice into courses through personal experience and the invitation of guest speakers.

**Weaknesses:**

- As a small program with faculty who are primarily focused on teaching, there could be a greater emphasis on asking guest speakers from public health settings into classes.
- Two faculty who had previously taught in the HEP MPH are no longer part of the program. One faculty member was reassigned to a different, new graduate program and one left USU. This led us momentarily to rely more on adjunct teaching for some classes.

**Plans for Improvement:**

- More efforts to invite guest speakers from public health settings into a variety of class settings will be pursued in the future. This will better expose students to a broader range of professional practice perspectives.
- Searches for new HEP MPH faculty will occur Spring 2022.

### E3. Faculty Instructional Effectiveness

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

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

The program supports professional development and advancement in instructional effectiveness.

- 1) Describe the means through which the program ensures that faculty are informed and maintain currency in their areas of instructional responsibility. The description must address both primary instructional and non-primary instructional faculty and should provide examples as relevant.

The HEP MPH program actively and consistently encourages and supports participation in professional development and service opportunities. Event announcements are posted on the program webpage to ensure that both primary and non-primary faculty are informed in order to give them the opportunity to maintain currency in their areas of instructional responsibility.

Faculty professional development activities include maintaining professional memberships, certifications, and credentials, and/or attending professional meetings and conferences. Faculty also serve on professional public health committees, boards, and coalitions and/or provide services, such as abstract and manuscript review for peer-reviewed journals and professional public health organizations. Additionally, faculty engage in collaborative research with colleagues across the state of Utah. Faculty also participate in professional development trainings, webinars, and/or learning circles offered by USU and various professional organizations.

Below are additional descriptions of professional development, professional service, and research collaborations of faculty.

- Drs. Gast, Hawks, and Waite maintain their Master Certified Health Education Specialist (MCHES) credentials to stay up-to-date on health education competencies and roles/responsibilities. All faculty involved in the degree program maintain memberships in, and participate and present at, various local and national conferences that include APHA, Society for Public Health Education (SOPHE), Utah Chapter of the Society for Public Health Education (USOPHE), the Utah Public Health Association (UPHA), to name a few. Additionally, Dr. Waite is a First Aid/CPR Instructor and Instructor Trainer for the National Safety Council, Utah Chapter.
- Two faculty members serve on, or have recently served on, professional public health committees and boards. Dr. Julie Gast served on the APHA Intersection Council Steering Committee. She also served as the chair of the communications unit of UPHA and is a member of the Bear River Health Department Community Health Improvement Plan (CHIP). Dr. Steve Hawks has recently served on the Emergency Medical Services Special Service District, Grand County, Utah, the board of the SEUHD; the board of the Clinical Yoga Institute, Salt Lake City, Utah, and the board of the UPHA. He currently serves as a member of the Publications Board of APHA. Dr. Hawks regularly uses examples from his professional service experiences in classroom lectures related to public health administration, policy, and leadership. Recently, insights gained from his participation as a board member of the SEUHD during the early days of the COVID-19 crisis have been shared in several relevant course lectures.
- Five faculty members (Drs. Hawks, Gast, *Miyairi*, Wait, and Das Gupta) are involved in leading collaborative research efforts with findings published in various peer-reviewed outlets. Faculty also review manuscripts for peer-reviewed journals in pedagogy and in individual areas of expertise. Peer review services provided most recently by the HEP MPH faculty include manuscripts evaluated in health education and promotion (*Journal of American College Health*; *American Journal of Health Promotion*; *Journal of Clinical Sport Psychology*; *Journal of American College Health*; *American Journal of Men's Health*), in pedagogy

*(Pedagogy in Health Promotion; Journal on Empowering Teaching Excellence)*, and in public health geography and health statistics (*World Medical & Health Policy; Plos One; Central European Journal of Geography and Sustainable Development; International Journal of Environmental Research and Public Health; Journal of the Royal Society Interface*). Several faculty are also routinely asked to review abstracts for professional meetings and conferences.

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

Faculty instructional effectiveness is assessed by the department head (DH) as part of the mandatory faculty annual review. The DH meets with faculty individually for this purpose. If the faculty member's role includes instruction or teaching, then it is evaluated at this point. Per [Policy 405](#), "Teaching includes but is not limited to all forms of instructional activities: classroom performance, broadcast and online instruction, mentoring students inside and outside the classroom, student advising and supervision, thesis and dissertation direction, and curriculum development. Documentation supporting teaching performance must include student and peer evaluations, and may include, but is not restricted to: proficiency in curriculum development as demonstrated through imaginative or creative use of instructional materials such as syllabi, instructional manuals, edited readings, case studies, media packages and computer programs; authorship of textbooks; teaching and/or advising awards; authorship of refereed articles on teaching; success of students in post-graduate endeavors; evidence of mentoring inside and outside the classroom, including work with graduate or undergraduate researchers, graduate instructors or undergraduate teaching fellows, applicants for major scholarships or grants, implementation of high impact practices such as community-engaged teaching, first-year seminars, or strategies that promote student retention, and Honors or other independent study work; recognition by peers of substantive contributions on graduate committees; service on professional committees, panels, and task forces; and invited lectures or panel participation."

**Student Course Evaluations**

USU students have the opportunity to evaluate their course instructors near the end of every semester. Student evaluations are administered electronically by the [Office of Analysis, Assessment and Accreditation](#) (AAA) using the IDEA Student Ratings of Instruction system. According to AAA, "The hallmark of the IDEA system is the opportunity for students to provide feedback on course and instructor quality while also giving feedback on their progress in achieving specific learning objectives that are selected by the instructor, while adjusting for extraneous circumstances like class size. The IDEA system has a documented history of reliability and validity, and the IDEA 'Diagnostic' also provides specific feedback on teaching methods and practice." Instructors and administrators can access all student course evaluations from any prior semester with the exception of courses taught during the COVID-19 pandemic lockdown in Spring 2020 when all courses were moved to remote learning. Since courses are back to teaching in their original format at USU, IDEA evaluations are accessible again. The student IDEA ratings for each course are a significant consideration when faculty meet with the DH for annual evaluations, in reappointment decisions, and during the tenure and promotion process.

**Peer Course Evaluations**

Peer course evaluations are done every three years by HEP MPH faculty for each course in the program. Faculty are randomly assigned a course to review. Course reviews were completed September-October 2019. The purpose of these evaluations is primarily to receive peer mentoring, which may include input on syllabi, course objectives, course curriculum and design, use of Canvas, pedagogy, use of technology/media, authentic assessments, rubric development and utilization, and competency alignment. Peer review feedback may be included in the faculty annual evaluations, reappointment decisions, and the tenure and promotion process. Faculty can

also request an anonymous peer review arranged through the Center for Innovative Design and Instruction (CIDI) by a USU faculty member outside of the program.

**ERF (PDF copies of website links):**

E3-2 USU Policy 405\_ Tenure and Promotion\_Teaching.pdf

E3-2 Office of Analysis, Assessment and Accreditation\_IDEA.pdf

- 3) **Describe available university and programmatic support for continuous improvement in faculty’s instructional roles. Provide three to five examples of program involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.**

HEP MPH faculty—both primary and non-primary, as well as adjunct faculty—have access to extensive instructional training opportunities through USU. Three particularly robust resources include the Center for Innovative Design and Instruction, the Office of Empowering Teaching Excellence, and the Center for Student Analytics.

**Example 1:**

**The Center for Innovative Design and Instruction (CIDI)**

CIDI provides a multitude of instructional workshops and webinars to provide university faculty with assistance in creating and maintaining high-quality learning environments. In addition, each HEP MPH faculty member has access to an instructional designer, specifically assigned to the program, for individual consultation concerning course development and revisions. HEP MPH faculty members meet with the instructional designer as needed to revise and improve courses. Two examples of engagement with CIDI are as follows:

- When the HEP MPH program was approved by the Utah Board of Regents, CIDI assigned instructional designers to each faculty member to assist in the development of each course within the degree program. CIDI provided a one-time \$3,000 per course development budget to assist each faculty member in course development. These funds were used to offset time spent developing courses, to purchase course materials, and/or to attend relevant trainings.
- Amy Campbell, a CIDI instructional designer, gave a presentation on “Managing Large Graduate Classes” at a HEP MPH faculty meeting.

**Example 2:**

**The Office of Empowering Teaching Excellence (ETE)**

The ETE’s mission is “to elevate and promote a culture of teaching excellence that leads to deeper student learning. We aim to foster this culture of teaching excellence across all campuses and regardless of the role statement instructors are assigned.” To this end, ETE offers teaching-related conferences, seminars, learning circles, webinars, digital badges, master teaching certificates, teaching-related funding, and publishes the *Journal on Empowering Teaching Excellence*. Several HEP MPH faculty members have attended and/or presented at the ETE annual conference; some have engaged in ETE-sponsored webinars or trainings to improve teaching. Examples of faculty engagement with ETE include the following:

- Dr. Hawks and Dr. Gast published an article about the development of an online MPH program in the *Journal on Empowering Teaching Excellence*.
- Dr. Hawks has presented about HEP MPH study abroad best practices at the ETE annual conference.

**Example 3:**

**The Center for Student Analytics**

Through the Center for Student Analytics, faculty have access to an analytics tool called Illume Courses that can identify student behavior associated with likelihood of graduation. The Center also assists the HEP MPH in analyzing the mastery learning outcomes of both foundational and concentration competencies of the HEP MPH degree through data collected for each course in Canvas. One example of engagement with the Center for Student Analytics includes this:

- The Center's director has spoken at the HEP MPH faculty retreat on the use of analytics in program decision making.

**ERF (PDF copies of website links):**

E3-3 USU Center for Innovative Design and Instruction.pdf

E3-3 USU Office of Empowering Teaching Excellence.pdf

E3-3 USU Center for Student Analytics.pdf

Primary (core) faculty in the Department of Kinesiology and Health Science (KHS) are provided numerous professional development opportunities to support continuous improvement in their instructional roles. For example, all core faculty receive \$1,800/year from the department for professional development activities, which may include conference travel. Faculty on research role statements (i.e., who may be conducting pedagogy-based research) also receive generous start-up packages and graduate student assistant funding to assist with professional development.

Furthermore, the university offers post-tenured faculty the opportunity to develop professionally through either a one-year or half-year sabbatical leave. Development of new online programs are also generously supported by the university. Examples of support include funding for advertising of the program, accreditation costs, course development, and a summer-month salary for program directors. Pre-tenure core faculty are provided with course releases during their first year of employment and all faculty with large classes (> 50) or lab classes are provided a teaching assistant to help with instruction.

The KHS DH recently initiated a professional development program for non-primary (adjunct) faculty. The DH deemed this an important step since many adjuncts in the department had not received the same support as core faculty. The primary purpose of the adjunct program is to provide support, resources, and incentives to adjunct instructors teaching core classes. Core faculty in the department serve as peer instructors and receive an incentive. Both of the HEP MPH adjunct faculty, *Kylie Sage* and Dr. Megan DuBois, have participated in this program and were paired with HEP MPH faculty mentors to strengthen their courses and knowledge of online learning as follows:

Participation incentive:

- Completion of the training and submission of a final report results in a \$300-\$500 stipend for both the adjunct and the faculty mentor.

Training activities:

- It is expected that faculty mentors and adjunct participants check in with each other during the semester and engage in some of the following activities:
  - Peer instructor uses CIDI rubric and performs evaluation of adjunct's course
  - Adjunct works with peer on making any recommended changes
  - Peer and adjunct attend CIDI workshops
  - Peer and adjunct include at least one new active learning strategy and student engagement strategy and evaluate its effectiveness through classroom polling techniques
  - Peer and adjunct perform and report a course analytics assessment
  - Peer and adjunct submit a pedagogical article for submission
  - Peer and adjunct review procedures and resources for helping students in distress
  - Peer and adjunct review department mission, department policies to keep current
  - Peer and adjunct review IDEA evaluations and methods for interpreting IDEA scores

In addition to this professional development program, the KHS Department created an online resource center for KHS adjunct instructors which includes resources related to the department mission, department goals, department announcements, and procedures for completing grades. It should also be noted that adjunct instructors are able to take advantage of the professional development opportunities provided by the university as outlined above.

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

USU takes its commitment to teaching very seriously. For some faculty, teaching is the major emphasis of their role statement; therefore, they are expected to perform with excellence in this domain to be tenured and promoted to Associate Professor. Specifically, any faculty with an emphasis on teaching will be expected to establish superior credentials as an educator, advisor, and mentor and is expected to attain and sustain a pattern of high-quality instruction across different contexts (e.g., undergraduate and graduate, large and small classes, individual advising and mentoring). Specific teaching assignments are determined each year by the DH and, based on each faculty member's area of expertise, they round out the academic needs of the department.

A record of excellent instruction is one of the hallmarks of success for faculty at USU. Reviewers of their credentials will look for a pattern of continuous improvement as well as evidence of dedication to high-quality teaching. On an annual basis, all faculty are evaluated not only by the DH, but also by a Tenure and Promotion Committee (if the faculty is pre-tenure). It is the faculty members' responsibility to collect, assemble, and present the most compelling evidence available to document their ability to provide consistent, high-quality instruction, advising, and mentoring over an extended period.

USU expects faculty to create an environment in all their teaching activities that is conducive to academic learning and free from intimidation or abuse.

The following elements are commonly associated with success in teaching and are part of the annual evaluations:

- Steady and consistent record of teaching activity. Documentation supporting teaching activity is described in USU Faculty Code 405.2.2(1) and is generally outlined within the template for presenting promotion and tenure documentation.
- A current trend in academe is to develop and maintain a teaching portfolio containing materials that illustrate a teaching philosophy, use of pedagogy, and overall effectiveness. USU faculty is encouraged to develop a teaching portfolio that includes information on student outcomes, portfolios of student work, course projects, in-class presentations, written course materials, tests and examinations, contributions to the USU Honors Program, leading students in service learning and community engagement activities, and examples of out-of-class interactions with students.
- Assessment of teaching activity. Systematic and repeated evaluation of classroom effectiveness is required from students and peers. Documentation of a response to these evaluations and of changes to instruction that is made as a result of such feedback is expected.
- Part of pre-tenure faculty's probationary period is a systematic and repeated peer evaluation process of classroom performance. USU also requires evidence of faculty's response to these peer evaluations and documentation of changes to their instruction implemented resulting from such feedback.
- Student evaluations are required of each course and section every semester. Positive student evaluations of classroom performance attest to faculty's ability to create an environment that invites student learning. If student evaluations could be improved, then university colleagues will look for patterns of consistency in student evaluations as the new faculty gains more experience. A successful profile will reflect either ongoing improvement in teaching or consistently high levels of performance. Significant fluctuations in student evaluations from semester to semester will require an explanation.
- Continued development of teaching skills. Efforts to develop teaching skills, and to keep current on content in the field, bear out a dedication to high-quality teaching. Such efforts include attending training workshops on pedagogy and seminars that provide updates to current knowledge and trends in the discipline.

- Engagement with student learning outside the classroom. This may take many different forms such as involving students in scholarly activities, supervising independent study, advising student organizations, participating in service learning and/or community engagement activities, or consulting with students regarding their evolving careers.
- USU expects that faculty demonstrate a scholarship of teaching that may include contributions to the literature regarding pedagogy, publications that have an impact on teaching, rigorously evaluated curricula, acquisition of external funding for activities related to teaching and preservice personnel preparation as well as for professional development activities for in-service professionals, exemplary peer-reviewed websites related to instruction or advising, or externally adopted master plans or feasibility studies.
- Participation in development of curricula. A department's academic program is ever changing, and faculty are expected to participate in curriculum development in a substantive and collegial manner. This includes development of assigned courses in a fashion consistent with program learning objectives.
- A positive professional reputation based on teaching activity. Faculty should be able to articulate a philosophy of teaching that communicates their approach to instruction and describes their primary goals as a teacher, advisor, and mentor. This philosophy should be recognized from the body of work arising from their teaching activity, and it should be echoed by peers when describing their teaching.
- Where appropriate, ability to attract graduate students and to mentor them to the successful completion of their degree and publication of their research. This is generally expected for those having an appointment with a research emphasis and is preferred in units offering a graduate degree in the candidate's area of expertise. (Role Statement templates can be found in the ERF.)

