

**Council on Education for Public Health
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REVIEW FOR ACCREDITATION
OF THE
PUBLIC HEALTH PROGRAM
AT
SAN JOSÉ STATE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the Public Health Program at San José State University (SJSU). The report assesses the program's compliance with the *Accreditation Criteria for Public Health Programs, amended June 2011*. This accreditation review included the conduct of a self-study process by program constituents, the preparation of a document describing the program and its features in relation to the criteria for accreditation, and a visit in May 2014 by a team of external peer reviewers. During the visit, the team had an opportunity to interview program and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the program and verify the self-study document.

Founded in 1857, SJSU is the oldest public institution of higher education in California. This comprehensive university is part of the California State University (CSU) system and offers 134 bachelor's and master's degrees. As part of the CSU system, SJSU is committed to offering local access to high-quality higher education. The campus is located in the revitalized downtown area of San José, and the location intends to advance access for the ethnically and culturally diverse residents of the community. San José is the third largest city in California and the tenth largest city in the US. The city has experienced significant immigration in recent years and has a population that is nearly two-thirds Latino and Asian.

The MPH program is housed in the Department of Health Science and Recreation, which is located in the College of Applied Sciences and Arts. This college is the largest of SJSU's seven colleges, but the Department of Health Science and Recreation is one of the smallest departments in the college. The college also has departments for aerospace, hospitality, justice studies, kinesiology, nutrition and food science, occupational therapy and public health. The college also includes schools of journalism and mass communication, library and information sciences, nursing and social work.

The program has been continuously accredited since 1974 and has offered the MPH in community health education throughout that time. The last review in 2007 resulted in a seven-year term with one interim report required related to faculty resources. Since the last review, the program now offers the MPH degree in a distance-based format in addition to the traditional campus-based format.

Characteristics of a Public Health Program

To be considered eligible for accreditation review by CEPH, a public health program shall demonstrate the following characteristics:

- a. The program shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education or its equivalent in other countries.
- b. The program and its faculty and students shall have the same rights, privileges and status as other professional preparation programs that are components of its parent institution.
- c. The program shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research and service. Using an ecological perspective, the public health program should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem solving and fosters the development of professional public health values.
- d. The public health program shall maintain an organizational culture that embraces the vision, goals and values common to public health. The program shall maintain this organizational culture through leadership, institutional rewards and dedication of resources in order to infuse public health values and goals into all aspects of the program's activities.
- e. The program shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. At a minimum, the program shall offer the Master of Public Health (MPH) degree, or an equivalent professional degree.
- f. The program shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.

These characteristics are evident in the public health program at SJSU. The program is located in a regionally accredited university, and its faculty and students have the same rights, privileges and status as other professional programs. The program supports interdisciplinary communication and collaboration through the structure of the department and school, research partnerships and relationships with public health organizations and practitioners that contribute to teaching, research and service activities.

The program defines a mission, goals, objectives and values that clearly support an organizational culture aligned with broader public health values and goals. The program's resources support its offering of an MPH degree in community health education. The program plans and evaluates its educational, research and service offerings on a regular basis. All planning and evaluation activities are structured to allow the program to monitor its ability to meet the needs of students and of the broader San José and San Francisco Bay public health practice community.

1.0 THE PUBLIC HEALTH PROGRAM.

1.1 Mission.

The program shall have a clearly formulated and publicly stated mission with supporting goals, objectives and values.

This criterion is met. The program has a clearly formulated and publicly stated mission with supporting goals, objectives and values. The mission statement is as follows:

To provide professional education that prepares both students and graduates with knowledge, conceptual frameworks, health education and public health competencies, in order to develop programs, build community capacity, and advocate policy for health equity.

The program's values are evident in its activities and reflect qualities of public health such as community, personal and social responsibility, social justice, advocacy and diversity. To carry out its mission, the program has developed six goals that address activities of instruction, research, service and leadership. Each goal has between one and three objectives used to measure progress.

The program assembles ad hoc working groups of constituents to review how well program activities are meeting the goals and objectives and to make recommendations for better alignment. The program's faculty hold an annual spring retreat for strategic planning, including review of the mission, goals and objectives. Revisions are made on an as-needed basis. The mission, goals, and objectives are publicly available on the department website, program brochure, student handbook, practicum handbook and orientation materials.

1.2 Evaluation and Planning.

The program shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the program's effectiveness in serving its various constituencies; and for using evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the program must conduct an analytical self-study that analyzes performance against the accreditation criteria.

This criterion is met. The program undertakes a variety of evaluation processes involving constituents at the university, department and program levels. The ultimate responsibility for program evaluation and planning lies with the primary faculty. The university requires departmental assessments every five years and student evaluations of teaching effectiveness in every course. The latter are tools for individual instructor improvement. The MPH program participates in the planning efforts of the department and obtains its priorities from this effort. Other examples of program evaluation include continuous program improvement accomplished through monthly meetings of program faculty attended by student representatives and a spring planning retreat. The program has its own curriculum review tool in addition to the university's teaching effectiveness evaluation.

The program uses surveys to collect data about issues such as student advising, student satisfaction at the time of graduation and alumni employment. The program's surveys provide information needed for self-evaluation against the accreditation criteria. The department recently convened a Community Advisory Board on which program faculty participate along with representatives from the local practice community to receive feedback about the program.

Program faculty use the monthly meetings and spring planning retreats for planning and decision making. When an issue involves the entire department, the program director brings it to the department chair. The self-study was the focal point of program planning during the past three years. The self-study document was developed by the MPH faculty with leadership from the program director. As the process evolved, feedback and indicators led to the identification of three areas for improvement: admissions, professional development and alumni relations. The program formed working groups with members from relevant program constituencies to identify needed policies, procedures and/or data. The program provides measurable objectives along with corresponding data for the last three years in the self-study. Most targets have been met in the last three years, and data appear to be trending in a favorable direction.

Although the program is in the midst of faculty retirements, including the program director's transition to retirement, MPH faculty assured the site visit team that program planning and evaluation are so well integrated into the regular administrative tasks of the group, including the monthly meetings, that there would be no change in the planning and evaluation processes without a dedicated program director in the near term. Site visitors found the evaluation process to be a systematic part of the program's operations.