**ERF (PDF copies of website links):**

E3-4 CEHS\_Associate\_Professor\_Research\_Role\_Statement.docx

E3-4 CEHS\_Associate\_Professor\_Teaching\_Role\_Statement.docx

E3-4 CEHS\_Professor\_Research\_Role\_Statement.docx

E3-4 CEHS\_Professor\_Teaching\_Role\_Statement.docx

- 5) **Select at least three indicators, with one from each of the listed categories that are meaningful to the program and relate to instructional quality. Describe the program's approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the lists that follow, the program may add indicators that are significant to its own mission and context.**

**Faculty Currency**

*Support for maintenance of professional credentials, memberships, and certifications requiring continuing education:* The KHS Department expects of the HEP MPH faculty to continue to maintain necessary certifications, memberships, and credentials. Therefore, the Department provides up to \$1,800 annually to support faculty professional development, which can be used to maintain professional credentials, memberships, and certifications requiring continuing education. In the 2021-2022 academic year, five out of six faculty used that support to maintain memberships in the APHA, American Association of Geographers (AAG), UPHA, National Safety Council, SOPHE, USOPHE, and/or the National Wellness Institute (NWI). Three out of six faculty used funds toward maintenance of the MCHES certification.

**Faculty Instructional Technique**

*Percentage of faculty participating in at least one professional development activity related to instruction:* USU sponsors a multitude of [Empowering Teaching Excellence](#) (ETE) events aimed at providing professional teaching development opportunities throughout each year. All HEP MPH faculty have attended at least one of these events or other events organized outside of USU every year over the past three years. All are expected to continue participation in such activities over the coming years.

**Program-level Outcomes**

*Use of meaningful rubrics in courses:* Beginning in the 2018-2019 school year, most (80%) of the HEP MPH faculty began implementing meaningful grading rubrics into their courses after a peer review process was completed, particularly when assessing competency-related outcomes. As of the 2021-2022 academic year, 100% of the faculty are now using these rubrics as a way to assess student mastery of the Council for Education for Public Health (CEPH) and program-specific competencies. It is expected that faculty will continue to employ such rubrics over the coming years.

**ERF (PDF copies of website links):**

E3-3 USU Office of Empowering Teaching Excellence.pdf

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

Not applicable

#### E4. Faculty Scholarship

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

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

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

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

Each faculty member at USU (tenure-track, lecturer ranks, or research faculty) are assigned a [Role Statement](#), which specifies the percentage of their faculty role that is associated with teaching, research, extension, and service (as well as Professional Engagement for the lecturer ranks). The percentages specify the evaluative weight that will be given to each activity during consideration for promotion and/or tenure. They are not intended to reflect the time spent on each activity. University policy specifies that a faculty member is expected to demonstrate excellence in their primary role and effectiveness in their other roles. Research faculty in the KHS Department are typically appointed with percentages of 50% research, 45% teaching, 0% extension, and 5% service. Faculty in this example will need to demonstrate excellence in research as well as effectiveness in teaching to receive tenure and promotion. Faculty in the department on teaching role statements typically show 70% teaching, 20% research, 0% extension, and 10% service. Faculty in this example, will need to demonstrate excellence in teaching as well as effectiveness in research to receive tenure and promotion.

Regardless of role statement percentages, all faculty are expected to do high-quality research as noted in their role statements and includes evidence of:

- A steady and consistent record of research or creative endeavors supporting scholarly activity is expected. Any periods of time without significant record of scholarly activity will require explanation. Documentation supporting scholarly activity is described in USU Faculty Code 405.2.2(2) and is generally outlined within the template for presenting promotion and tenure documentation. Commonly recognized documentation includes authorship of peer-reviewed materials (books, book chapters, journal articles); invited authorship of review articles; participation in symposia; intellectual contributions represented by patents, inventions, and other intellectual property; evidence of community engagement in achieving goals for research or creative endeavors; and success in competitions for extramural funding.
- USU expects that the faculty member's program of research or creative endeavors will be of a quality that is sustainable over time. In other words, faculty must demonstrate that they can acquire the resources necessary to sustain a productive program of research or creative endeavors (e.g., external funding, graduate or undergraduate students, travel support).
- Advancement within the field of inquiry owing to faculty's scholarly activity is expected. Peers will judge research or creative works for innovation, scientific rigor, and contribution of new knowledge. One indicator is the reputation and stature of the academic and scientific venues chosen as outlets for faculty's works.
- USU research faculty are expected to achieve a positive professional reputation based on scholarly activity. There should be a focused and coherent theme in the body of faculty's research or creative works that establishes their professional reputation and expertise. They should be

able to clearly articulate this theme, and it should be echoed by their peers when describing their works and expertise.

- USU recognizes and values the unique contributions of faculty from different disciplines in collaborative research and development projects. Faculty must clearly document how their work contributes to the activities of the project (e.g., co-authorship of proposals and articles, peer-reviewed curriculum materials).
- USU expects that over time, faculty members will be major contributors or leaders for published products emerging from research programs, scholarship, and creative activities and the funding by which it is supported.
- USU recognizes that patents documenting scientific discoveries and inventions and rigorously evaluated training curricula and computer software are valid indicators of productivity emerging from faculty's program of research or creative endeavors.

**ERF (PDF copies of website links):**

E3-4 CEHS\_Associate\_Professor\_Research\_Role\_Statement.docx

E3-4 CEHS\_Associate\_Professor\_Teaching\_Role\_Statement.docx

E3-4 CEHS\_Professor\_Research\_Role\_Statement.docx

E3-4 CEHS\_Professor\_Teaching\_Role\_Statement.docx

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

Primary (core) faculty in the KHS Department are provided numerous professional development opportunities for research. For example, all core faculty receive \$1,800/year from the department for professional development activities that may include conference travel to present research. Faculty on research role statements receive generous start-up packages to support the purchase of lab equipment and to fund graduate student assistants who will help with professional development.

All full-time faculty, regardless of role statement percentages, receive the following professional research support and opportunities from the [USU Office of Research](#):

- Grant writing workshops
- USU seed grants
- Proposal review networks
- Proposal Writing Institute
- Grant Forward-data base of funding opportunities

The Emma Eccles Jones College of Education and Human Services (CEHS) provides additional research assistance to college faculty through the CEHS [Office of Research](#):

- Statistical Studio Support that provides
  - Individual statistical consulting
  - Small group trainings
  - Workshops on research related topics
- Data Science and Discovery Unit that provides
  - Survey creation (REDCap or Qualtrics surveys, planning recruitment)
  - Data entry tool set up (for any type of data entry related to research)
  - Data planning (formatting, cleaning, reshaping, merging)
  - Data analysis (ways that data can be analyzed, visualized, and reported)
  - Collaboration on data planning and data analysis for projects or grants
  - Consultation on data wrangling/handling, database creation, and survey planning
  - Set-up of secure databases for archival clinical data
  - Training on the use of various data collection tools (e.g., REDCap, Qualtrics, R, MTurk, Jamovi)
- Proposal Development Unit that provides
  - Proposal assistance

- Budget assistance

**ERF (PDF copies of website links):**

E4-2 USU Office of Research

**3) Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students.**

Although the majority of the HEP MPH faculty members are teaching faculty, many integrate research and scholarly activities and experiences into their instruction. Examples are listed below:

**Example 1:**

**Dr. Julie Gast** (Professor & Director of the HEP MPH) has published extensively on health issues, including the impact of gender, marriage, and social support on health outcomes and decision-making, intuitive eating, disordered eating, and health education interventions—most recently, the prevention of Alzheimer’s disease in middle-aged adults. Her research interests include gender and health, intuitive eating, the health impacts of marriage, disordered eating, and LGBTQ health. In Dr. Gast’s HEP 6550: Qualitative Methods for Public Health course, she adds several of her published qualitative studies as examples for the class as well as for leading discussion posts. She uses her qualitative research projects in which she used public health strategies to recruit particular population groups that are hard to reach in real public health settings.

**Example 2:**

**Dr. Steve Hawks** (Professor) has recently returned full-time to the classroom as a member of the MPH faculty, teaching courses in health administration, health policy, maternal and child health, and global health. His research interests include the nutrition transition in developing countries, intuitive eating, pedagogy in health promotion, body image and self-esteem, and distance learning. Dr. Hawks worked with one HEP MPH student to complete a comprehensive literature review that identifies best practices in teaching online global health foundations courses. A fully developed paper was published in *Pedagogy in Health Promotion* and subsequently became the template for developing the curriculum for HEP 6120: Foundations in Global Health. In addition, the article was featured in the *Curated Special Collection: Online Teaching for Academic Settings*, published by the Society for Public Health Education (April 8, 2020).

**Example 3:**

**Dr. Das Gupta’s** research is centered on analyzing geographic disparities in health and social determinants of health using spatial analytic methods and tools as well as health statistics. In HEP 6450: Research Methods in Population Health, students learn about the role of public health geography (origin, seminal contribution of Dr. John Snow, public health action) and how to interpret spatial data (types, sources, unique properties, and characteristics) using data visualization tools (point vs. area maps, choropleth vs. dot-density vs. bivariate maps). To teach these concepts, she uses map outputs from her published papers and ongoing projects to highlight the importance of spatial analysis in public health decision-making. With this foundational knowledge, students will be able to utilize spatial data, create prevalence maps (of disease clusters, etc.), summarize spatial results, and public health implications.

**4) Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities.**

The HEP MPH program values student’s research involvement for their career success. The program lists each faculty’s research interests in the Student Handbook, posts research opportunities via Canvas, and encourages faculty to develop student opportunities for involvement in faculty research and scholarly activities.

**Example 1:**

**Research opportunity with Dr. Julie Gast**

**Dr. Gast** received a grant funded by the USU School of Graduate Studies (SGS) for a one-year graduate assistantship to be used in the MPH program. Its focus is on researching graduate program recruitment and retention of diverse students. The MPH student who received the assistantship conducted an extensive literature review on best practices, was a co-author on a poster presentation titled “Creating Inclusive Courses for an Online MPH Degree” and based on universal design principles at the Teaching Prevention Conference in 2020, developed student surveys identifying the barriers that underrepresented students face applying to graduate school, and researched best practices for peer-mentoring programs and subsequently developed peer-mentoring training materials.

**Example 2:**

**Research opportunity with Dr. Steve Hawks**

**Dr. Hawks** has been working with a HEP MPH student to conduct qualitative research related to the efficacy of including yoga therapy in clinical settings. The student’s qualitative research skills, developed in Dr. Gast’s Qualitative Methods course, were fully engaged in this project, which included the development of a “yoga research team,” involving three other MPH classmates. The research project was fully developed as the student’s capstone paper (HEP 6850) and has been submitted for publication along with yoga team members as co-authors. Dr. Gast has lent her qualitative research expertise to this research effort as well.

**Example 3:**

**Research opportunity with Dr. Debasree Das Gupta**

**Dr. Das Gupta** has worked with several HEP MPH students in recent years to publish in peer-reviewed journals and present at professional conferences. She strongly believes in collaborating with HEP MPH students by involving them in her research projects as well as mentoring and encouraging dissemination of students’ work to peer-reviewed journals and conferences. This partnership has resulted in three students as co-authors on her manuscripts, seven presentations with students, and two student poster awards at national conferences.

**Example 4:**

**Research opportunity with Dr. Maya Miyairi**

**Dr. Miyairi** was assigned to teach a HEP MPH course in Fall 2021. However, she had already worked with a few HEP MPH students in her research project during the academic year of 2020-2021. Two HEP MPH students assisted her research snapshot writing project about *Eating Disorders and Utah Women* as part of the Utah Women & Leadership Project at USU.

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

All faculty with a research component in their role statement is required to demonstrate excellence or effectiveness to be eligible for advancement. During a faculty member’s probationary period at USU, expectations to perform exceedingly well in all domains of faculty responsibilities (e.g., teaching, research, extension, or service) are high. To be tenured and promoted to Associate Professor, faculty are expected to perform with excellence in the major area of emphasis and with effectiveness in the other domains. Failure to live up to those expectations in any domain is cause for non-renewal. Expectations rise from year to year. That is, as faculty progress in their career and become more proficient at balancing the multiple responsibilities, their productivity and level of excellence should increase.

Faculty receive performance evaluations from their Tenure and Promotion Advisory Committee (TAC) and their DH each year to provide feedback on progress toward tenure and promotion or

advancement. In addition, in the third year of faculty appointment, the university will undertake a more extensive review of the faculty trajectory toward tenure and promotion/advancement.

There is one additional review of faculty performance other than those for tenure-eligible faculty and for promotion. This annual review shall be used for evaluation of faculty for salary adjustments for term appointment renewal, and for post-tenure review of tenured faculty. This process encompasses a five-year span of performance. Such reviews shall, at a minimum, incorporate an analysis of the fulfillment of the role statement. The basic standard for appraisal shall be whether the faculty member under review satisfies conscientiously and with professional competence the duties appropriately associated with his or her position.

- 6) **Select at least three of the measures that are meaningful to the program and demonstrate its success in research and scholarly activities. Provide a target for each measure and data from the last three years in the format of Template E4-1. In addition to at least three from the list that follows, the program may add measures that are significant to its own mission and context.**

The HEP MPH program has selected three measures that are meaningful indicators of program success in research and scholarly activities. Template E4-1 shows the three measures from the last three years.

**Template E4-1**

<b>Outcome Measures for Faculty Research and Scholarly Activities</b>				
<b>Outcome Measure</b>	<b>Target</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Number of students advised who participated in faculty's research and scholarly activities	9	3	12	13
Number of presentations at professional meetings	12	15	16	19
Number of products published in peer-reviewed outlets	9	6	13	9

Note: These numbers do not include one HEP MPH faculty member's data since the director was unable to confirm information before that professor left USU.

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

Not applicable

## **E5. Faculty Extramural Service**

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

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

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

The HEP MPH program adheres to USU's expectations for extramural service. The university service expectations follow:

Service activities are vital to the mission of the program and university; therefore, all core faculty are expected to participate in service. These activities include effective participation in the operation and shared governance of the university, and in the outreach mission of the university. Service activities also include effective participation in organizations related to academic professions. Service represents an important component of a faculty role with the role weights typically between 5% and 10%. The program definitions of service are comparable to the university definitions of external service and may include the following:

- Service to regional or national professional societies and organizations in the field of expertise as evidenced by committee membership and/or holding elected or appointed office;
- Service as a reviewer of manuscripts or editor to a scientific or professional publication;
- Service as a reviewer of grant proposals for an agency or professional organization;
- Service as a consultant to local, regional, national, or international organizations and agencies;
- Service on behalf of the outreach mission of USU through public speaking and/or information dissemination involving professional expertise; and
- Service on local, regional, national or international advisory or governing boards that reflect professional expertise.

#### **ERF (PDF copies of website links):**

E3-4 CEHS\_Associate\_Professor\_Research\_Role\_Statement.docx

E3-4 CEHS\_Associate\_Professor\_Teaching\_Role\_Statement.docx

E3-4 CEHS\_Professor\_Research\_Role\_Statement.docx

E3-4 CEHS\_Professor\_Teaching\_Role\_Statement.docx

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

Service weights are generally low for faculty role statements, so there is less formal support for this domain as compared to teaching and service. Faculty who provide extramural service may use departmental professional development funds to support the service project or position demands. At the university/college level, there are several high-profile service awards that come with money and prestige. For example, the Strong Human Services Award and the Faculty University Service Award are both given each year to recognize and encourage excellence in service to university operations and governance and external service. Finally, promotion and tenure cannot happen unless a faculty member participates in documented service, typically both internally and externally. The KHS Department policy is that the DH will grant one course release per year for significant external service positions, such as serving as editor of a professional

journal or serving as the president of a major national professional organization. Other course releases for exceptional service activities may be negotiated with the DH on a case-by-case basis.

**3) Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students.**

**Example 1:**

**Dr. Julie Gast** (Professor and Program Director of the HEP MPH) served on the American Public Health Association Intersections Steering Committee until her three-year term ended in October 2021. She was the chair of the communications unit of the Utah Public Health Association (UPHA) until her term ended in May 2021. She is a current member of the Bear River Health Department CHIP. In her HEP 6550: Qualitative Methods in Public Health class, Dr. Gast requires student group work with a Community-Based Organization (CBO). The objective is to identify a health-related topic that lends itself to qualitative research and is of interest to and fulfills a need for the CBO. For this project, Dr. Gast integrates her service experiences and connections to help students find CBOs and identify public health topics that those agencies prioritize.

**Example 2:**

As part of his service role, **Dr. Steve Hawks** (Professor) has served as a board member for the SEUHD. He routinely uses real-life situations faced by the local public health department to inform content in two of his courses—HEP 6200: Health Administration, Organizations, and Systems and HEP 6400: Policy, Leadership, and Advocacy in Public Health. For example, budget and resource management decisions faced by SEUHD are used to provide real-life context for lectures and assignments related to resource management in HEP 6200. Employee evaluation exercises conducted by the Board are used to inform lectures and assignments related to public health leadership in HEP 6400.

**Example 3:**

**Dr. Phil Waite** (Associate Professor) has served as a National Safety Council - Emergency Care instructor and Cache Community Health Council member. In his HEP 6800: Health Behavior course, he uses his service experiences as examples in his lecture discussions and activities.

**Example 4:**

**Dr. Maya Miyairi** (Associate Professor) served as a board member for a local suicide prevention coalition. She attends monthly meetings and helps with prevention events. She was also a research fellow for the Utah Women and Leadership Project. She worked on writing a research snapshot featuring *Eating Disorders and Utah Women* with two HEP MPH students. When she taught HEP 6050: Foundations of Public Health she incorporated local suicide data, resource information, and service work products (e.g., research snapshot) into the course, integrating her service experiences into her lecture discussions and activities.

**4) Describe and provide three to five examples of student opportunities for involvement in faculty extramural service.**

Through the HEP MPH's Canvas page, all faculty also announce career, research, and service opportunities for students. Examples of extramural service opportunities available to students by HEP MPH faculty are listed below:

**Example 1:**

**Dr. Julie Gast** (Professor and HEP MPH Director) has worked with the Student Advisory Board (SAB) members to host the National Public Health Week (NPHW) sponsored by American Public Health Association (APHA) in April each year. The SAB has engaged in NPHW activities for several consecutive years. Each year, the SAB holds a counting step contest with the HEP MPH program, providing prizes for the winners. The SAB has also helped advertise the NPHW themes on social media.

**Example 2:**

**Dr. Steve Hawks** (Professor) provides extramural service learning opportunities for HEP MPH students as part of study abroad programs that are offered every other summer. Most recently, students that participated in the 2019 study abroad program in Chiang Mai, Thailand, provided significant extramural service to the Baan Wiang Ping Orphanage. In providing this service, students were able to engage directly with children in educational and recreational settings and interact with orphanage staff. To the extent possible, student papers and projects for the study abroad program were informed by service activities centering around the orphanage. Similar extramural service engagement will be developed as part of future study abroad experiences.

**Example 3:**

**Dr. Maya Miyairi** and her colleagues in the KHS Department received a Year of the Women grant from USU, which allowed them to host four campus wide events to raise awareness for women’s health and wellness in February 2020. HEP MPH students Kerianne Chandler and Sadie Wilde, plus six undergraduate students, helped significantly with event planning and marketing. For the kick-off event on the National Girls and Women in Sports Day, *Dr. Miyairi* invited Dr. Elizabeth Joy, the Medial Director for Community Health, Health Promotion and Wellness, and Food & Nutrition at Intermountain Healthcare to be the keynote speaker. Subsequent events included Brooke Parker, a registered dietician at USU’s Student Health and Wellness Center, Dr. Norma Jean Driscoll, PT, DPT, CSCS, Dr. Sara Boghosian, Clinical Psychologist at Mt. Logan Clinic, and Dr. Stacy Gerberich, Psychology Resident at USU’s Counseling and Psychological Services Center, all of whom spoke about their work to educate USU students and members of the larger community.

- 5) **Select at least three of the indicators that are meaningful to the program and relate to service. Describe the program’s approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the list that follows, the program may add indicators that are significant to its own mission and context.**

Service Indicators	2018-2019*	2019-2020*	2020-2021
Percent of faculty (specify primary instructional or total faculty) participating in extramural service activities	-	-	4/7 57%
Number of community-based service projects	-	-	3/7 42.8%
Faculty promoted on the basis of service	-	-	5/7 71.4%

*\*Data were not initially collected on the faculty survey for these years but is now part of our annual faculty survey. Survey includes adjunct, non-PIF, and PIF faculty.*

All HEP MPH faculty are required to be involved in service as a part of their role statements. This may be internal or external to the university. Adjunct faculty are not required to conduct service for the university. Examples of faculty service reported on the 2021 Faculty Survey include serving as the Communications Unit chair for the UPHA, serving on the Intersectional Council Steering Committee for the American Public Health Association, Health Standards Human

Development Sub-Committee for the Utah Department of Education, and serving as a National Safety Council first aid instructor for the community.

Several HEP MPH faculty have integrated service learning into their courses. For example, HEP 6550: Qualitative Methods for Public Health requires students to partner with a CBO to identify a health-related research question that can be addressed using qualitative methods. Student teams have partnered with local health departments, non-profits, school districts, and health care organizations.

Of the tenure-track HEP MPH faculty who started with the HEP MPH degree program, five have been promoted to either associate or full professor. All full-time faculty seeking tenure and/or promotion must attain a level of effectiveness in service. Typically, these faculty have a service component to their role statement in the range of 5-10%.

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

Service activities are vital to the mission of the university. Therefore, all faculty must meet levels of effectiveness in the service domain of their role statements, even though service is not expected to constitute a major emphasis in the role statement for tenure-eligible faculty. In judging a faculty member's effort in the service domain, USU looks for evidence of effectiveness via their contributions to a variety of significant and meaningful service activities. Examples of service activities include but are not limited to membership in, and leadership of, departmental, college, and university committees and organizations; active participation in regional and national professional organizations as evidenced by committee membership and/or by holding elective or appointive office; consulting activities in local, regional, national, and international organizations and agencies; public speaking and/or information dissemination involving professional expertise; engagement in local communities.

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

**Strengths:**

- Faculty service is part of the university and program culture.

**Weaknesses:**

- The HEP MPH program is a 100% online program, and most of the students have full-time jobs and family members to support while working on their degree. Also, the HEP MPH students are located in different areas of Utah or out of state.

**Plans for Improvement:**

- The HEP MPH program will expand innovative efforts to engage students more fully in service activities.
- Data for service indicators are now added to the faculty survey so consistent data collection will occur moving forward.

## F1. Community Involvement in Program Evaluation and Assessment

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

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

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

### Advisory Board

Constituent input is provided by the HEP MPH Advisory Board (AB). Board members serve a term of three years, and the ten-member board is comprised of alumni (were students at the start of their term) and public health leaders with expertise in a variety of public health fields. The board meets once per semester for an update on activities of the HEP MPH degree program, program outcomes, and the accreditation progress. Formal input is sought prior to meeting through AB surveys that include open-ended questions. The data collected are compiled and used to review and discuss the program's currency and status. This feedback informs the program's current and future curriculum needs. Feedback is sought on student outcomes, curriculum effectiveness, workforce needs and future trends, and program guiding statements.

The Advisory Board is comprised of the following individuals as of September 2021:

Name	Organization	Position	Term
<b>Bradon Bradford</b>	Southeast Utah Health Department	Director/Health Officer	F2020-SP2023
<b>Michelle Chapoose</b>	Ute Indian Red Pine Residential Treatment Center	Licensed Substance Use Disorder Counselor	F2020-SP2023
<b>Gary Edwards</b>	Salt Lake County Health Department	Executive Director (retired)	F2020-SP2023
<b>Sarah Hodson</b>	Bureau of Health Promotion Utah Department of Health	Deputy Director	F2020-SP2023
<b>Calandra Hollie</b>	Utah Navajo Health Systems Behavioral Health Department	Behavioral Health Clerk and HEP MPH alumna	F2020-SP2023
<b>Kristy Jones</b>	Intermountain Health Care	Senior Consultant Mental Well-Being Community Team	F2020-SP2023
<b>Hailey Judd</b>	Cancer Genomics Program Utah Department of Health	Epidemiologist and HEP MPH alumna	F2020-SP2023
<b>Amy Mikkelsen</b>	Utah Department of Health	Primary Prevention Coordinator & Suicide Prevention Coordinator	SP2021-F2024

<b>Caitlin Schneider</b>	United Way of Salt Lake	Partnerships Director	F2020-SP2023
<b>Monica Thunell</b>	Former Hispanic Liaison for Bear River Health Department	Graduate of an online MPH program and undergraduate adjunct faculty	F2020-SP2023

**APE Preceptors**

An additional source of input on program currency are the APE site preceptors. In some cases, APE sites hire HEP MPH students upon graduation. The APE site preceptors are in a unique position to provide feedback on student outcomes, particularly students’ ability to apply program competencies in a real-world setting. As students can start their APE after completing 18 credits, they may not have been exposed to all 27 program competencies. Nonetheless, preceptor feedback on student outcomes and curriculum effectiveness is valued. APE preceptors complete an online survey at the end of the APE for the student they mentored. While a variety of questions are asked on the survey, of note are the questions, “How well prepared is this student to enter the public health workforce?” and “Were students 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?” This information is used for evaluation of program relevance and currency.

**HEP MPH Alumni**

Focus groups and alumni surveys are also used to obtain program feedback on perceptions related to educational outcomes.

- 2) **Describe how the program engages external constituents in regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions.**

**Advisory Board**

We asked all members of the advisory board (AB) to provide input on guiding statements, workforce trends, HEP MPH curriculum, and ways to ensure a diverse and culturally competent public health workforce at the Spring 2021 meeting. The AB members were provided a pre-meeting Qualtrics survey specifically asking about workforce needs, future trends for the workforce, and ideas to recruit a diverse student body. The results were then discussed at the scheduled Zoom meeting. In Fall 2021, the agenda included a review of program outcome data with the board. These data included alumni and student focus group results, student and alumni survey results, mastery learning outcomes, and APE preceptor student evaluation data. Feedback was obtained from the board and ideas were discussed to improve the HEP MPH curriculum as it relates to public health practices. The Spring 2022 AB meeting focused on the HEP MPH curriculum. Again, a Qualtrics survey was provided to the AB prior to the scheduled meeting and asked specifically about the positives of the curriculum as well as the suggestions for improvement. The AB was also asked suggestions for other stakeholders the HEP MPH program should reach out to for further curriculum feedback. At this most recent meeting, the AB felt the program was on target by including social determinates of health, advocacy, policy, leadership, and health communications. The program director shared with the board that a new grant writing course would replace the holistic health course starting spring 2023 and they agreed this was necessary. Other suggestions included modules on program management, health equity, flexible thinking and problem solving, and marketing skills.

### **APE Preceptors**

As part of the APE, completed in HEP 6600, students are required to have site preceptors submit an evaluation of their performance. This is currently being done through a Qualtrics survey that is completed by the site preceptor toward the end of the APE. To promote candid responses, students do not have access to these evaluations. As part of the evaluation, site preceptors are invited to comment on multiple domains of the student's performance, including the following:

- Knowledge and competence
- Communication skills
- Enthusiasm
- Time management skills
- Teamwork and interpersonal skills
- Problem solving skills
- Workforce readiness (including areas for improvement)
- Demonstration of competency mastery
- Overall recommendations for improving the APE

All feedback from the site preceptors is reviewed annually by the Curriculum Committee. APE site preceptors have contributed valuable feedback for improvement of the MPH curriculum, for example, identifying the need for students to “get acquainted with virtual settings, since this is likely going to be a bigger part of the future, even after the pandemic.” Preceptors have also indicated that students need to “build on public speaking skills, adopt a more proactive communication process, and find ways to think through and respond to situations that come up.” In terms of the relevance of the MPH curriculum to current practice and future needs, site preceptors generally indicate that students are “very well prepared for the public health workforce.”

Based on site preceptor feedback, recommendations for improvement of the APE process/experience or other MPH curriculum areas are made to the general MPH Steering Committee during the annual faculty retreat. Recent recommendations to the HEP MPH Steering Committee have included the development of a stronger communication process between site preceptors and students as well as more structure in the development of, and adherence to, project and final product timelines.

- 3) Describe how the program's external partners contribute to the ongoing operations of the program. At a minimum, this discussion should include community engagement in the following:**

**a) Development of the vision, mission, values, goals and evaluation measures**

**Alumni**

Two different ways to invite alumni to fill in the online alumni survey were used: In Fall 2020 and Fall 2021, all alumni were contacted by direct email and through the announcements feature on the HEP MPH Canvas page. The response rate was 86% in Fall 2020 and 93% in Fall 2021 (see survey executive summary in the ERF). The survey asked HEP MPH alumni about their perceptions of the HEP MPH program's guiding statements, including its vision, mission statement, and goals. It is critical for the program to ensure that the program's guiding statements are aligned with and promote students' career success in public health or health-related fields. Results from the recent data collected are below (see Table F1). Overall, current data found that based on their experiences, alumni either “somewhat agreed” or “strongly agreed” with the HEP MPH program's guiding statements.

**Table F1:  
Alumni Perception of the HEP MPH Program Guiding Statements in Fall 2020 (N=6) & Fall 2021 (N=14)**

	2020	2020	2021	2021
	Somewhat agree	Strongly agree	Somewhat agree	Strongly agree
<b>Mission Statement</b>	2 (33%)	4 (67%)	3 (21%)	11 (79%)
<b>Vision</b>	1 (17%)	5 (83%)	5 (36%)	9 (64%)
<b>Goals</b>	3 (50%)	3 (50%)	4 (29%)	10 (71%)

Note: As new questions were added relating to the program guiding statements in the revisions for the alumni survey 2021, all alumni were invited to participate in the Fall 2021 alumni survey.

**Advisory Board**

In addition, the HEP MPH AB was asked to review the program’s guiding statements through a pre-meeting survey and indicate if the HEP MPH vision, mission, goals, and values were appropriate and measurable. The results were discussed at the Spring 2021 board meeting. The Advisory Board came to the consensus that the guiding statements were appropriate for public health in general, and the degree specifically. There was discussion about the focus on underserved communities potentially being too narrow and a need for all communities to be included in the guiding statements. The feedback was reviewed at the Summer 2021 HEP MPH faculty retreat. Taking CEPH and AB feedback under advisement, several of the guiding statements were significantly modified at the faculty retreat to more effectively present the vision, mission, and goals of the program.