1.3 Institutional Environment.

The program shall be an integral part of an accredited institution of higher education.

This criterion is met. SJSU is accredited by the Western Association of Schools and Colleges. The last review was conducted in 2007, and the university was in the process of writing its self-study for an upcoming review in spring 2014. In addition, 35 undergraduate and graduate degree programs are accredited by professional organizations in such disciplines as kinesiology, advertising, library and information science, nursing, occupational therapy, business, engineering, computer science, urban planning and political science.

SJSU offers 134 bachelor's and master's degrees in 110 degree fields. The university enrolls more than 27,000 undergraduate, graduate and professional students. Most students (83%) are pursuing baccalaureate degrees, while 15% are graduate students and 2% are either seeking second bachelor's degrees or are credential candidates. SJSU is located in Santa Clara County, which is situated at the southern end of the San Francisco Bay and is home to Silicon Valley—known internationally as a center of technology research and development. The region faces challenges related to transitioning from an

agricultural area to a site of booming technology and engineering industries. The many forms of diversity present in this location are further discussed in Criterion 1.8.

The president is the university's chief executive officer and has responsibility for the operation of the university in accordance with the policies determined by the Board of Trustees. The president oversees four divisions: academic affairs, student affairs, administration and finance and university advancement. Each division is led by a vice president; the vice president for academic affairs is also the provost. The university's seven colleges fall under the purview of the provost.

The College of Applied Sciences and Arts is the largest of SJSU's seven colleges and includes departments of aerospace, hospitality, nutrition and food science, health science and recreation, justice studies, kinesiology and occupational therapy. The college also houses four schools: journalism and mass communications, library and information sciences, nursing and social work. Programs in the departments of health science and recreation, nutrition and food science, occupational therapy and in the School of Nursing function together as the Health Professions Division. Participating departments and schools cross-list courses such as research design and methodology.

The MPH program is housed in the Department of Health Science and Recreation. In addition to the MPH program, the department also includes a BS degree with two concentrations (health administration and health science), a set of general education offerings and bachelor's degrees in recreation and recreation therapy. The program director reports to the department chair, who reports to the dean of the college, who in turn reports to the provost.

As a part of the Department of Health Science and Recreation, the program operates according to the policies of the Academic Affairs Division of the university. Departments have autonomy regarding their names and the names of programs housed internally. Changes to unit names and program titles must be approved by the Office of the Chancellor after internal review and approval by SJSU. The chair and the department faculty determine internal department organization.

The program director negotiates with the chair related to specific budget requests for the program such as student assistance, activity support and equipment. The department chair has the opportunity to participate in the prioritization of fiscal resources and policy discussions during monthly College Executive Council meetings.

As members of the department, program faculty are involved in the recruitment and selection of faculty and staff. Program faculty help to identify disciplinary needs, meet with candidates and either serve on or

give feedback to the department's Personnel Committee. The committee forwards recommendations to the dean for final selection.

The program is responsible for establishing its own program outcomes, objectives, requirements, courses, course sequencing and scheduling. The department faculty, the college's Curriculum Committee, and ultimately, the associate vice president for graduate studies must approve new courses.

1.4 Organization and Administration.

The program shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the program's public health mission. The organizational structure shall effectively support the work of the program's constituents.

This criterion is met with commentary. The program has an organizational setting that is conducive to public health learning, research and service. The program director is responsible for the overall administration of the program, including its accreditation, strategic planning and participation in university assessments of student learning outcomes. He is supported by a distance education coordinator and a campus education coordinator who are involved in the daily administration of the two delivery formats, including recruitment, admissions, curriculum, instructor training and the supervision of support staff. The distance education coordinator is the primary contact with the SJSU Office of International and Extended Studies, which formally administers all distance education programs, and the Office of Academic Technology.

The commentary relates to the uncertainty about the program's future administrative structure. The program director is entering the Faculty Early Retirement Program (FERP) after the spring 2014 semester. He will teach each spring semester, but will not retain any administrative responsibilities. The program's succession plan indicates that there may not be an overarching director in the coming years, and on-site discussions indicated that the director's responsibilities will be shared between the two coordinators. In addition, the department is served by an interim chair who is providing temporary leadership. The department has begun a search for a permanent chair, and program faculty told site visitors that they hope this position will be filled by January 2015.

The cultures of the program, department, college and university encourage and emphasize interdisciplinary work. The College of Applied Sciences and Arts is multidisciplinary by nature, and its distinct schools and departments offer opportunities to collaborate with colleagues from fields such as justice studies, nutrition, journalism, social work and hospitality management. For many years, the MPH program has participated in a research methods course with faculty and students from the Nutrition and Food Science Department and the Valley Foundation School of Nursing. Public health and social work students collaborate on the campus' annual sexual diversity event in April.

Faculty from public health, social work and justice studies developed the Institute for Collaborative Response to Victims of Family Violence. This institute trains students from across disciplines to work together and with community agencies to develop collaborative approaches to addressing intimate partner violence and related issues.

1.5 Governance.

The program administration and faculty shall have clearly defined rights and responsibilities concerning program governance and academic policies. Students shall, where appropriate, have participatory roles in the conduct of program evaluation procedures, policy setting and decision making.

This criterion is met. The program has clearly defined rights and responsibilities concerning program governance and academic policies. The program operates with three standing committees and three working groups.

The MPH Admissions Committee is charged with reviewing MPH applications and selecting a diverse and qualified student body. Three primary faculty members serve on the committee. Students are also asked to give input if not all faculty committee members agree on a decision. The Graduate Research Committee is responsible for reviewing and revising policies, procedures and materials regarding the MPH thesis and graduate project. This committee, comprised of three primary faculty members, reviews all thesis and project proposals from students. The MPH Awards Committee generates MPH nominations for university and college recognitions. This committee also determines MPH program awards, including travel scholarships and achievement awards at convocations. Two primary faculty members represent both the campus- and distance-based programs while a third faculty member differs for the two formats.