**b) Development of the self-study document**

The self-study document was primarily drafted by the HEP MPH faculty with various HEP MPH committees taking the lead on specific self-study sections. The HEP MPH director present important parts of the self-study to the AB for feedback at each meeting. These included:

- Program guiding statements
- Program outcomes
- Workforce and professional development needs and future trends
- Changing practice and research needs in the profession
- Curriculum suggestions

**c) Assessment of changing practice and research needs**

External partners and stakeholders are critical for the HEP MPH program to determine the evolving needs of students and graduates. As the degree program is still new, data from alumni and APE site preceptors are also limited. APE site preceptors are asked each semester to provide feedback and make recommendations for the HEP MPH program to better meet the requirements of changing public health needs in the workplace. Members of the HEP MPH AB are also asked to provide this information via pre-meeting surveys and subsequent board discussions. The issue of changing practice and research needs was discussed at the Spring 2022 AB meeting. Alumni, of course, are a valued source of feedback on changing practices, as discussed below.

As noted earlier, APE site preceptors have given valuable feedback on the need for enhanced communication and public speaking skills among MPH students, especially in virtual settings. Additionally, partners and collaborators involved with the new Public Health Workforce Development Coalition have strongly encouraged greater involvement of USU HEP MPH students in state-level professional associations, including the presentation of student APE or capstone projects at professional meetings. Refinements to the APE and Integrative Learning

Experience (ILE) curricula are being considered and developed in response to this type of feedback.

**d) Assessment of program graduates' ability to perform competencies in an employment setting**

Assessment of program graduates comes from a variety of sources including the AB, employers, and APE site preceptors. An alumni employer survey was emailed to available contacts in May 2021. As noted above, data are also collected each semester from APE site preceptors. Not only are those sites valuable places to gain practical experience, but APE sites often become places of employment for students upon graduation (conversely students may be using current places of employment as APE sites).

**Advisory Board**

As part of the ongoing discussion with the AB about ways to improve the HEP MPH degree, several suggestions have been brought to light concerning how to better prepare graduates and their general strengths and weaknesses. As not all AB members are alumni, APE preceptors, or employers, however, those that do have offered excellent feedback at the AB twice yearly meetings. At the spring 2022 AB meeting board members noted that program management is often a skill recent MPH students lack. In addition, problem-solving and flexible thinking is an area that students could benefit in being exposed to while in the program.

**Alumni Employers**

An employer survey was sent out in May of 2021 to five employers of the seven alumni that responded to a request to provide employer contact information. A total of four employers responded by the due date with two being employers of new hires and two who employ alumni who worked there before graduation. It was planned to do another employer survey in Fall 2021; however, only four students graduated Spring 2021 and the 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/supervisors have enough time to assess graduates' competencies appropriately. Although the graduation pool is currently small, it is estimated that there will be 17 graduates (by Fall 2022) (whose employers can be surveyed) and another nine (by Fall 2023) – see Template B2-1 for anticipated graduation rates. Thus, the plan is to wait until the pool of graduates has increased and that most of them will be employed before employers are contacted for feedback.

Having said this, the employers surveyed agree that HEP MPH graduates are proficient in public health competencies (see table below).

Survey Question	Extremely competent	Somewhat competent	Not relevant to workplace setting
Apply evidence-based approaches to public health practices	3 (75%)	0	1 (25%)
Apply principles of social determinants of health	3 (75%)	0	1 (25%)
Practice program planning & management to promote public health	2 (50%)	0	1 (25%)
Contribute to public policy development & management	3 (75%)	0	1 (25%)
Apply principles of public health leadership	3 (75%)	1 (25%)	0
Use communication strategies for different audiences	3 (75%)	1 (25%)	0
Perform effectively on interprofessional teams	4 (100%)	0	0
Apply systems thinking tools to public health issues	3 (75%)	0	1 (25%)
Use a variety of cultural, racial/ethnic and global perspectives in responding to public health issues	4 (100%)	0	0

Survey results indicate that alumni employers find the HEP MPH graduates extremely competent overall.

When asked if there were competencies and skills the HEP MPH graduate performed above expectation, qualitative responses included:

- “His critical thinking, public evaluation and program development are exceptional.”
- “My hire is exactly what I expected. She is a high performer, self-directed, and has a personality that fits our program.”
- “High emotional intelligence with socially sensitive health care issues.”

When asked if there were any competencies or skills the HEP MPH graduate did not perform well on, only one response was given:

- “I tell all MPH programs we need more people with evaluation skills. It’s very rare to find candidates who understand the importance of evaluation, and how to conduct evaluations, this includes creating a strategic evaluation plan, and individual evaluation plans. The skills to create these two plans are different but supportive.”

Overall, the alumni employers provided feedback indicating that alumni are performing well in their jobs regarding public health competencies. As more students graduate, the program will have more data to effectively determine if changes are needed to better prepare students for the workforce or further education.

### **APE Site Preceptors**

As noted above, a student APE evaluation survey is completed by all APE site preceptors at the end of the APE experience. Open-ended questions are asked concerning the HEP MPH student’s

mastery of the select foundational and concentration competencies the student identified for APE integration and mastery. These data were presented at the 2021 faculty retreat for review and discussion.

When preceptors were asked how well prepared the HEP MPH student was to enter the public health workforce, qualitative responses were as follows (student names removed):

- "...very well prepared for the public health workforce. She takes ownership of projects, provides valuable insight, responds well to feedback, and is a leader on the team."
- "...very well prepared for the public health workforce. He is a knowledgeable and detail-oriented researcher who will provide valuable leadership in the field."
- "I expect STUDENT to excel as she enters the workforce. She exceeded my expectations with her deliverables, and was communicative, professional, and organized with our team and in her work."
- "STUDENT is well prepared. She understands how to properly gather the needed information and resources to make informed decisions and how those decisions affect individuals and systems. She has a positive attitude when given feedback and seeks to improve upon processes to make sure she is efficient and effective in her work. Her presentation of information is appropriate for her audience, and she understands which medium to use for various audiences."
- "STUDENT is extremely ready to take on public health projects. She is well prepared, conscientious, knowledgeable, and friendly."

When asked, "In what ways did the student demonstrate mastery of competencies targeted for the APE," qualitative responses were as follows:

- "STUDENT has demonstrated her mastery of the USU and CEPH competencies through her work on the Body Gratitude Project and Resilient Riders program. She has demonstrated her ability to interpret data, synthesize and communicate information, design and implement programs, and effectively lead teams and initiatives."
- "STUDENT demonstrated mastery of the competencies through the development of the Discover 4-H Curriculum, fact sheet, and by taking the lead on grant applications."
- "Relied on data-driven, research-based methods to approach projects."
- "Process oriented in structure of work."
- "FC9: STUDENT created a policy for a school district or school to use for the implementation of active recess. This demonstrates her understanding of how to write a policy for a specific population that they can easily adopt."
- "FC14: By developing materials to share with partners, stakeholders, and legislators that gives the research-based information about how a sugary drink tax would positively affect the health of specific diverse populations of Utahns, STUDENT is advocating for legislative policy; FC18 and FC19: STUDENT created different communication materials with educational information for different audiences. A video to educate the public, a policy brief to educate a legislator, an infographic to quickly share facts to a partner. FC22: STUDENT understood that an excise tax in Utah has to be state-wide, it cannot be a city or county. So, she approached her work thinking about working with statewide partners for a state tax to bring in tax dollars for the whole state and how that impact would be different to health outcomes and purchase behaviors."
- "STUDENT effectively planned, developed, and created this project on her own."

Preceptors were asked to identify if students were unprepared in any key public health knowledge areas or skill sets. The feedback received from site preceptors to date has been positive in terms of students being able to perform competencies in an employment setting. Below are representative qualitative responses:

- "Not that I observed."
- "None specific to the curriculum — at times I felt STUDENT could benefit from being more agile and able to pivot when things didn't go as planned."

- “I was pleased with STUDENT’s knowledge on her two main projects. One was on a topic I would consider to be emerging, and she came to it with familiarity and easily built from there.”

**4) Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in atleast two of the areas noted in documentation request 3.**

**ERF Location: F1.4 Evidence of community input folder**

Advisory Board folder

Alumni folder

APE Preceptors folder

Graduate Employers folder

**5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)**

**Strengths:**

- Stakeholders have expressed positive convictions about our training of future public health leaders.

**Weaknesses:**

- Sample sizes were small for collecting employer data as there have been few graduates to date. Questions were added to the preceptor survey in Spring 2021, specifically concerning demonstration of competencies of APE students, which resulted in a small sample size due to the recent addition of the question.

**Plans for Improvement:**

- As the program moves forward with a consistent data collection plan and an increase in graduates, the program will have more data on which to base alumni performance and any corresponding curricular improvements.

## **F2. Student Involvement in Community and Professional Service**

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

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

As an online program with students across the state of Utah and beyond, the program primarily uses online means to inform students of high-quality professional and service opportunities. Students are introduced to service, community engagement, and professional development opportunities primarily through announcements in the HEP MPH Canvas Page. New students are added to the program Canvas Page upon acceptance. All HEP MPH faculty have the ability to post announcements and opportunities on the program Canvas Page. Faculty are encouraged to share opportunities in the Canvas course announcements feature of their individual classes and with advisees, as applicable.

Another way opportunities are shared with students is through the HEP MPH Student Facebook group and the HEP MPH Facebook page.

During the HEP MPH new student orientation, the importance of taking advantage of extracurricular opportunities outside of the academic setting to further enhance their professional development is discussed. On the pre-advising survey that students complete prior to an advisement meeting, students are asked to report on their service, community engagement, and professional development activities since their last advisement meeting. This provides another opportunity for faculty to impress upon their advisees the importance of these activities and to further encourage them to take advantage of extracurricular professional development activities while in the HEP MPH program.

Community organizations and local public health agencies regularly contact the program director, Dr. Julie Gast, as well as other faculty, to share upcoming opportunities for students to serve as volunteers, interns, and/or participants for various events and activities. Students are always encouraged to engage in these service activities to gain real-world experiences and knowledge, benefit from professional networking opportunities, and better understand community needs. The HEP MPH Student Advisory Board (SAB) also makes announcements about upcoming service opportunities and motivates students to participate in those activities. Lastly, the HEP MPH program's newsletter highlights students' service-learning and volunteer activities to provide more insights for other students to understand the importance of service-learning opportunities.

#### **ERF (PDF copies of website links):**

F2-1 HEP MPH Student Facebook group.pdf

F2-1 MPH Canvas Announcements.pdf

F2-1 USU HEP MPH Facebook page.pdf

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

**Example 1:**

**HEP MPH Students Presenting at National Conferences**

Students who participated in professional development are encouraged to submit abstracts to present at state and national conferences. Funding from the School of Graduate Studies (SGS), Kinesiology and Health Science (KHS) Department, and HEP MPH program are available for this purpose in the form of travel grants. Faculty members advise the students in creating and submitting abstracts, preparing their posters and/or slides, and assist them in presentation rehearsal if requested. Multiple students have given oral and poster presentations at national conferences. To date, students have presented at the annual meetings of the American Public Health Association (APHA), the Association for Prevention, Teaching, and Research (APTR), and the Utah Chapter of the Society for Public Health Education (USOPHE).

**Association for Prevention, Teaching, and Research (APTR)**

In recent years, six students have presented at the [APTR annual Teaching Prevention Conference](#) on a variety of public health research topics developed in HEP MPH courses:

Allred, C. (2021). Access to and quality of locally structured healthcare for underserved populations in East Africa: An evaluation of Charity Vision International. Poster presentation at the *Association for Prevention, Teaching, and Research annual Teaching Prevention Conference*, Mar 9, virtual.

Daines, S. (2022). Racism, structural bias, and discrimination in healthcare access and quality. *Association for Prevention, Teaching, and Research annual Teaching Prevention Conference*, date TBD, virtual. (This presentation was chosen by conference organizers for both the student poster session and the student oral lightning round.)

Elsmore, E. (2021). Mental health in older LGBTQ+ adults through a life course framework, polyvagal theory, and Covid-19. Poster presentation at the *Association for Prevention, Teaching, and Research annual Teaching Prevention Conference*, Mar 9, virtual.

Hadden, M. (2021). Addressing social determinants of health through city engagement: The role of the “Healthy Utah Community” designation program. Poster presentation at the *Association for Prevention, Teaching, and Research annual Teaching Prevention Conference*, Mar 9, virtual.

Margetts, S. (2020). [Addressing perinatal mortality](#) (2020). Poster and oral presentation at the *Association for Prevention, Teaching, and Research annual Teaching Prevention Conference*, Mar 2-4, San Antonio, TX. (This presentation was chosen by conference organizers for both the student poster session and the student oral lightning round.)

Robinson, S. (2022). Social isolation and depression in older adults during Coronavirus pandemic: A rapid review of the evidence. *Association for Prevention, Teaching, and Research annual Teaching Prevention Conference*, date TBD, virtual. (This presentation was chosen by conference organizers for both the student poster session and the student oral lightning round.)

#### American Public Health Association (APHA)

Smith, S., Chandler, K., Judd, H., Duke, J., & Das Gupta, D. (2019). Building hope: Suicide prevention in construction occupations. Oral presentation at the *147th American Public Health Association Annual Meeting & Expo*, Nov 2-6, Philadelphia, PA.

#### State Conferences and Boards

Allred, C. (2018). Effects of routine family dinner on adolescent nutrition. Oral presentation at the *Annual Meeting of the Utah Chapter of the Society for Public Health Education*. Salt Lake City, UT.

Three students to date have been elected to and served on the board of the Utah Chapter of the Society for Public Health Education (USOPHE) while completing their degree.

#### **Example 2:**

##### **National Public Health Week (NPHW)**

In 2020 and 2021, HEP MPH students participated in NPHW through the APHA. In both 2020 and 2021, the SAB invited faculty and students to participate on their steps challenge team. In 2021, the students held a “Building Bridges for National Public Health Week” event over the student Face Book group. In addition, social media announcements were posted each day of NPHW.

#### **Example 3:**

##### **COVID-19 Service**

Several HEP MPH students were involved in COVID-19-related service and community engagement. They joined the Utah Medical Reserve Corps as volunteers within local health departments, helping with COVID contract tracing as well as staffing testing and vaccination clinics. The Navajo Nation was hit particularly hard with COVID-19 cases, and some students were able to distribute COVID packages to Navajo families. Other students worked with food banks to assist with food distribution to families for COVID-19 relief. Examples of their efforts include the following:

- Gabriel Glissmeyer – Has volunteered as a tester/swabber and health educator with the Salt Lake County Medical Reserve Corps since April 2020 and communicated with the Utah Department of Health on COVID-19 data.
- Morgan Hadden - Volunteered with the Utah Food Bank in Utah County to distribute food to families for COVID relief.
- Kira Swensen – Helped with contact tracing from the beginning of June to the end of August 2020 at the Texas Department of Health and Human Services.
- Madi Shepherd - As part of the COVID CARE Team, she was responsible for coordinating services for Utah State University (USU) students who were in quarantine/isolation due to COVID-19.

#### **Example 4:**

##### **Campus Health Events**

*Dr. Maya Miyairi* and her colleagues in the KHS Department received a Year of the Women grant from USU and hosted four campus-wide events to raise awareness of women’s health and wellness in February 2020. HEP MPH students Kerianne Chandler and Sadie Wilde and six undergraduate students helped significantly with event planning and marketing. As a kick-off event for National Girls and Women in Sports Day, *Dr. Miyairi* invited as keynote speaker *Dr. Elizabeth Joy*, the Medial Director for Community Health, Health Promotion and Wellness, and Food & Nutrition at Intermountain Healthcare. Subsequent events included talks by *Brooke Parker*, a registered dietician at the USU’s Student Health and Wellness Center, *Dr. Norma Jean Driscoll*, PT, DPT, CSCS, *Dr. Sara Boghosian*, Clinical Psychologist at Mt. Logan Clinic, and *Dr. Stacy Gerberich*, Psychology Resident at USU’s Counseling and Psychological Services Center, who presented aspects of their work to educate USU students and members of the larger community.