The Professional Development Working Group assesses and makes policy and procedure recommendations to program faculty regarding workforce needs and the potential role of the MPH program in continuing education activities. A primary faculty member chairs the working group, and members include two practitioners and one alum.

The Alumni and Alumni Relations Working Group makes recommendations for alumni relations, including periodic surveys to obtain background data and to prioritize initiatives. Four faculty members and one alum serve on this working group.

The Admissions Working Group identifies recruitment strategies and effective ways of outreaching to the community. The group seeks mutually beneficial ways for the community to be involved with the MPH program. The program director chairs this working group, and members include a marketing and outreach specialist from the School of Library and Information Science and two program alumni who now teach in the program.

Program leaders said that they have considerable autonomy within the department, and most program policies, procedures and standards are developed within the context of ongoing dialogue among program faculty and MPH students. The MPH primary faculty develop program-specific policies in collaboration with the MPH Student Association leadership. When necessary, policies and procedures are also presented to the full department faculty for discussion and/or approval.

Short- and long-term planning for the program is the focus of the program's annual spring planning retreat, which is convened by the program director and attended by all primary faculty members. The retreat is designed to finalize ideas and proposals that have been developed throughout the academic year and to prioritize initiatives for the coming year. The department holds a similar retreat each spring as well.

The chair prepares the department's annual budget, of which the program's budget is a part, based on allocations from the dean and other sources of available revenue. The department provides partial support for MPH events such as new student orientation and sponsored MPH Student Association events. The program director works with the chair to communicate the anticipated needs of the program. The distance-based MPH program is a self-supported program that generates its own income from student tuition and fees. The income generated from this program can only be used to support its operation.

All MPH faculty members promote the program and are mindful of recruitment opportunities through their professional activities. The program's Admissions Committee has sole authority to recommend admission to the MPH program. The program director and program coordinators represent the program and provide input about graduate policies and procedures during Graduate Coordinators meetings convened by the Office of Graduate Studies and Research. The program director verifies successful completion of the culminating experience before the Office of Graduate Studies and Research can award the MPH degree.

MPH faculty members participate in all department faculty recruitment efforts. The top three candidates each spend a full day on campus, and the interview includes a formal presentation and discussion, an informal lunch meeting with students and community partners and a teaching demonstration in an appropriate class. The department's Personnel Committee, which is composed of tenured faculty in the department, makes a selection recommendation that is forwarded to the dean for a final decision. MPH faculty also have the opportunity to provide input and peer review during the retention, tenure and promotion process.

The program follows the guidelines set forth by the Office of Graduate Studies and Research related to academic standards and policies. The primary faculty members are ultimately responsible for

implementing the standards. The program must bring decisions that impact the resources of the department to the full faculty for an open vote. Tenured MPH faculty members participate in the interpretation of research and service expectations in the retention, tenure and promotion policies through their involvement on department and college committees. These individuals also guide junior faculty in the program in the development of an appropriate complement of research and service.

Campus-based MPH students are actively involved in program governance through the MPH Student Association. The association's co-chairs or their designees participate in the monthly MPH Campus Coordinator faculty meetings and have one vote on all issues except personnel matters. MPH students may bring matters before the faculty by requesting that issues be added to the next available agenda. Through the MPH Student Association, students plan, facilitate and evaluate the new student orientation each fall; participate in department and program reunion meetings the day before classes begin each semester; plan, coordinate and evaluate International Health Week activities; plan, host and evaluate the annual sexual diversity workshop; and plan the spring convocation with the faculty. The association is responsible for all fundraising for extracurricular activities and for assuring that all activities are implemented within budget.

Distance-based students select their own cohort leaders to represent them at faculty and planning meetings. The four leaders, two from each cohort, hold monthly conference calls with the MPH distance coordinator to share any concerns and to receive updates. The second-year cohort of students also develops a convocation committee that works with the distance coordinator to plan the graduation event.

Students, alumni and community partners who met with site visitors all expressed high satisfaction with their opportunities to participate in program governance. They said that faculty members are eager to receive feedback and respond in a timely manner. For example, a student said that the distance coordinator takes on many administrative responsibilities to ensure that the online format meets students' needs. Alumni spoke highly of the program's activities and of the quality of students. They said that they want to continue to give back to a program that was influential in shaping their careers.

In addition to governance at the program level, program faculty also have leadership roles in university committees. MPH faculty have roles on committees such as the SJSU Veterans Advisory Committee, the Professional Leaves Committee, the Search Committee for the VP of Administration and Finance, the Outstanding Professor Selection Committee, the Faculty Hearing Panel and the Graduate Proficiencies Committee. The self-study lists involvement in 23 committees at the college and university levels.

1.6 Fiscal Resources.

The program shall have financial resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met. The program has adequate fiscal resources to fulfill its mission, goals and objectives. The MPH program budget is part of the overall budget allocated to the Department of Health Science and Recreation; the budget is the result of allocations from the state legislature to the CSU chancellor. At SJSU, the president determines the annual allocation for academic affairs, which is administered by the provost, who then allocates resources to each of the colleges. The dean makes allocations to the schools and departments within the college. Staff allocation, including student assistants, is assigned by the dean based on a formula. Eighty percent of the allocable funds from grants and contracts are distributed back to the academic unit that generated the revenue: one-third to the college, one-third to the department and one-third to the principal investigator.

The resources for the MPH distance format come from tuition fees generated through special sessions. About 50 distance students are enrolled at any one time; each pays \$575 per unit for the 42-unit degree; the program will be increasing enrollment in the distance program in fall 2014.

The department budget comes to the chair as permanent salary dollars, part-time salary allocation, administrative allocation for the chair and operating funds. Operating budgets are based on a formula considering full-time equivalencies (FTEs). FTEs are established based on performance in the prior year, evidence of student demand and accreditation-mandated student-faculty ratios (SFRs). While the self-study provided only the department budget, program faculty were able to provide an estimated program budget while reviewers were on site. The sources of funds and expenditures of the program are shown in Table 1.

Faculty, staff and college leaders told site visitors that the program has been functioning in a challenging fiscal environment due to state fund reductions and restricted allocations. However, according to the dean, the college has begun to see some restoration of funding and is expected to benefit from another round of restoration in 2014-2015. In addition to a slightly improving fiscal picture, one of the program's major strengths is that it has responded to declines in state resources through creative use of its own resources. Resources generated through the self-supported distance format and financial gifts from donors are strengths that have allowed for greater marketing of the program. However, faculty said that an increasingly competitive MPH distance-learning environment has affected recruitment, which can impact its financial viability.

Table 1. Sources of Funds and Expenditures by Major Category, 2011-2012 to 2013-2014			
	2011-2012	2012-2013	2013-2014
Source of Funds			
University Funds	\$792,899	\$826,320	\$774,066
Grants/Contracts	\$0	\$63,246	\$51,123
Gifts	\$0	\$8,655	\$1,450
Release of Encumbered Funds	\$0	\$0	\$11,983
Total	\$792,899	\$898,221	\$837,172
Expenditures			
Faculty Salaries & Benefits	\$273,226	\$314,728	\$286,062
Staff Salaries & Benefits	\$49,552	\$114,767	\$45,911
Operations	\$61,956	\$117,163	\$98,343
Travel	\$26,133	\$17,316	\$33,349
Student Support	\$60,803	\$50,147	\$0
Special Consultants	\$144,364	\$0	\$0
University Taxes on Special Session Income	\$223,883	\$0	\$257,208
Total	\$839,916	\$614,121	\$706,133

1.7 Faculty and Other Resources.

The program shall have personnel and other resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is partially met. In 2013-2014, the program had three primary (2.8 FTE) and 13 secondary (2.2 FTE) faculty members. The program enrolled 126 (78.2 FTE) students in both the campus and distance formats combined. When considering primary faculty alone, the SFR is 28.0:1. The SFR by total faculty complement is 15.6:1. At the end of the 2013-2014 academic year, one primary faculty member will retire and one will begin the Faculty Early Retirement Program (FERP).

The concern relates to the need for permanent faculty resources dedicated to the program. Temporary measures were being put into place at the time of the site visit to address two faculty retirements, but an emergency hire is only guaranteed for the 2014-2015 academic year. The CEPH site visit in 2007 observed a similar situation: a well-qualified, enthusiastic complement of faculty members who are faced with a heavy workload. Since 2007, the program has added the distance format but has not expanded the faculty size at the same rate. Furthermore, site visitors learned that the distance program plans to increase student enrollments to 30 beginning in fall 2014. The CEPH criteria use SFRs as an indicator of the time and resources available to provide quality graduate-level public health education. Even when taking into consideration the secondary faculty resources, the SFR far exceeds the standards of this criterion without any apparent mitigating circumstances to explain the variance. Faculty resources are a consistent issue in this program and must be addressed before expanding the student body further.

The department has two administrative support coordinators, two student assistants and two distance support staff members. The MPH program negotiates dedicated time from the student assistants for

coordinating MPH admissions applications and files, maintaining MPH program records and processing program data needs. The MPH distance format is supported by two staff members who provide year-round technology training and program support to distance faculty members and students.

The program's space is excellent in terms of campus location. It is situated near a large parking structure, the Event Center, the Associated Student House and recreational facilities. Program stakeholders have a short walk to the Martin Luther King, Jr. Library, the Academic Success Center, the Student Union and the Student Health Center. Faculty offices are located on the fourth and fifth floors of MacQarrie Hall. All MPH classes are scheduled in technology-equipped classrooms.

All department faculty members receive a new computer every three years. The Dr. Martin Luther King, Jr. Library (the first community/university library to open in the country) is an exceptional structure and has expansive library, technology and computer resources. Faculty members all support their classes with WebCT and various other educational technology modalities.

Community resources available for instruction, research and service are exceptional. Program faculty have received national and local funding mechanisms to support their community work while emphasizing their strong commitment to social justice and health disparity elimination. The strong commitment to and allegiance with the national Society for Public Health Education (SOPHE) has created other opportunities for collaboration.

The program has identified three objectives by which it assesses the adequacy of its faculty and other resources: 1) assigned time for program leadership, 2) institutional resources to support instructional objectives and 3) extramural and in-kind support to provide community-based learning. The program has met all of its targets in the last three years.

1.8 Diversity.

The program shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.

This criterion is met. Diversity and respect are among the program's values, and diversity is addressed within the goals and objectives, specifically related to instruction and the student body.

People of color, particularly Latinos, have been designated as an under-represented population. The rationale for this selection was based on the current and projected future demographics of California and the recognition that population health is better served by a workforce that is diverse and culturally competent.

In addition to the program goal related to diversity, the program demonstrates its commitment to diversity by striving for a faculty that 1) is diverse in race, ethnicity, gender, sexual orientation and linguistic abilities; 2) provides training in cultural competence; and 3) demonstrates a commitment to advocacy for sexual orientation equality. These practices support the university's Diversity Master Plan and Inclusive Excellence Initiative.

The program's commitment to diversity was evident during the site visit. Current students noted that cultural competence training was infused throughout the curriculum, and they said that this focus influenced how they viewed their communities and the world. Alumni also highlighted respect for diversity as one of the program's strengths.

The university has policies against harassment and discrimination based on race, color, religion, national origin, sex, sexual orientation, gender status, marital status, pregnancy, age, disability or covered veteran status. The program has a diversity statement that provides a conceptual framework for implementation of the university's non-discrimination policies.

The program has an objective that measures diversity awareness and multicultural communication throughout its curriculum. Faculty recruitment (done at the department level) follows university policy that requires mandatory diversity training for search committees and an outreach strategy approved by the provost.

The program seeks to admit students who 1) represent cultural, language and ethnic diversity; 2) identify with under-represented groups; 3) have previous community health experience; and 4) have strong writing and analytical abilities.

To measure faculty diversity, the program tracks race/ethnicity, gender, sexual orientation, languages spoken and disability status. The program also tracks race/ethnicity and languages spoken among students. In 2012-2013, the program reported having a faculty complement that included people of color (29%), females (62%), LGBTQ individuals (24%), those who spoke a language in addition to English (43%) and individuals with a disability (38%). Among the student body, 66% of students reported a race/ethnicity other than white, and 50% speak a language in addition to English.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Degree Offerings.