**ERF (PDF copies of website links):**

F2-2 Poster 25 Camille Allred.pdf

F2-2 Poster 30 Morgan Hadden.pdf

F2-2 Poster 31 Elizabeth Elsmore.pdf

F2-2 Teaching Prevention 2020\_ Addressing Perinatal Mortality Sarah Margetts

F2-2 Teaching Prevention Conference.pdf

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

**Strengths:**

- Despite students' busy schedules, a number of students have participated in various service-learning activities.

**Weaknesses:**

- The current challenge is to record service-learning activities efficiently. Students are asked each time to fill out the Pre-advising Survey before meeting with the faculty advisor. However, the survey was not developed until 2021, so data is limited.

**Plans for Improvement:**

- Pre-advising Survey questions will be more specific so that more detailed information can be gathered from students regarding participation in off-campus professional and community service.
- Faculty have been made aware of the need to ask students to complete the survey.

### **F3. Assessment of the Community's Professional Development Needs**

**The program periodically assesses the professional development needs of individuals currently serving public health functions in its self-defined priority community or communities.**

**1) Define the program's professional community or communities of interest and the rationale for this choice.**

The priority community of interest for the HEP MPH program at USU includes current members of the public health workforce in rural, diverse, and underserved regions of the state. The rationale for focusing on the professional development needs of this professional community includes the following points:

- Consistent with the university's land-grant mission to provide outreach to rural, diverse, and underserved regions of the state;
- Takes advantage of USU's unique infrastructure and strengths in distance delivery of programs/trainings/webinars/courses to rural, underserved areas;
- Aligned with the mission, values, and goals of the HEP MPH program at USU;
- Fully endorsed and supported by the HEP MPH AB;
- Meaningful avenue for elevating the skill set of current practitioners in rural, diverse, and underserved areas;
- An opportunity to expand quality and capacity of public health services in vulnerable communities; and
- An important strategy for improving health outcomes for populations in rural, diverse, and underserved areas throughout the state.

**2) Describe how the program periodically assesses the professional development needs of its priority community or communities, and provide summary results of these assessments. Describe how often assessment occurs. Include the description and summary results in the self-study document, and provide full documentation of the findings in the electronic resource file.**

The HEP MPH program at USU has assessed professional development needs of the priority community through two avenues: telephone interviews with local Health Department Health Officers conducted by a statewide coalition for public health workforce development; and direct input from the HEP MPH AB. Supporting documents for assessments and data collection can be found in the ERF.

#### **Workforce Development Coalition**

USU's HEP MPH program has joined forces with designated faculty from MPH programs at the University of Utah (U of U), Brigham Young University (BYU), and Westminster College to create a statewide Coalition for Public Health Workforce Development (hereafter referred to as the Coalition). The Coalition also has representation from public health practitioners (e.g., Intermountain Healthcare) and state-level public health association leaders (USOPHE and Utah Public Health Association [UPHA]). The Coalition has been meeting on a regular basis since early 2021. In the spring of 2021, an initial assessment of statewide public health workforce development needs was conducted by the Coalition via telephone interviews with Health Officers at local Health Departments (LHDs) throughout the state, with strong representation from rural health departments. Eleven LHD Health Officers participated in the interviews, which included questions specific to these areas:

- Identification of high-priority workforce development focus areas;
- Preferences for training delivery modes (e.g., conference, webinar, in-person); and
- Timing and dissemination strategies for future surveys and assessments related to public health workforce development.

Key focus areas most often mentioned by Health Officers included these:

- Health Promotion and Upstream Interventions;
- Health Administration, Management, and Leadership;
- Health Policy and the Social Determinants of Health; and
- Grant Writing, Budgeting, Health Communication, and Epidemiology

Preferred delivery of workforce development trainings was found to be as follows:

- State-level public health conferences;
- Webinars via Zoom; and
- In-person trainings.

Preferences for reassessing workforce development needs every two to three years were discussed and will involve coordination and dissemination of surveys through the Executive Director of the Utah Association of Local Health Departments.

### **Advisory Board**

The HEP MPH program at USU requests annual input from the HEP MPH AB on perceived workforce development needs that are consistent with guiding documents. Results of the Spring 2021 HEP MPH AB survey included the following findings:

- All current Advisory Board members support the prioritization of training for rural and diverse members of the public health workforce;
- The delivery of training should include online trainings, webinars, case studies, and potential partnerships with USU Extension, the Utah Rural Health Association, and rural hospitals; and
- Training focus areas should include equity and diversity issues.

### **ERF Location: F3.2 Professional development findings folder**

Advisory Board Meeting Minutes 3-12-2021

Coalition meeting minutes emails

Report UPHA ECP Survey 2017

UPHA member survey

Workforce Development Needs Survey Spring 2021

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

#### **Strengths:**

- Activities of the Coalition represent a multi-university, multi-organization effort to assess and respond to workforce development needs in a consistent and coordinated manner that is in alignment with local health department needs and that is delivered collaboratively with public health associations.
- If successful over time, this may be an excellent model for promoting public health workforce development throughout the state—including the HEP MPH program focus on those who work in rural, underserved, or diverse settings.

#### **Weaknesses:**

- The Coalition is new, and the ongoing management and sustainability of Coalition activities needs to become effectively institutionalized—a process that will require time, attention, and significant effort.
- The Coalition is off to a great start, but there is more work to be done to ensure long-term viability.

#### **Plans for Improvement:**

- Steps are being taken to formalize the structure, function, and sustainability of the Coalition.

#### **F4. Delivery of Professional Development Opportunities for the Workforce**

**The program advances public health by addressing the professional development needs of the current public health workforce, broadly defined, based on assessment activities described in Criterion F3. Professional development offerings can be for-credit or not-for-credit and can be one-time or sustained offerings.**

- 1) Describe the program's process for developing and implementing professional development activities for the workforce and ensuring that these activities align with needs identified in Criterion F3.**

As a primary focus of ongoing meeting agendas, the Coalition for Workforce Development (Coalition) works together in the following areas:

- a) Design and develop coordinated trainings that
  - align with LHD needs and public health association priorities;
  - take full advantage of institutional strengths (e.g., faculty expertise); and
  - align with each institution's guiding documents (mission statements, values, goals, etc.);
- b) Identify delivery strategies that
  - are consistent with LHD training preferences; and
  - are compatible with institutional delivery capacities (e.g., online and distance delivery technologies); and
- c) Coordinate training and delivery activities with state-level public health associations (UPHA, USOPHE).

In conjunction with Coalition efforts, the HEP MPH faculty at USU focuses on the development and delivery of professional trainings that have been identified as most relevant for rural, diverse, and underserved areas of the state. Input from the HEP MPH AB that is specific to USU's program is given full consideration in MPH Steering Committee meetings. Plans are made for the design and delivery of training that meshes with Coalition activities while focusing on the priority community of interest for the HEP MPH program.

- 2) Provide two to three examples of education/training activities offered by the program in the last three years in response to community-identified needs. For each activity, include the number of external participants served (ie, individuals who are not faculty or students at the institution that houses the program).**

Two recent trainings were a workforce development webinar on Change Management and a three-session "track" delivered as part of the annual USOPHE conference. Both trainings were offered in conjunction with USOPHE, and both offered the Certified Health Education Specialist (CHES) and Certified in Public Health (CPH) continuing education credits, a priority for the public health workforce in Utah.

##### **Example 1:**

##### **Change Management Webinar, USOPHE Webinar Series, September 2021**

This one-hour webinar was designed to prepare participants to utilize principles of change management theory in providing transformational leadership in turbulent times. The webinar was developed by HEP MPH faculty and delivered in conjunction with USOPHE's webinar series. The content focus was based on input from the Coalition interviews with LHD Health Officers, and learning objectives were tied to Area VII: Leadership Management.

- Lead Institution: USU
- Presenters: Dr. Julie Gast, Dr. Steve Hawks, Isa Perry
- External participants: 52 (85% self-identified as working professionals)

**Example 2:**

**USOPHE Annual Conference Track, November 4, 2021**

This three-session track was collaboratively developed and presented by members of the Coalition in response to content-focus areas outlined by LHD Health Officers and in alignment with the conference theme of “Resiliency in Public Health.”

**Track Theme: COVID-19 as a Springboard for Public Health Resiliency**

**Session 1: Confounding Implications of Covid-19 on Social Determinants of Health**

- Lead Institution: Westminster College
- Presenters: John Contreras, Jade Murray
- External participants: 34

**Session 2: How Has COVID-19 Worsened Health Inequities? “Walking the Walk” in Recognizing and Addressing Utah’s Inequities in Health**

- Lead Institution: BYU
- Presenters: Len Novilla, Grant Sunada, Alisha Redelfs
- External participants: 45

**Session Three: Have You Hugged a Public Health Hero Today?**

- Lead Institutions: USU, U of U, Intermountain Healthcare
- Presenters: Stephanie Stokes, Sharon Talboys, Julie Gast, Steve Hawks
- External participants: 42

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

**Strengths:**

- These trainings represent a concerted effort by all three MPH programs in the state of Utah to work with public health leaders and professional associations to design and deliver coordinated trainings that address identified needs.

**Weaknesses:**

- The Coalition is newly established and has just recently delivered its first workforce development trainings.

**Plans for Improvement:**

- To expand the success of this approach, plans are being made to formalize and institutionalize the activities of the Coalition.

## **G1. Diversity and Cultural Competence**

**Aspects of diversity may include age, country of birth, disability, ethnicity, gender, gender identity, language, national origin, race, historical under-representation, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status. This list is not intended to be exhaustive.**

**Cultural competence, in this criterion's context, refers to competencies for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Requisite competencies include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt to cultural differences, especially as these differences may vary from the program's dominant culture. Reflecting on the public health context, recognizing that cultural differences affect all aspects of health and health systems, cultural competence refers to the competencies for recognizing and adapting to cultural differences and being conscious of these differences in the program's scholarship and/or community engagement.**

- 1) List the program's self-defined, priority under-represented populations; explain why these groups are of particular interest and importance to the program; and describe the process used to define the priority population(s). These populations must include both faculty and students and may include staff, if appropriate. Populations may differ among these groups.**

The HEP MPH program's priority populations are noted in B5 and are as follows:

- Students living in rural areas as defined as living in a county with less than 50K residents;
- Non-traditional students defined as 25 years of age or older; and
- Racially diverse students and public health faculty as defined as non-white

The mission of Utah State University (USU) is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement. The HEP MPH program identified priority populations based on USU's land-grant mission. As an online degree program, it is uniquely qualified to meet the needs of diverse learners.

### **Students living in rural areas**

Because of the university's statewide campus system, there are eight statewide campuses (SWC) and 23 statewide education centers throughout the state of Utah, in addition to the main campus in Logan, Utah. The majority of USU's campuses are in rural areas, where many rural and non-traditional students seek educational opportunities. Since the HEP MPH is the only 100% online program seeking the CEPH accreditation in Utah, students living in rural areas can obtain an MPH degree without relocating or changing jobs. Many local county health departments and public health agencies are in rural areas without easy access to higher education. Often, those public health educators are encouraged to obtain higher education degrees. However, there is usually not a master's level public health program nearby. In rural areas, it can be especially difficult to find highly trained workers; professionals working in public health often lack public health degrees. In addition, rural students tend to stay in rural communities, increasing the chances of having a highly qualified workforce in these underserved areas once those students obtain a higher degree. These professionals are more likely to be classified as non-traditional students as well.

### **Non-traditional students**

The online program option provides more flexible learning opportunities for non-traditional students, including working parents or stay-at-home caregivers. Providing high-quality, graduate-level public health degrees to nontraditional Utahns living and studying in rural areas not only benefits those students but will result in numerous benefits for other students as well. First,

urban and suburban Utah students will gain unique perspectives from their rural counterparts about rural Utah health disparities. Additionally, having a more diverse student body will help all students better prepare to be more culturally competent in their future public health career settings.

**Ethnically diverse students & public health faculty**

The HEP MPH program recognizes the critical need of having diverse students and faculty to sustain high-quality graduate-level public health education. To encourage a more diverse population to apply for the program, it is imperative to have diverse faculty members. Though there is always room to improve, the program already has a high female-to-male faculty ratio (four full-time female faculty, three full-time male faculty, two female adjunct faculty) and two foreign-born, non-white individuals. Due to Utah’s demographics, it is often challenging to recruit both diverse students and diverse faculty. However, in the HEP MPH program’s marketing and recruitment materials, it is clearly indicated that having diverse students is a top priority for the new MPH program to help close the educational gap in Utah’s diverse communities. It is also critical to have a diverse public health workforce, which this program aims to promote.

**2) List the program’s specific goals for increasing the representation and supporting the persistence (if applicable) and ongoing success of the specific populations defined in documentation request 1.**

The HEP MPH program has developed the program’s goals for increasing representation, and supporting the persistence and ongoing success, of specific populations defined in the previous section B5.

Program Goal 1: Provide access to public health education to underserved populations

- Objective 1: Retain a non-traditional student body
- Objective 2: Increase the proportion of students living in rural areas
- Objective 3: Increase the proportion of racially and ethnically diverse students
- Objective 4: Retain and recruit a diverse public health faculty

**3) List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include collection and/or analysis of program-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.**

Target	Actions and Strategies
Enroll students from underserved populations as defined as rural, non-traditional, and people of color	<ul style="list-style-type: none"> <li>• Evaluate enrollment targets (H4) annually</li> <li>• Evaluate retention efforts for targeted students (e.g., peer mentoring, career advisement, etc.)</li> </ul>
Recruit underserved students through attendance at state public health conferences and other recruitment events	<ul style="list-style-type: none"> <li>• Evaluate recruitment efforts as they align with priority populations</li> <li>• Solicit ideas from stakeholders such as the HEP MPH Advisory Board (AB) for effective recruitment strategies</li> </ul>
Develop and utilize marketing plans that target underserved and priority applicants	<ul style="list-style-type: none"> <li>• Evaluate marketing data and efforts for reach</li> <li>• Review marketing materials and goals to reach priority populations</li> </ul>
Create and maintain a culturally competent environment to support student success	<ul style="list-style-type: none"> <li>• Office of Equity will provide equity and bias training to new students</li> <li>• Office of Equity will provide faculty training on equity and bias annually</li> <li>• Review student climate data for areas needing improvement</li> </ul>

Retain and recruit a diverse public health faculty	<ul style="list-style-type: none"> <li>• Work with Human Resources to ensure an equitable search through training of search committee members</li> <li>• Advertise faculty searches in outlets focused on recruitment of underrepresented applicants</li> <li>• Review climate data from faculty for areas needing improvement</li> <li>• Reach out to professional networks to encourage a diverse pool of applicants</li> </ul>
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Additional actions and strategies for Goal 1:

**Marketing to underrepresented students**

The program director works with a USU Online marketing team to develop marketing strategies for the program’s target student body (see H4). The marketing reports for years 2016-2021 indicate that this targeted campaign is effective. The HEP MPH ranks 15th among all master’s degrees offered at USU, but 12th for rural Utah markets out of the top 20 graduate degrees. Enrollments have been steadily increasing in rural areas since the start of the degree in 2017. The marketing data also show that the majority of the HEP MPH students are 25 years or older, thus meeting the target for recruiting non-traditional students. Based on enrollment data, the program is having some success in recruiting rural students and students of color, in particular students who identify as Native American and Hispanic.

**University and KHS efforts**

USU has acted in a variety of ways to improve the university’s climate related to equity and diversity. USU’s current president prioritizes diversity and inclusion and has led efforts to create the [Latinx Cultural Center](#); develop and expand the annual [Inclusive Excellence Symposium](#); expand staffing, funds, and gathering space for the [USU Inclusion Center](#); create the [Center for Intersectional Gender Studies and Research](#); double the staffing of the [Office of Equity](#); facilitate a new community-campus partnership in the annual Community Diversity Dinner; and expand the impact of the [Aggies Think, Care, Act Initiative](#).