The program shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master's degree. The program may offer a generalist MPH degree and/or an MPH with areas of specialization. The program, depending on how it defines the unit of accreditation, may offer other degrees, if consistent with its mission and resources.

This criterion is met. The program offers the MPH degree with a specialization in community health education, as shown in Table 2. This degree can be earned in either a traditional, campus-based format or an online format. The curriculum includes 13 required courses, a practicum and a culminating experience. Courses related to the specialization address such topics as community organization, health promotion, planning and evaluation, multicultural communication for health professionals, research methodology and public health leadership.

Table 2. Instructional Matrix		
	Academic	Professional
Master's Degrees		
Community Health Education*		MPH

* Offered in traditional and distance-based formats

Students who met with site visitors said that they appreciated the focus of the curriculum and found it appropriate for their future professional goals. Students said that the community health education specialization taught them frameworks, theories and approaches that they can apply to a variety of unique interests and employment settings.

2.2 Program Length.

An MPH degree program or equivalent professional public health master's degree must be at least 42 semester-credit units in length.

This criterion is met. All MPH students must complete 42 semester-credits to earn the degree, and waivers are not permitted.

Each credit hour is assumed to be a 50-minute period of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for a 15-week semester. For courses that do not meet in person, a credit hour is measured by an equivalent amount of work, as demonstrated by student achievement.

2.3 Public Health Core Knowledge.

All graduate professional public health degree students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge.

This criterion is met. The program assures that all students attain the appropriate breadth and depth in the core areas of public health knowledge through required coursework. The program has a set of courses that correspond to the four core areas other than social and behavioral sciences. This fifth area is most related to the program's area of specialization, and the required coursework provides an introduction as well as in-depth learning about health education and related concepts.

Although specific courses are primarily responsible for assuring competence in an area, core knowledge, skills and concepts are integrated throughout all of the MPH courses. For example, the Computational Public Health Statistics course is primarily responsible for attaining the competencies related to biostatistics. However, five additional courses—drawn from the public health and health education curricula—reinforce the same competencies. The program has a similar structure for all of the core knowledge areas.

A review of course syllabi showed an appropriate breadth and depth of content for an MPH degree. Class discussions and assignments address issues impacting health and incorporate both popular news sources as well as peer-reviewed journals.

MPH students may transfer up to nine credits into the MPH program of study, per university policy. These units must not have counted toward any other degree, and the credits must be reviewed and approved by an MPH faculty advisor. Program faculty told site visitors that credit transfers occur fairly rarely.

2.4 Practical Skills.

All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' areas of specialization.

This criterion is met. All MPH students must complete 400 hours of practice experience: this includes 35 hours of planning, documenting and reflecting on professional practice; 325 hours of field placement; and 40 hours of additional professional development activities. Prior to commencing fieldwork, students must satisfactorily complete at least four core courses. No waivers are granted.

The 35 hours of planning, documenting and reflecting on professional practice comprise formal individual and group activities led by the fieldwork instructor. Students assess their progress with core and advanced competencies to assist in identifying professional development needs during the practicum. During the site visit, students were enthusiastic about this process.

After the student has identified an appropriate site based on interests and learning objectives, the student negotiates a memorandum of understanding with the fieldwork preceptor. The program maintains a database of possible field placement sites, and students may generate their own placements with instructor approval. The program requires the site to identify a staff member with appropriate qualifications to serve as a preceptor and to provide the student with opportunities to plan, implement and/or evaluate health education programs; identify community resources; access and appraise literature and databases; and demonstrate oral and writing skills.

Preceptors are approved by the campus coordinator or distance coordinator. They must have public health degrees with an emphasis in health education and be willing to engage in career planning and provide constructive feedback to the student. Web-based training is provided to preceptors, although it has not reached all distance students' preceptors due to the widespread locations of their practica. Preceptors complete a written evaluation of the student upon completion of the fieldwork.

While engaged in fieldwork, students and preceptors participate in a midpoint conference with the fieldwork coordinator or fieldwork consultants (ie, paid practitioners who are familiar with the process and serve in an advising role) to ensure that course goals are being met. Fieldwork consultants also review the competencies and objectives identified on the memorandum of understanding (MOU), review monthly summaries from students, address any issues that might arise and write a report of the student and experience at the conclusion of the work. Preceptors and fieldwork sites are evaluated by fieldwork consultants and students. During the site visit, both students and preceptors expressed satisfaction with the system of feedback.

The 40 hours of professional development were added as a requirement in the current academic year. Options include attendance at professional conferences, review of abstracts and other professional service. Documentation of completion, such as certificates of attendance, are required. Students viewed this approach to practical experience as a beneficial contributor to their professional development, and site visitors found it be an innovative idea that helps students establish themselves in the health education profession early on.

During the past three years, students have performed fieldwork at 74 sites, including governmental public health agencies, non-profit organizations, hospitals and school systems. Preceptors who met with site visitors said that they were impressed by the skills and knowledge students bring to the experience.

2.5 Culminating Experience.

All graduate professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

This criterion is met. The program has culminating experience options that require students to demonstrate skills and integration of knowledge from throughout the curriculum. Since its 2007 site visit, faculty have worked to expand the options for the culminating experience and to assess the extent to which students demonstrate mastery of competencies. The three choices available are the comprehensive exam, graduate project and master's thesis. The comprehensive exam is held over a three-day period and models a Request for Proposal (RFP) format for a theory-based community intervention on a topic of interest. The topic changes each year. The exam is the only option available to distance-based students due to the lock-step sequencing of courses. Nearly all campus-based students also choose this option. Faculty told site visitors that the exam allows them to link competencies with demonstrated knowledge and skills and that it best represents the program's emphasis on practice readiness. The comprehensive exam is the newest option and was added when faculty recognized that a mentored, independent project was too resource intensive to require of every student given the program's limited resources.