The Department of Kinesiology and Health Science (KHS) has formed its own diversity and inclusion working group to improve the department’s climate and advance the HEP MPH program’s goals. The group has brainstormed what priorities to set to make significant improvements in advancing diversity and inclusion in the KHS Department. As a first step, the working group will form the department’s diversity and inclusion mission statement, goals, and vision. The working group will continue discussions, including student recruitment, faculty hiring, and curriculum development, that include diverse voices. In addition, all USU faculty must have completed Title IX training as well as the Respectful Workplace training by October 2021.

**ERF (PDF copies of website links):**

- G1-3 USU Latinx Cultural center website.pdf
- G1-3 USU Inclusion Excellence Symposium.pdf
- G1-3 USU Inclusion Center.pdf
- G1-3 USU Center for Intersectional Gender Studies and Research.pdf
- G1-3 USU Office of Equity.pdf
- G1-3 USU Community Diversity Dinner.pdf
- G1-3 USU Aggies Think Care Act Initiative.pdf

**Diversity and Retention Assistantship**

The HEP MPH program director, Dr. Julie Gast, and a HEP MPH faculty member, *Dr. Maya Miyairi*, received funding from the School of Graduate Studies (SGS) through a competitive internal process to establish a diversity assistantship to promote diversity among students applying to the program and retention of diverse students in the HEP MPH program during the academic year of 2019-2020. The funding allowed the program to hire a HEP MPH student as a

20-hour per week graduate assistant (GA) who helped advance the HEP MPH program goals in these areas. The GA was able to complete many tasks associated with recruitment and retention. These included the development of a peer mentoring program, a universal design review of HEP MPH courses, a literature review on best practices to recruit diverse students, administration of a survey and focus groups with both undergraduate and graduate students related to diversity, development of marketing materials for Native American applicants, and the creation of a diversity and inclusion officer on the Student Advisory Board (SAB).

### **Advisory Board Feedback and Discussion**

In Spring 2021, the HEP MPH faculty solicited input on program and workforce diversity strategies from the Advisory Board (AB). Specifically, the AB was asked, “A key mission and goal of the HEP MPH is to create a diverse and culturally competent public health workforce. To this end, do you have suggestions for us on how best to do this?” The pre-meeting AB survey included these summarized responses:

- Have students operate in the real world.
- Reach out to tribal governments and recruit community health workers.
- Make a concentrated effort to recruit and attract a diverse student population.
- Learn how to work in diverse groups and coalitions.
- Focus on racism as a public health issue.
- Openly address equity, racism, diversity, and inclusion.
- Hire diverse staff and locate internships that provide diverse opportunities.
- Identify possible program scholarships to diverse community workers.

**4) List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.**

The HEP MPH faculty are committed to providing culturally competent teaching content, materials, and experiences so that students in the HEP MPH program become more culturally competent and humble as public health educators. In each course, the HEP MPH faculty are encouraged to address health equity, health disparities, and social justice issues (e.g., LGBTQA+ rights) and discuss cultural competency and cultural humility concepts after exposing students to relevant course readings/videos, discussion boards, and written assignments as appropriate for their courses. Courses may include examples of various data and illustrate health disparities in different geographic areas (e.g., by countries, states, counties, and zip codes). Often, the HEP MPH students act as resource persons to educate each other in online discussions. For example, students living in rural areas share their perspectives as representative members of their communities. Non-traditional students also share their real-life experiences, which often lead to more in-depth discussions. Furthermore, four HEP MPH faculty members actively engage in global study abroad, international/cross-cultural study projects, and gender-related health research projects (e.g., LGBTQA+ health, women’s health, etc.). Therefore, students in the HEP MPH program are regularly exposed to various examples and scenarios that fully consider health equity, health disparities, and social justice issues at local, national, and international levels.

In response to faculty and student feedback on the climate of the program (see G1.6), starting Fall 2021, the new student orientation includes equity and diversity training as part of its agenda. The 60-minute training covers implicit bias and is conducted by the USU Office of Equity. This training has been adopted as a permanent part of the new student orientation.

All USU faculty were required to attend Title IX training on mandatory reporting in the case of sexual misconduct and sexual discrimination in Spring 2021 and again in Fall 2021. In October 2021, HEP MPH faculty were provided an additional 60-minute training from the USU Office of

Equity that outlined steps for recognizing and addressing implicit bias. Part-time faculty were also in attendance. Annual training on equity issues is now planned for faculty.

**5) Provide quantitative and qualitative data that document the program’s approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1.**

**Focus Group Data**

On two separate occasions, focus groups were held with both current students and alumni. Comments to the question “What do you feel are the successes/challenges with the HEP MPH program’s approach to increasing representation and the ongoing success of our priority population (i.e., students of 25+ years, rural students, non-white students)?” follow:

**Current students**

- “A lot is being done behind the scenes to make sure that it’s inclusive.
- I feel like we have a little bit more of a diverse cohort this year than we did last year (2020 vs. 2019).”
- “Online format offers more flexibility for rural students and those 25 years or older who may already be in the workforce or be stay-at-home parents wishing to improve their career path yet unable to access a traditional in-person program due to location availability or time availability.”
- “Challenge seen with cost of attending (any) grad school – more scholarship opportunities would prove helpful.”

**Alumni**

- “I saw a huge shift of improvement toward more supportiveness. “
- “I saw the influx of diverse students.”
- “I continue to see increasing diversity.”
- “I feel like everything is socially and culturally appropriate but maybe that’s just because it was tailored toward our culture and our norms and our race and ethnicity.”

**Survey Data**

The recent data below illustrate successes and challenges in meeting the needs of identified populations and underrepresented communities. The HEP MPH program clearly met or exceeded its target of recruiting and maintaining non-traditional students and students of color. Rural locations of students’ residence are not collected as separate data points by USU; however, these data are specifically collected by the HEP MPH program to ensure on of its program targets can be fulfilled (see H4). The qualitative and quantitative data confirm that the HEP MPH program is reaching underserved students and that recruitment and retention efforts are effective. Students and alumni are acknowledging positive efforts as well.

<b>Outcome Measure</b>	<b>Target</b>	<b>Fall 2020: Program % (University %)</b>	<b>Fall 2021: Program % **</b>
<b>Non-Traditional Students (25 and older)</b>	Surpassing USU totals	76.5% (22.2%)	85%
<b>Students living in rural counties</b>	10%	21% (N/A) *	32%
<b>Students of color</b>	Surpassing USU totals	20.6% (8.1%)	16%

\*Data not collected by USU

\*\* No available university data for Fall 2021

### **Faculty Data**

The current and past faculty in the HEP MPH program reflect the populations identified as underserved as indicated below.

<b>Outcome Measure</b>	<b>Fall 2020 N (%)</b>	<b>Fall 2021 N (%)</b>
<b>Faculty living in rural counties</b>	1 (13%)	1 (14%)
<b>Faculty of color</b>	2 (25%)	2 (29%)

## **6) Provide student and faculty (and staff, if applicable) perceptions of the program's climate regarding diversity and cultural competence.**

### **Survey Data**

The Student Feedback Survey includes questions to assess student perceptions of the program's climate regarding diversity and cultural competence. Both data sets, from Fall 2020 (89% response rate) and Fall 2021, indicated that 97% expressed positive perceptions of the program's climate (67% very satisfied, 30% satisfied for Fall 2020; 63% very satisfied, 34% satisfied for Fall 2021). One student (3%) in both Fall 2020 and Fall 2021 surveys reported being dissatisfied with the program's climate.

In Fall 2020 and Fall 2021, no students reported discrimination against them in the HEP MPH program. Fall 2020 survey data revealed that 94% of the students strongly or somewhat agreed that the HEP MPH program creates and maintains a culturally competent environment to support student success.

### **Focus Group Data**

The student and alumni focus groups were asked, "What is your perception of the HEP MPH program climate – regarding diversity and cultural competence?"

Three students (8% response rate) participated in a focus group Fall 2020. Here are selected comments from the focus group regarding the program's climate:

- "I definitely know that it's at the forefront of all of the faculty's minds."
- "I've always gotten the sense that it matters a lot to the faculty."
- "I'm really glad to say at the end of the program, I'm —or at least I make an attempt to be— more conscious of being inclusive than I was before."

Seven students (14% response rate) participated in a focus group Fall 2021. Most were overall happy with the perceived program climate. Here are selected comments from the focus group regarding the program's climate:

- "While this is an online program obviously anyone can come from anywhere, the fact of the matter is it is located in Utah, which you know is demographically a very white state."
- "I always felt from faculty [the] strong desire to be inclusive...it always felt like that was a priority for them."
- "One thing about an online format is that you maybe don't recognize diversity as much just because you aren't interacting as closely with classmates [face to face]. That being said, there have been mentions of different cultural views on public health and I think that that's been one way the program has been culturally competent."
- "I think that our program is fairly diverse...we have students from the reservation, we have students of color, [and] we have non-traditional students making up the program."
- "I think it's done a good job of me having to learn more about cultural competence and it will I should say, improve my own cultural competence."
- "Social determinates of health [and holistic health] was hit on and talked about a lot in our classes."

- One student disagreed, stating, “The diversity is definitely low and I think cultural competency is also pretty low...but I think it’s kind of expected in Utah.”

**Faculty Survey**

The HEP MPH Faculty completes an anonymous climate survey every year, which is separate from the Faculty Survey in order to maintain anonymity. Nine faculty (seven full-time, two adjunct) in Spring 2021 and six faculty (five full-time, one adjunct) members in Fall 2021 completed the climate survey. In Spring 2021, 85.7% (71.4% very satisfied, 14.3% satisfied) expressed positive perceptions of the program’s climate regarding diversity and cultural competence. One faculty member (14.3%) was dissatisfied with the program’s climate. Fall 2021 data showed all faculty (100%) were either very satisfied (83%) or satisfied (17%) with the overall program climate.

In response to an open-ended question, HEP MPH faculty members described their perceptions of the program’s climate. Selected examples include the following answers:

- “Although there is always room to improve further, we are making good strides/progress toward realizing an inclusive program (for example, diversity/cultural experiences as a component rubric in reviewing and selecting HEP MPH applicants).”
- “The program works hard to be inclusive. We have added both student and faculty implicit bias training as part of the program, and I think that will be a great tool.”
- “We have been very successful in attracting a surprisingly diverse student body, and every effort is being made to create an inclusive environment that encompasses all students.”
- “The USU HEP MPH faculty are very welcoming and supportive of all students regardless of background. They make a point of addressing the needs and concerns of students from underserved populations.”
- “For a new MPH program, I think we have diverse faculty and students. The program director has created a safe learning environment and recruited more diverse faculty and students.”

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

**Strengths:**

- Overall, the recent survey data showed that most students, and all faculty members, in the HEP MPH program have a positive view of the program’s climate.
- Most participants in the focus groups (students and alumni) stated that, in their opinion, the program (and faculty) made diversity and cultural competence a priority.

**Weaknesses:**

- One student (of the seven students who participated in the most recent focus group) evaluated the diversity and cultural competency as low, stating they thought it was “kind of expected in Utah, unfortunately” and not directly due to actions by the faculty or program but rather living in a state that does not seem to value diversity.

**Plans for Improvement:**

- Faculty members in the program will continue to provide support to other faculty members and attend diversity and inclusion trainings hosted by USU or other organizations in public health fields.
- The program has now included equity and diversity training and implicit bias training for both students and faculty. Attendance at these trainings will be required every year.



## H1. Academic Advising

The program provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment, to advisors who are actively engaged and knowledgeable about the program's curricula and about specific courses and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and supporting those who may experience difficulty in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.

**1) Describe the program's academic advising services. If services differ by degree and/or concentration, a description should be provided for each public health degree offering.**

Academic advising is provided by the HEP MPH faculty as well as the Kinesiology and Health Science (KHS) Graduate Program Coordinator (GPC). Once admitted into the program, each student is assigned a faculty advisor. The faculty advisor meets with advisees a minimum of one time each semester but more often when requested by the student. All HEP MPH faculty who are assigned advisees are familiar with the program requirements, deadlines, forms in need of submission, and course offerings. Degree Works is USU's degree-audit tool where faculty and/or students can create a semester-by-semester graduation plan and track progress toward degree completion. Faculty advisors use this tool regularly when meeting with advisees.

Description of the role of the faculty academic advisor:

- Develop the student's Program of Study for degree completion in collaboration with the student
- Serve as the student's Graduate Committee chair; approve School of Graduate Studies (SGS) forms
- Assist in locating and approving the student's Applied Practice Experience (APE) site
- Review the APE contract prior to enrolling in HEP 6600
- Assist students who are placed on academic probation
- Review student's Integrative Learning Experience (ILE) plan prior to registering for HEP 6850
- Provide general support as needed
- Advise on courses to take each semester
- Monitor progress toward degree completion and grade point average (GPA)
- Review Degree Works platform with students
- Refer student to USU resources
- Remind student of SGS deadlines
- Ensure student completes HEP 6020 pre-test
- Aid with student concerns

As noted above, the GPC also advises students specifically in regards to the requirements of the SGS. The role of the department GPC is to use knowledge of graduate student and department policies and procedures to effectively support KHS graduate students and program faculty and act as the liaison with the SGS. Roles and functions of the GPC include the following:

- Acts as the department liaison with SGS and maintains a complete knowledge of policies. Notifies department of changes or issues and works cooperatively with faculty to resolve issues.
- Reviews graduate program applications in university application software. Contacts applicants with missing information. Distributes completed applications to faculty and coordinates faculty decisions on applications and process through the system.
- Communicates and assists with recruiting initiatives and events.
- Provides friendly and knowledgeable first contact with interested students. Timely and accurately responds to student questions and directs students to correct resources, including helping to connect applicants with faculty and initiate contact.
- Organizes and assists with graduate student orientation.

- Maintains up-to-date and accurate database of admitted students through their entire program of study. Helps to answer questions and makes sure that forms are approved and in place for each student. Maintains accurate listings of completed students and letters of completion.
- Maintains the confidentiality of student records.
- Meets with students to help answer questions and connect them with resources.
- Professionally corresponds with students, providing information and reminders of policies, registration, and graduation. Assists students with registration and department policies and procedures, as needed.

Feedback was received from students during focus groups that they would like to better understand the role of their advisor. In response, an addition to the Student Handbook was created in Fall 2021 to cover the role of the advisor in more detail. This section was reviewed during the 2021 new student orientation. In addition, students suggested that a program road map be developed that provides guidance, lists action items for the degree, and highlights deadlines associated with those actions. The fully developed roadmap is now located within the Student Handbook as well and is also reviewed during the new student orientation.

**2) Explain how advisors are selected and oriented to their roles and responsibilities.**

Faculty are assigned incoming students on a rotating basis. Generally, faculty that are tenured may expect more advisees than faculty who are going through the tenure process. Senior faculty Dr. Gast and Dr. Hawks maintain the highest advisement load. During HEP MPH monthly meetings, faculty discuss any advisement updates, reminders of course offerings, deadlines, and upcoming trainings, as needed. The GPC also provides updates to any changes and/or pertinent information from the SGS. For example, a Degree Works training was held recently for HEP MPH faculty as this is now the primary tool used when meeting with students for advisement, and for development of students' Program of Study (POS), which must be submitted to the SGS prior to graduation. Degree Works training materials are kept in Box, where faculty advisors can access them at any time.

When a new faculty member is hired, the MPH director informs them of their advising duties and reviews the Student Handbook with them, in particular the program roadmap and advising duties sections, and also provides an overview of the functionality of the Degree Works advising tool.

**3) Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide additional guidance to students.**

**ERF Location: H1.3 Sample of advertising materials folder**

Degree Works training materials links

Degree Works Dashboard example

Faculty Advising Manual 2021

GPC Role for MPH

Handbook 2021-2022

HEP 6850 Career Development Overview

HEP MPH Program Road Map 2021

Pre-advising Report data

Pre-advising Report Questions

Suggested Sequence of Courses 2020-2021

**4) Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable.**

Prior to data collection via student surveys and student focus groups, faculty and the MPH program gathered student feedback indirectly concerning advisement through (1) the Student Advisory Board (SAB) (2) during faculty meetings, and (3) through faculty advising sessions. The first process involved the SAB setting up a Gmail account for students to share feedback with the SAB on any issue, including advisement satisfaction, with the option of anonymity. The SAB then reported to the faculty during monthly meetings. Since the start of the program in 2016, there has typically been an agenda item related to student advising to ensure faculty are meeting with their advisees routinely, know registration-related deadlines and share those with students, and are aware of each semester's course offerings. Students are also asked to complete a pre-advisement survey to ensure that both the student and faculty member are better prepared for the advisement meeting so it provides the best experience for the student. The MPH program realized that these processes for advising satisfaction needed to be more formal and robust; hence a student survey (through Qualtrics) and a student focus group were set up in Fall 2020 and have been used annually since.

Student satisfaction for academic advising is primarily assessed through the Student Feedback Survey. The first-round survey polled HEP MPH students who started the HEP MPH program in 2018 (N=6). Therefore, the following data reflect the level of student satisfaction with academic advising in the past three years.

The first-round survey data were collected in Fall 2020, when 38 students were enrolled in the HEP MPH program. Of these, 31 HEP MPH students answered the question (82% response rate) and expressed a high level of satisfaction (77.4% Strongly agreed, 22.6% somewhat agree) about their academic advising experience.

After the first-round survey, current HEP MPH students were also asked to participate in a focus group. Although the response rate (N = 3, 8%) of the focus group for the first-round data collection was low, students in the focus group expressed positive experience with the HEP MPH faculty advisors. The following are some examples of their responses:

- "Faculty stepped into that mentoring role for me, because all of the really good opportunities I've had, they were actually kind of initiated by faculty reaching out to me specifically."
- "I think faculty taking the opportunity to reach out to them specifically and just let them know that an opportunity is available."
- "I really appreciate my graduate mentor has reached out to me a lot. Just follow up and be like, hey, how's your APE doing? Let's have a meeting about it. Or, you know, so again, I say they're very available, very helpful. But maybe being a little bit more aware of all that they're able to help us with would be great."
- "Very available, and she's been very thoughtful of my circumstances because often times when I meet with her, I'm home with my kids, which is not super professional, but it's just how my life is right now. And she's really pushed me to reach for a high bar, so I appreciate that."

The second-round survey data were collected in Fall 2021, and there were 51 students enrolled in the HEP MPH program. Of these, 30 HEP MPH students answered the question (59% response rate) and expressed a high level of satisfaction (70% Strongly agreed, 27% somewhat agree) about their academic advising experience. One student (3%) disagreed on the question asking the quality of academic advising from a faculty advisor.

The second-round student focus group received 7 participants, an increase from the previous year. Comments were similar, showing satisfaction with their academic advising, in particular the availability and quick response time that faculty showed. The followings are some examples of their responses:

- “I’m very satisfied my advisor just kind of lets me do my thing and just kind of checks in with me once a semester and that’s exactly how I like it.”
- “I feel like my advisor also is fantastic, she definitely had to have like an on/off approach and ‘you’re like an adult you can handle this stuff, if you need somebody then contact me.’ But I think she’s also really good in that she’ll send me like research articles that have been recently published in my field - keeping me in the loop of research things going on, so I really appreciate them as she knows me really well.”
  - “Great quality no concerns and definitely available whenever I need.”

**5) Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.**

A new student orientation is held each fall with all new students invited and all HEP MPH faculty participating along with other invited guests. Initially these were located on the Logan campus in August. Due to COVID-19, new student orientations have been held virtually over Zoom. This virtual orientation format may continue, as students are located throughout Utah and beyond. The fall orientation takes place on a Saturday in August before the start of the fall semester. In spring 2021, there was a large number of students accepted into the degree (N=10). Accordingly, an additional abbreviated virtual orientation was held for these students with the program director and the program assistant. This was a three-hour event that took place on a Saturday in January prior to the start of the spring semester. In years past, the director has meet with each incoming spring semester student individually to orient them to the program. The orientation is voluntary, but students are strongly encouraged to attend.

The orientation includes an introduction of students, the department head, faculty, and staff. Students are reminded of their assigned faculty advisor and there is time to meet with their advisor at the end of the day. The GPC also covers her role and expectations of students, as well as mandatory forms needed for the SGS. Members of the SAB discuss the role of the SAB, recruit for leadership positions, introduce the peer mentoring program, provide strategies for being successful in the program, highlight social media pages geared toward students, give guidance on how to reach the SAB with any program concerns or program recommendations, and showcase professional development opportunities. Faculty are assigned to present on topics such as the accreditation process, and the program’s guiding statements. Faculty also provide an overview of research opportunities and USU Extension opportunities that may be of interest to students. Faculty introduce the APE and ILE expectations, as well as the study abroad experience offered every other summer. Several required non-curricular assignments are presented to the students (e.g. plagiarism certification; IRB training; biostatistics pre-test). The director informs students about travel and research funding opportunities. Online course protocols, expectations of students, and academic integrity requirements are reviewed. A detailed overview of what students should expect from faculty is also provided. The program coordinator informs students of the role of the ePortfolio, which students will develop over the course of the program. Starting fall 2021, bias training was provided by the USU Office of Equity for students. If a student is unable to attend, they are asked to review the recording of the training prior to the start of the semester. Finally, students are informed about various resources available to them as part of being a student at USU. These include library and research services, mental health services, USU Career Design Center, Disability Resource Center, IT Help Desk, online tutoring, Canvas assistance, and the Inclusion Center.

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

**Strengths:**

- Students are highly satisfied with their student advising experience.

**Weaknesses:**

- Formal data collection related to advising satisfaction started late in the program though it was informally assessed early on.

**Plans for Improvement:**

- A data plan has been put into place to collect feedback consistently and regularly.

## H2. Career Advising

The program provides accessible and supportive career advising services for students. Each student, including those who may be currently employed, has access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to his or her professional development needs and can provide appropriate career placement advice. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The program provides such resources for both currently enrolled students and alumni. The program may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

- 1) Describe the program's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs.

### Alumni Webinar

A webinar on career development opportunities while in the HEP MPH and beyond was held September 2021. Three HEP MPH alumni were invited to speak about 1) using Proctorio, the ePortfolio platform required for the degree, and the APE as career advancement tools, 2) strategically picking an APE site and topic that may lead to a professional position, and 3) issues to consider when applying to PhD programs. The SAB leadership confirmed these were topics of high interest for current HEP MPH students. The webinar was held over Zoom in the evening so as to give more students the chance to attend. It was also taped and posted on the program's YouTube channel for students who were unable to attend live. A total of three students attended live.

### USU Career Design Center

All USU students and alumni have access to [USU Career Design Center](#) (formerly Career Services). Each USU college is assigned a career coach for their students and alumni to provide one-on-one career counseling in person and through virtual meetings. Staff are available for class presentations if requested. Career Design Center also hosts the Aggie Handshake platform to assist students in locating practicums and employment. [Career fairs](#) are also held multiple times a year. Online resources are available for USU students and alumni. These include the [Online Media Learning Hub](#), which posts a career blog, how-to videos, and the weekly USU Career Studio Podcast. The Career Design Center provides information on résumé and cover letter writing, interviewing, job searching, networking, and salary negotiations, among other skill development areas. [USU Career Design Center — Internship & Employment](#) offers students access to Stand Out, which is an interview prep tool, as well as Career Shift, a job-hunting tool.

### APE Preceptors

In HEP 6600: Practicum in Health Promotion, students must complete a final paper for their APE. One section of the paper deals with career development and includes the following requirements:

- Outline a strategy for using the APE as a foundation for furthering a career in public health
  - The value of professional networks developed during the APE
  - Future career possibilities that may have been opened due to the APE
  - Impact of leadership and mentoring styles of site preceptor

### **HEP 6850: Capstone in Public Health Course**

In relation to career development, students complete a module in HEP 6850: Capstone in Public Health titled “Module 1: Professional Connections and Career Development.” The Module has three Units:

- Unit 1: Engaging with the Profession
- Unit 2: Professional Credentialing
- Unit 3: Networking and Job Seeking Skills

Each unit has a written assignment. For Unit 3, students must fulfill the following tasks:

- Develop a strong LinkedIn account that follows recommendations for creating a “killer” LinkedIn account;
- Draft a professional, engaging cover letter designed to land an interview; and
- Design a well-crafted résumé and incorporate it into the student’s LinkedIn account.

While not required, students are referred to and strongly encouraged to use employment support options, such as [Career Tutorials](#) and [Career Guides](#), which are provided by USU Career Design Center to complete the above assignments. Furthermore, students are encouraged to schedule an appointment with a [USU Career Coach](#)—especially if they are actively looking for employment after they graduate with their MPH.

### **Examples of APE-Related Career Advancement Outcomes**

- Based on the final products she developed during her APE, Sierra Giles was able to turn her APE internship into a full-time worksite wellness position with Malouf Industries.
- Sara Margetts credits her APE, in part, with obtaining a position with the Salt Lake Regional Medical Center as a Core Measure Analyst.
- Hailey Judd’s APE with USU Extension’s Health Extension: Advocacy, Research, and Teaching (HEART) Initiative went quickly from unpaid to paid, resulting in an ongoing position post-graduation.

### **ERF (PDF copies of website links):**

- H2-1 Alumni Webinar Flyer.pdf
- H2-1 Career Fairs.pdf
- H2-1 USU Career Coach.pdf
- H2-1 USU Career Design Center.pdf
- H2-1 USU Career Guides.pdf
- H2-1 USU Career Tutorials.pdf
- H2-1 USU Internships & Employment.pdf
- H2-1 USU Online Media Learning Hub.pdf

## **2) Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.**

Prior to admission, the program director discusses career goals with the potential applicant to determine if the degree is a good fit. Once admitted, the student is assigned a faculty advisor whose background aligns as closely as possible with the student’s career interests. In Summer 2021, in response to student feedback, a document describing “advising duties” was created, along with a program roadmap. These documents aid students in understanding the role their advisor should play, and it also better orients faculty to their roles as an advisor. The program roadmap allows students to understand the various steps they should be taking at different stages of the degree—for example, the appropriate timing for discussing APE site ideas with their advisor.

- 3) Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating.

All of the examples below are offered to both current HEP MPH students and alumni.

**Example 1:**

**SAB and UPHA series**

The SAB planned and presented two webinars for HEP MPH students and alumni on careers in public health. The September 2020 spotlight featured two HEP MPH faculty and discussed careers in academia (N=7). The October 2020 spotlight featured a professional from a local health department (N=10). While more webinars were in the planning stages, it was discovered that the Utah Public Health Association-Student Assembly (UPHA-SA) was planning a similar series. Rather than duplicate efforts, the SAB decided to promote the UPHA-SA series among HEP MPH students and alumni. This strategy would also allow USU's HEP MPH students to meet other MPH students from other institutions in Utah. The UPHA-SA five-part series took place in March and April 2021. Presenters spoke about careers in non-profits, public health policy, community health, public health nursing, and community health workers. Attendance by school was not taken despite a request by USU's HEP MPH director.

**Example 2:**

**#IamRemarkable**

Per the program website <https://iamremarkable.withgoogle.com/>, this is "a Google initiative empowering women and other underrepresented groups to celebrate their achievements in the workplace and beyond." However, the workshop is of use to anybody, regardless of race, gender, or ethnicity. The HEP MPH program offered three #IamRemarkable workshops: two in October 2020, one in February 2021, and two in September 2021. The total attendance for the workshops was 13. Both alumni and students were invited. All workshops were facilitated by a HEP MPH alumna who was trained to be a workshop facilitator. This former student recognized a need to be able to advocate and market herself when applying for practicum positions and jobs. Finding this program useful, it was her desire to share it with other students and alumni.

**Example 3:**

**Portfolium**

All students are required to complete an electronic portfolio using the Portfolium platform. Examples of coursework from the 27 HEP MPH competencies are represented in the student portfolio as well as APE products created for HEP 6600: Practicum in Health Promotion. The portfolio is an excellent way for students to highlight skills and mastery of public health competencies. Students can share their portfolio with potential employers while in the program as well as post-graduation. They are also able to add documentation, such as résumés, to the portfolio. Details on the usefulness of such a portfolio for their careers is covered in the new student orientation. The sooner students start thinking about building their portfolios, the better. In September of 2021, a webinar featuring three HEP MPH alumni focused on the use of Portfolium as a tool for finding APEs and for job hunting. Related topics included using the APE as a springboard for finding a professional position and/or as a platform for applying for doctoral programs. A total of three students attended the live webinar, but it was also recorded and posted on the HEP MPH YouTube site for later viewing by students and alumni.

**Example 4:**

**Faculty advisors**

As expected, faculty advisors aid their advisees with career advice. This may include connecting students with social networks, sharing job posts, serving as an employment reference, writing letters of recommendation, and providing general mentorship. Job postings are routinely shared with all students and alumni on the HEP MPH program Canvas page and Facebook pages. Advisors continue to provide career guidance and support to their former advisees' post-graduation. For example, Dr. Gast has met regularly with her former advisee Megan Flanagan

(graduated in 2019) post-graduation to discuss career mobility, provide multiple letters of recommendation, serve as a reference, and give feedback and encouragement related to a professional presentation Ms Flanagan delivered at a virtual conference.

**Example 5:**  
**CHES session**

*Dr. Miyairi* hosted a Certified Health Education Specialist (CHES) information session in February 2021 in response to HEP MPH student interest in learning more about the benefits of CHES certification. A total of four students attended the live event. A recoding of the session was made available to all alumni and students through the Canvas program page. The director posts other CHES related opportunities and information sessions on the HEP MPH program Canvas page throughout the year.

**4) Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable.**

There are multiple ways the program assesses career advising, some informal and some formal. For example, during the faculty meeting on January 17, 2020, the SAB president (Sara Margetts) and the MPH director discussed how to emphasize the importance of CHES certification to HEP MPH students. Subsequently the CHES webinar was held as noted above.

Prior to our student surveys and student focus groups, HEP MPH faculty gathered student feedback indirectly through the (1) SAB, (2) during faculty meetings, and (3) through faculty advising sessions and the pre-advising survey. This first process involved the SAB setting up a Gmail account for students to share feedback with the SAB, including satisfaction with career advising, with the option of anonymity. Then the SAB reported results to faculty during monthly meetings. During a faculty meeting, the article by Armstrong et al. (2020) concerning the professional development needs of emerging health professionals, published in *Health Promotion Practice*, was discussed to determine if the HEP MPH program should offer regularly scheduled professional development aside from what occurred in advisement meetings and the capstone course. It was decided to work with the SAB on professional development activities for the foreseeable future. Faculty regularly address career and professional development needs of their advisees when they meet each semester. The pre-advising survey is meant to ensure that students will let faculty know of any advising needs related to career and professional development. The MPH program felt this process needed to be more specific and robust, hence a student survey (through Qualtrics) and a student focus group were formed in Fall 2020 and have since been implemented on an annual basis.

Student satisfaction for career advising is now primarily assessed through the Student Feedback Survey and student focus groups. The first-round of survey data included HEP MPH students who started the HEP MPH program in 2018 (N=6). Therefore, the following data reflect the level of student satisfaction with career advising in the past three years.