The graduate project allows students to conduct either research or an evaluation on a topic of interest. Students must identify a community-based organization with which to work. Together, a mentor from the agency and the student develop a project idea that will serve the needs of the agency and allow the student to demonstrate an integration of skills and knowledge from throughout the MPH curriculum. Students are expected to collect data, analyze data, report results and write a project report. The report must synthesize professional knowledge, principles and skills in the context of a real-world problem or opportunity. Community partners who have served as project mentors told site visitors that student projects have enhanced the operations of a variety of aspects within their programs. The graduate project is supervised by a faculty advisor and usually takes a minimum of two semesters to complete. Site visitors reviewed examples of graduate projects, including some publications that resulted from the work. These examples were timely and rigorous culminating experiences.

The thesis option allows students to develop and implement original research under the guidance of a faculty advisor and a thesis committee. Any campus-based student can elect to complete a thesis if the research plan is feasible and the research contributes to the knowledge base of community health education. Students completing this option must take courses in research methods, advanced research methods and master's thesis while completing the experience. The thesis is rarely chosen as the culminating experience by MPH students. Site visitors determined that the three options are all appropriate to assess student mastery of the curriculum.

2.6 Required Competencies.

For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of degree programs. The program must identify competencies for graduate professional, academic and baccalaureate public health degree programs. Additionally, the program must identify competencies for specializations within the degree program at all levels (bachelor's, master's and doctoral).

This criterion is met. The program has a set of core competencies and a set of concentration-specific competencies that are appropriate for graduate students earning an MPH in community health education. Program faculty have developed competencies that define what a successful learner should know and be able to do upon completion of the program. The relationships between the competencies, the coursework and the experiential learning required for graduation are explicit. According to the self-study, SJSU recently underwent a transforming process—moving the curriculum from an “emphasis on course and teaching objectives to a contemporary integration of professional competencies and assessment of student achievement of program objectives.” What resulted is an organized and measurable set of public health competencies and advanced health education competencies. Course objectives are identical for courses taught in campus and distance formats, which ensures that all of the program competencies are addressed in an appropriate manner. The competencies are identified on course syllabi and noted by instructors on the first day of class.

As new issues emerge, adjustments to the MPH curriculum are discussed at the monthly MPH faculty meetings, with a more intense review conducted at the annual program or department planning retreats. The faculty has strategically revised and selected more realistic competencies in recent years that better position the program to address the emerging needs of the profession. Faculty have been careful to assure that the distance format addresses all of the same competencies as the campus format.

Program faculty are well represented in national public health leadership roles; as a result, they are aware of emerging trends. As the field of public health and the profession of health education continue to grow and define skills needed for the future, the SJSU faculty will be involved in helping to shape this future.

Students who met with site visitors articulated a clear awareness of the competencies and cited numerous examples of their use throughout the curriculum.

2.7 Assessment Procedures.

There shall be procedures for assessing and documenting the extent to which each student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.

This criterion is met. The program uses several procedures for monitoring and evaluating student progress in meeting public health and health education competencies. Indicators include grades in

coursework, student self-assessments, the fieldwork experience, the culminating experience and the capstone courses.

Students must earn a B- or better to receive credit for MPH coursework. Faculty review student progress at the end of each semester; students who must repeat a course are advised by a faculty member on how to maximize the likelihood of successfully passing on the second attempt. The Office of Graduate Studies and Research places students who fall below a 3.0 overall GPA on academic probation. Graduate students are cleared from probation when a 3.0 GPA is restored in the semester following the first notification of probationary status. If students cannot raise their GPA in that timeframe, they may be academically disqualified from the university.

On-site discussions with program faculty and students indicated a strong understanding of assessment based on competencies. Students explained that competencies are introduced in the first semester and revisited at the beginning of the fieldwork experience. They said that they are asked to identify experiences that demonstrate competency attainment and that faculty are always willing to give constructive feedback that encourages continued learning and improvement.

Students are asked to self-assess their ability to demonstrate the advanced health education competencies in Contemporary Practice: Public Health, Health Promotion, and Community Health Education (HS 200), as part of planning the fieldwork experience and in Leadership for Health Professionals (HS 293). The MOU developed for the fieldwork experience requires students to articulate goals and identify program competencies that will be achieved during the experience. Fieldwork coordinators and/or fieldwork consultants conduct periodic conference calls with the site preceptor to assess students' progress related to the goals and competencies. Preceptors evaluate student performance based in part on the competencies identified in the MOU at the conclusion of the experience. Students present a final synthesis of the practice experience—including evidence of competency demonstration—in HS 293.

The program administers an exit survey to both campus- and distance-based students to assess their self-perceived confidence in performing the skills required for each program competency. The design is a retrospective pre-test to obtain baseline (upon enrolling) and post-test (upon graduation) measures at the same time. Students report greater confidence on all competencies at the time of graduation.

Program graduates are eligible to sit for the credential for health education specialists: CHES or MCHES (advanced level). The program does not have access to MCHES scores yet because the exam is still relatively new. However, four students took the CHES exam in 2011, and eight students took the exam in 2012. All 12 passed the exam, which exceeded the national pass rates of 75% and 71% for those two

years. Eight of 10 students who have taken the Certified in Public Health (CPH) exam from 2008 to 2013 have passed. Although the program encourages students to take these credentialing exams, faculty told site visitors that the state of California has not historically valued credentialing and it is not seen as an advantage with employers, and this reality creates a barrier with students.

The program achieves high graduation rates in both the campus and distance formats. Data provided in the self-study show that graduation rates for campus-based students are consistently above 90%, and rates for distance-based students are at or above 84% each year. The program reports similar rates for job placement. In the last three years, 87%, 83% and 80% of graduates, respectively, reported either being employed or seeking further education.

The program conducted an alumni survey in fall 2013 to collect information about graduates' perceptions of the core public health competencies. Of the 161 respondents, the majority rated themselves as being either "extremely confident" or "very confident" in their ability to perform each competency.

The program uses employer assessments to collect information on graduates' abilities to perform competencies in employment settings and to identify topics for continuing education activities. The latter is discussed in greater detail in Criterion 3.3. Employers responded that program competencies are well performed and identified topics such as ethics, program evaluation and health inequities that could be emphasized more strongly in the program. The program has incorporated these topics into coursework as well as webinars.

2.8 Bachelor's Degrees in Public Health.

If the program offers baccalaureate public health degrees, they shall include the following elements:

Required Coursework in Public Health Core Knowledge: students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.

Elective Public Health Coursework: in addition to the required public health core knowledge courses, students must complete additional public health-related courses.

Public health-related courses may include those addressing social, economic, quantitative, geographic, educational and other issues that impact the health of populations and health disparities within and across populations.

Capstone Experience: students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or sufficient to satisfy the typical capstone requirement for a bachelor's degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (eg, graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.

The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.

This criterion is not applicable.

2.9 Academic Degrees.

If the program also offers curricula for graduate academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

This criterion is not applicable.

2.10 Doctoral Degrees.

The program may offer doctoral degree programs, if consistent with its mission and resources.

This criterion is not applicable.

2.11 Joint Degrees.

If the program offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

This criterion is not applicable.

2.12 Distance Education or Executive Degree Programs.

If the program offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these degree programs must a) be consistent with the mission of the program and within the program's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the program offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The program must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The program must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course and degree and receives academic credit.

This criterion is met. The program's single MPH in community health education is offered in a distance-based format, as indicated in Table 2. The distance-based option is offered through sequenced courses that students complete in a 24-month program of study.

The program received a grant from the CSU Commission on the Extended University in 2006 to develop a distance-based MPH degree. The online format primarily serves individuals from county health departments, healthcare organizations and community-based organizations, particularly those in rural and

underserved areas of northern California. A few out-of-state and international students have also enrolled in the distance-based program. Since accepting its first cohort in 2007, the program has graduated about 120 students over the last six years. Cohorts of about 26 students are accepted each fall.

The distance-based format is operated through the College of International and Extended Studies and is self-supported through student tuition (ie, state funds are not used). This college provides support to the program in such areas as marketing, instructional design, analysis of labor statistics and seed money for new initiatives. Course lengths vary from five to seven weeks, and courses are taught sequentially with the exception of the fieldwork series. The Canvas Learning Management System and the Blackboard Collaborate web conferencing platform are used to deliver the program. Newly matriculated students receive a Tech Spec Sheet with minimum computer hardware, software and internet access requirements before the first class begins in early August. Students also participate in two live sessions with the technical support staff and learn how to use the Blackboard platform.

All distance-based courses meet on Tuesday evenings between 6:00 pm and 9:00 pm Pacific time. The program has found this time period to be convenient for students who live and work in different time zones. For some courses, students hold small-group, one-hour meetings with instructors on Thursday evenings, and some instructors provide voluntary instructional-support office hours on Saturdays. In addition to the weekly live online classes, three cohorts of distance-based students meet once a year for five days in mid-August in San José. The first-year cohort receives an orientation and instruction about their three first-semester classes. The second-year cohort also receives instruction about their three fall-semester classes. The third-year cohort completes the comprehensive exam and attends convocation.

In addition to the required coursework, online students must complete two no-cost, self-paced tutorials to prepare for the study of biostatistics and epidemiology. These tutorials help to orient and refresh students before the initiation of these required courses. The tutorials are supported by live instruction conducted by an epidemiology instructor during the on-campus week in August and during the winter break in January.

The MPH distance coordinator receives 0.20 assigned time to the distance-based program during the fall and spring semesters as well as compensation during the summer and winter terms. This allocation of time allows for continuous administrative oversight of distance-format planning, admissions and student advising. Additional administrative and staff support is provided through two administrative support coordinator staff positions at 0.25 FTE each. Two student assistants and two 0.25 FTE part-time faculty who received their MPH degrees from SJSU and serve as part-time lecturers also support the program.

The program requires that more than half of the distance-based courses be taught by primary faculty members from the MPH program, which helps to monitor and ensure academic rigor. Continuity across

courses is maintained by requiring instructors to complete a course contract and a technology plan at least three months prior to the beginning of the course. The contract is an agreement between the program and the instructor about the tasks necessary to successfully develop, implement and complete course requirements. The program gives the technology plan to the technology staff to ensure that the technological needs of the course are implemented smoothly.

Students must use their unique SJSU student identification numbers to log into the Canvas and Blackboard systems. The synchronized design of the courses and the in-person time spent together each August allows instructors and course monitors to become familiar with each student. Two course monitors provide weekly year-round service and oversight for each course and have regular, ongoing contact with each student. These monitors are able to confirm and document student participation. In addition, Canvas has built-in options available to instructors to ensure academic integrity. Finally, the three-day comprehensive exam is a proctored exam that graduating students take in a SJSU computer lab during the final week in August. The internet is disabled in the computer lab during the exam. Site visitors determined that students are expected to achieve the same learning outcomes and perform at the same high level as students in the campus-based format.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

The program shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

This criterion is met. The program has policies and procedures to support research and scholarly activities. MPH program faculty and students are engaged in a range of community and participant-focused research. Much of this work focuses on the application of best practices and community empowerment. Program faculty share a commitment to scholarship that enhances interactions with community partners and students while also improving teaching and social justice. The integration of research and teaching is one of the foundations of this program, and the growing commitment to scholarship was evident to site visitors. University leaders discussed the need to expand research activities in graduate education across the university, and they said that efforts to provide support for the growth of research are underway.

The program's research activities are guided in part by recruitment, tenure and promotion policies, and also by the intramural funding opportunities created for faculty by the university's Division of Graduate Studies and Research and by the Department of Health Science and Recreation. Throughout SJSU, faculty members are recruited in part for their research capability, but the main emphasis is on teaching potential. At the program level, an additional policy has been developed that requires faculty hires to

demonstrate a pattern of scholarship that includes publications and the skills for developing a productive research career. The program's tenure and promotion policies provide a useful vehicle to create and follow a faculty member's research contributions, and the program's faculty evaluation and feedback systems support faculty growth as scholars. Faculty on the tenure track told site visitors that the annual review has clear criteria for teaching, research and service, and that the process of advancing to the next level is well understood.