The Student Feedback Survey includes a question to determine the level of student satisfaction with career advising. The survey data collected in Fall 2020 included 38 students enrolled in the HEP MPH program recruited to participate. Of these, 31 HEP MPH students answered the question (82% response rate) with a 90.3% (N=28) satisfaction rate (67.7% strongly agreed, 22.6% somewhat agree). Only one student (3%) somewhat disagreed with the question's statement. And two students (6%) selected, "Not applicable/Does not apply to me."

The HEP MPH students were also asked to provide suggestions for program improvement in the focus group. Their suggestions regarding career advising have been incorporated to inform and improve career advising services in the program.

HEP MPH students who participated in the two waves of focus groups gave the following comments in regards to their views on career advising:

- “They create awareness of the services - like the Canvas page that has the program resources, the Facebook group.”
- “I haven’t needed to use any because I’m kind of in my career that I wanted to end up in.”
- “I feel like I haven’t really been at the stage to use them, but I’m aware they’re there and I appreciate the emails and communication.”
- “I think it’s a nice feature for people that are looking ahead to have that information accessible.”

Additional student survey data were collected in Fall 2021, when there were 51 students enrolled in the HEP MPH program. Of those, 30 HEP MPH students answered the question about career advising (59% response rate). 76% (N=23) of the students who responded to the question expressed being satisfied with the quality of career advising received by their faculty (43% strongly agreed, 33% somewhat agreed). One student (3%) somewhat disagreed with the question’s statement. Six students (20%) selected, “Not applicable/Does not apply to me.”

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

**Strengths:**

- On average, 83% of the HEP MPH students were satisfied with the quality of career advising provided by HEP MPH faculty advisors in the past three years.

**Weaknesses:**

- Formal data collection related to career advising satisfaction started late in the program although informal assessments did take place early on.

**Plans for Improvement:**

- The focus groups requested for the faculty/program to mention career and professional development opportunities/information at the beginning of the program instead of closer to graduation in hopes to utilize them sooner. As recommended, efforts will be made to integrate career development resources into the curriculum earlier in the program. This is mentioned during the new student orientation but needs to be reinforced with students.
- HEP MPH faculty will continue to discuss better ways to provide career advising to unemployed graduates.
- Job finding strategies will be added to the Capstone course in the future.
- Faculty advisors will be trained through USU Career Design Center to better assist advisees in taking advantage of career and job resources beyond what is taught in the Capstone course.
- USU has contracted with Tutor.com as an add on to Canvas courses and HEP MPH students were made aware that this service has career development resources, such as résumé writing, through the program Canvas page.

### H3. Student Complaint Procedures

The program enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to program officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

#### Required documentation:

- 1) Describe the procedures by which students may communicate any formal complaints and/or grievances to school or program officials, and about how these procedures are publicized.

#### **Procedures for Grievances Not Relating to Discrimination or Harassment**

Students utilizing the grievance procedure have 120 days after an incident happened to file a formal written grievance complaint. At any time during the hearing/appeal process, the parties may resolve the matter by mutual agreement, thereby rendering further formal proceedings unnecessary. The student must first confer with the instructor, Graduate Supervisory Committee, staff member, or other person involved in the grievance in an attempt to resolve the issue. Unresolved grievances are filed in writing with the DH or unit director.

#### **Procedures for Grievances Relating to Discrimination or Harassment**

Students utilizing the grievance procedure have 180 days from the date of the last occurrence of the discrimination or harassment to file a grievance complaint. Information related to discrimination or harassment grievances is considered confidential. At any time during the hearing/appeal process, the parties may resolve the matter by mutual agreement, thereby rendering further proceedings unnecessary. The student is encouraged, but is not required, to first confer with the instructor, Graduate Supervisory Committee, or the person accused of harassment/discrimination in an attempt to resolve the problem (this step does not apply to complaints of sexual misconduct). If the grievance is unresolved, the student is encouraged, but not required, to confer with the DH or unit director (this step does not apply to complaints of sexual misconduct). If the student does not elect to confer with the individuals above or the grievance is not resolved, the student may discuss his or her grievance with the Office of Equity Director. Complaints of sexual misconduct, wherever reported, will always be directed to the Title IX Coordinator. If the information given by the student is sufficient to establish that a potential violation of discrimination laws has occurred, the Title IX Coordinator and/or the Office of Equity Director will explain to the student the options available to address the alleged violation. If the student wishes to proceed, the student can then file a written complaint outlining the facts and circumstances surrounding the grievance.

The formal grievance process at Utah State University (USU) is publicized to students in a number of ways. For example:

- At the university level, the grievance process is introduced to students in every USU syllabus that's posted in Canvas. Under the heading "University Policies and Procedures," the option to file a grievance is introduced and the student is linked to the [USU Student Code – Article VII](#), where the procedures are explained in full detail.
- The grievance process is introduced, at the program level, in the HEP MHP Handbook (available to all program students on the online HEP/MPH Program Resources USU Canvas page) and reviewed at the student orientation held each fall semester. Within the handbook, the option to file a grievance is introduced and the student is linked to the USU Student Code – Article VII, where the procedures are listed in full detail.

**ERF (PDF copies of website links):**

H3-1 Screenshot HEP MPH Program Resources Canvas Handbook.pdf

H3-1 USU Article VII\_Student Conduct Discrimination and Harassment.pdf

- 2) Briefly summarize the steps for how a complaint or grievance filed through official university processes progresses. Include information on all levels of review/appeal. (self-study document)**

The USU Student Code – Article VII gives a detailed review of the steps and procedures involved with various types of student complaints or grievances. The progression of steps in the grievance process is briefly summarized below:

**The steps for grievances of an academic nature proceed as follows:**

1. the instructor or Graduate Supervisory Committee, if the grievance pertains to committee action;
2. the academic DH;
3. the dean of the college; for graduate students: The Dean of the SGS, who will consult and coordinate with the academic dean;
4. Grievance Board;
5. the Hearing Officer;
6. the Provost; and
7. the President of the university.

**The steps for grievances of a nonacademic nature proceed as follows:**

1. the accused person;
2. the DH or unit director;
3. the appropriate dean or the administrator to whom the unit director reports;
4. the Grievance Board;
5. the Hearing Officer;
6. the Vice President for Student Affairs (where a decision of a Grievance Board may require enforcement by a vice president other than the Vice President for Student Affairs, the Vice President for Student Affairs shall then consult and coordinate with the other vice president); and
7. the President of the university.

**The steps for grievances relating to discrimination or harassment proceed as follows:**

1. the instructor, the Graduate Supervisory Committee, or the accused person (optional)
2. the DH or unit director (optional)
3. the Office of Equity Director in concert with the appropriate administrator
4. the Grievance Board; and
5. the President of the university.

**ERF (PDF copies of website links):**

H3-2 USU Article VIII- University Regulations Regarding Hearing Boards.pdf

H3-2 USU Policy 305 Discrimination Complaints.pdf

- 3) List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution. (self-study document)**

No formal complaints filed to date.

- 4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)**

Not applicable

#### **H4. Student Recruitment and Admissions**

**The program implements student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities, which will enable each of them to develop competence for a career in public health.**

- 1) Describe the program's recruitment activities. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.**

##### **USU Online marketing**

The program director meets with the USU Online marketing manager to plan events, develop promotional materials, including the production of professional videos to promote and recruit for the HEP MPH degree. These materials are then used for social media campaigns, recruitment videos, sponsored lunches at USU Statewide Campuses (SWC) and other professional venues (e.g., Utah Department of Health). USU Online develops targeted marketing campaigns to recruit well qualified applicants. Some of these activities are discussed in more detail below.

##### **Professional conferences**

Since the degree was first offered in 2017, the program has become a sponsor with a booth at multiple Utah public health conferences to promote and recruit for the HEP MPH. These include the annual meetings of the Utah Public Health Association (UPHA), the Utah Chapter of the Society for Public Health Education (USOPHE), and the Utah Worksite Wellness Council. USU also sponsored a student workshop in March 2019 at the national annual meeting of the Society for Public Health Education (SOPHE) held in Salt Lake City, Utah, to raise degree visibility. During COVID, many of the state conferences were either canceled or delivered virtually. If a virtual conference was held, as was the case for all state conferences in 2021, the HEP MPH still participated as a sponsor to market the HEP MPH program.

##### **Graduate fairs**

Since the inception of the degree in 2017, the HEP MPH director has registered a booth and attended multiple graduate fairs held at universities across the state to recruit students and raise awareness about the new degree offered at USU. A second faculty member attended the annual Utah Valley University Health Science Graduate Fair in 2017, 2018, and 2019.

##### **Professionals lunch**

The HEP MPH program sponsored a luncheon at the Utah Department of Health (UDOH) in August 2019 with 16 employees in attendance to promote the degree to current state-employed public health professionals. These lunches will resume post-COVID.

##### **Statewide campus events**

To raise awareness about the HEP MPH degree, the director, in collaboration with USU Online marketing, sponsored informational lunch sessions at various SWC for several years. These lunch sessions had to be discontinued during the pandemic but will be resumed when safely possible again. Attendance ranged from two to 12, depending on location. Several USU SWC in rural areas were targeted to meet the program mission of attracting rural and ethnically diverse students, such as Native Americans living in the southern part of Utah.

##### **HEP MPH newsletter**

The HEP MPH program has created a twice-yearly newsletter for the purpose of promoting the degree as well as keeping alumni and other stakeholders in touch with the program. The newsletters are sent to stakeholders and posted on social media.

##### **Social media**

Social media has been used as a marketing tool in a variety of ways. USU Online marketing has created and boosted targeted Facebook ads to specific USU alumni from health-related majors to

promote awareness about the program. Working in conjunction with the Emma Eccles Jones College of Education and Human Services (CEHS) public relations office, the program was granted permission to create its own public Facebook and LinkedIn accounts to further promote the program.

### **YouTube channel**

Recently, the program director worked with a media specialist to create short informational videos with voice-overs from current students or alumni on various aspects of the program (e.g., diversity, workforce readiness, global health, and student engagement). There is also a longer FAQ video that features the program director. The director routinely shares the [YouTube Channel](#) with potential applicants.

### **Websites**

Online searches are the most frequent pathways to the HEP MPH degree. There are various websites associated with the HEP MPH program. All of these sites are routinely updated and maintained to ensure consistency of information. Relevant websites include the following:

- USU's [Degree Finder](#)
- [MPH website](#)
- [USU General Catalog](#)
- [USU Online](#)
- [KHS grad program page](#) - note: the "MASTER OF PUBLIC HEALTH: HEALTH EDUCATION AND PROMOTION" webpage is currently under construction and the link may/may not be accessible.

### **ERF (PDF copies of the website links):**

F2-1 USU HEP MPH Facebook page.pdf

H4-1 LinkedIn screenshot.png

H4-1 USU HEP MPH admissions website.pdf

H4-1 USU HEP MPH Catalog.pdf

H4-1 USU HEP MPH Degree Finder.pdf

H4-1 USU HEP MPH online degrees.pdf

H4-1 USU KHS Graduate programs.pdf

H4-1 YouTube channel USU Health Education and Promotion MPH.png

## **2) Provide a statement of admissions policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.**

Admissions policies follow the SGS policies. Beginning with Fall 2021, an admission entrance exam requirement was removed per a policy change from the SGS. Prior to Fall 2021, all applicants had to provide admission entrance exam scores, typically the GRE or MAT, with a 40% or above percentile required for admission. Applicants are admitted all year round with fall, spring, or summer semester start dates. The application process is outlined on the [HEP MPH website](#) and updated regularly:

Applicants must pay an application fee to the SGS, apply, provide at least three letters of recommendation, submit a current résumé or CV, submit official transcripts from all colleges/universities they have received credit from, and include a statement of purpose with four writing prompts. Exam scores are now optional. Once the GPC has informed the Admissions Committee that an applicant's file is complete, the committee reviews the file and makes a recommendation to accept or deny, using a scoring rubric for each applicant. If the vote is not unanimous, the committee discusses the applicant's file, typically over email, to make a final decision. The HEP MPH faculty decided that the number of students in the HEP MPH program should be kept at about 50 active students to best meet student needs and to keep class sizes and advising loads manageable. Since students may start during any semester, the deadline for fall semester is April 15 for an early admission decision and July 1 for final decisions. October 1 is

the deadline for spring semester. There is no set deadline for a summer term start date as there are generally few applicants for summer. Applicants may be placed on a waitlist if they meet the qualifications for admission, but there are no spaces available. A student can be accepted provisionally if they do not meet all criteria, but the committee still considers the candidate as acceptable or desirable for admission to the program. This provision typically requires that the student achieve at least a 3.0 (B average) GPA in their first six semester credits (or more) of coursework. The student has a hold placed on their next semester registration until this can be confirmed.

Applicants can also start the degree as a non-matriculated or split-form student. A non-matriculated student, per SGS policy, can take a maximum of 12 credits in graduate coursework prior to being formally accepted into a graduate degree with program approval. A split-form student, with approval, allows an undergraduate student to take up to nine credits of graduate coursework that is applied to a single graduate degree.

**ERF (PDF copies of website links):**

H4-1 USU HEP MPH admissions website.pdf

- 3) **Select at least one of the measures that is meaningful to the program and demonstrates its success in enrolling a qualified student body. Provide a target and data from the last three years in the format of Template H4-1. In addition to at least one from the list, the program may add measures that are significant to its own mission and context.**

The enrollment measure that best matches the program mission and goals is

- Percentage of priority under-represented students (as defined in Criterion G1) accepting offers of admission.

**Template H4-1**

<b>Outcome Measures for Recruitment and Admissions</b>				
<b>Outcome Measure</b>	<b>Target</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Non-traditional (25yr +)	80%	100%	78%	82%
Rural students (<50K in county)	10%	63%	9%	21%
Racially diverse (non-white)	25%	25%	9%	35%

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

**Strengths:**

- Overall, the HEP MPH is doing well in recruiting under-represented students.

**Weaknesses:**

- COVID travel restrictions have made in-person recruiting in rural areas more difficult. The program plans on holding virtual open houses at rural SWC, at rural local health departments, and at health-related agencies in rural areas of Utah.
- It is anticipated that the use of these same strategies in more urban areas of the state will help maintain a racially and ethnically diverse student body.

**Strategies for Improvement:**

- Post-Covid the program will begin active recruitment again in rural communities and at all USU campuses.

## H5. Publication of Educational Offerings

Catalogs and bulletins used by the program to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, must contain accurate information.

- 1) Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements.

**Academic Calendar** – [USU Academic Calendar](#)

### **Admissions Policies**

- a. [USU General](#)
- b. [USU Graduate](#)
- c. [HEP MPH](#)

**Grading Policies** – [2021-2022 Grading Policy](#)

### **Academic Integrity Standards**

- a. [USU Academic Honesty/Integrity](#)
- b. HEP MPH Handbook p. 26

### **Degree Completion Requirements**

- a. HEP MPH Student Handbook:
  - i. HEP MPH program requirements p. 5-7
  - ii. Graduation p. 8

### **ERF (PDF copies of website links):**

H4-1 USU HEP MPH admissions website.pdf

H5-1 Academic Honesty\_Integrity.pdf

H5-1 USU Academic Calendar.pdf

H5-1 USU general admission.pdf

H5-1 USU Grading Policy.pdf

H5-1 USU Graduate Admission Requirements.pdf

### **ERF Location: H1.3 Sample of advertising materials folder**

Handbook 2021-2022

<b>Student Handbook policies sections for reference - Section H5-1:</b>	<b>Page number</b>
Program Graduation Requirements	5-8
Graduation	8
Academic Integrity	26