Faculty research and development opportunities include possible release time, small seed money grants, scholarship grants and early investigator awards. The self-study reports that several program faculty have received awards through these support mechanisms. Several other research support mechanisms are in place such as funding from the SJSU Research Foundation, sabbatical leave, difference-in-pay leave, continuing education support, travel support and the ability to subcontract for smaller projects that do not meet the indirect cost recovery requirements for administration by the university. In addition, faculty service to the community that is integrated with their research (specifically community-based participatory research) was cited by faculty as highly valued within the department and well recognized by the university.

MPH faculty have demonstrated a commitment to scholarship by publishing articles, book chapters, a book and multiple research reports. In addition, they are presenting their research in multiple venues. The self-study lists more than 32 research activities conducted by MPH faculty between 2011-2012 and 2013-2014. The work of recent faculty hires is expected to increase the program's research productivity in the coming years.

Half of the program's research projects involved student participation, and nearly all projects were community based. Student involvement in research is supported by various experiential learning opportunities. Students are also hired to support faculty research projects when budgets allow, and a number of students have been employed in substantive roles on faculty research projects in recent years.

Faculty noted that a hallmark of the MPH program is its location in a region that is rich in community-focused agencies and local health departments, community coalitions and opportunities for multidisciplinary collaboration. Faculty members are engaged in collaborations and community-based research and/or evaluation with many of these organizations.

The program has identified six measures by which it evaluates the success of its research activities. These measures address presentations and publications, student involvement in research, community-based research, independent projects by students and student success in the applied data analysis course. All targets have been met in the last three years with the exception of the measure related to

students conducting an independent research project or thesis. As discussed in Criterion 2.5, most students (about 95%) elect to take the comprehensive exam. The more research-intensive options require students to extend their time in the program, which is often not feasible.

3.2 Service.

The program shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

This criterion is met. Program faculty and students are engaged in an array of service activities, including many leadership roles in professional organizations. Faculty serve on boards and committees of community-based and professional organizations, provide technical assistance and consultation, work with the media and review abstracts and manuscripts. Program faculty model service as an important leadership role of public health professionals. Two program goals are devoted to service and leadership, and program values emphasize service. Service is identified as an expectation when new faculty are hired. MPH faculty also provide advising to the MPH Student Association and participate in the association's service activities.

Service is considered for promotion and tenure. The university policy for promotion and tenure delineates the activities that demonstrate faculty service. These activities can be at the university, professional and community levels.

The program encourages student membership in professional organizations and provides travel support for students to attend professional conferences when the budget permits. The MPH Student Association undertakes professional, community-based and program-based service activities.

The program uses five measures to track student and faculty service and leadership, including faculty participation in leadership of professional organizations, faculty attendance at APHA and SOPHE annual meetings, student membership in SOPHE or APHA, faculty participation in community-based collaboration and student engagement in community service. The program met or exceeded its targets related to faculty and student service in each of the last three years.

3.3 Workforce Development.

The program shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.

This criterion is met. The program demonstrates a commitment to workforce development that focuses largely on alumni and the California public health education workforce. The program has formally assessed the needs of these groups through surveys conducted in 2009 and 2013. The survey results clearly identified continuing education interests and needs among the respondents. In 2009, respondents

called for training in addressing health disparities and program evaluation. The interest in 2013 was public health ethics. Three online seminars by guest experts and faculty members have been offered in response to the survey results. During the site visit, program faculty acknowledged the need to better market these continuing education courses to gain larger audiences.

The community representatives who met with site visitors were mostly program alumni currently employed in a variety of capacities. When asked about the program's support for workforce development, they reflected on their own education from the program that prepared them to provide ongoing and continuous development opportunities for subordinate and peer co-workers.

The program also has several annual seminars that are well attended and offer CEUs. Most presenters are invited experts, many of whom are nationally or internationally recognized. The program recently began a new collaborative annual course with the university's public health nursing program.

At the time of the site visit, the program did not offer any certificate programs. Several alumni told site visitors that the dean had indicated an interest in certificate programs, but current resources were too limited. The program has several collaborative relationships for continuing education activities, most notably, with the Northern California Society for Public Health Education.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

The program shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, practice experience and research and instructional competence, is able to fully support the program's mission, goals and objectives.

This criterion is met. The program has a strong, well-qualified faculty in terms of public health training and experience. All full-time faculty members have MPH and doctoral degrees (three have DrPH degrees and one has a PhD in epidemiology from a CEPH-accredited school of public health). The primary faculty's fields of study are varied and well-positioned to support the program's mission and educational focus. Three have degrees in community health education, one has a degree in health services and other areas of faculty training include epidemiology, veterinary medicine, gerontology and leadership. In addition to the public health practice training and scholarship accrued by faculty members with the DrPH, the faculty have an array of public health practice experiences. One faculty member has health department experience as a sanitarian and health officer, for example.

Part-time faculty supplement the primary faculty's efforts. The department requires that all part-time instructors have at least a master's degree, and such appointments are made on a course-by-course basis for a semester at a time. Apart from full-time faculty, public health professionals are regularly

involved in the program as part-time instructors. Faculty note that part-time instructors have included professional with significant experience in biostatistics and epidemiology, HIV/AIDS policy and research and county public health administration.

The program has identified six outcome measures by which it assesses the qualifications of its faculty complement. These measures address degrees earned, content areas covered, teaching evaluation scores, faculty participation in community-based activities and the percentage of courses taught by full-time faculty members. Nearly all measures have been met in the last three years. In the most recent year of reporting, only 40% of distance-based courses were taught by a full-time faculty member. The program has set a target of 50%, and on-site discussions indicated that the retirement transitions have forced the program to rely on more adjunct instructors. The program plans to address this self-identified shortcoming in the next academic year.

4.2 Faculty Policies and Procedures.

The program shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

This criterion is met. All faculty policies and procedures are well developed and easily accessible through the internet. Site visitors were able to review these materials and verify their comprehensive nature. The university provides multiple resources for faculty training, release time for grant writing for external applications and internal support for research. The self-study noted that SJSU's commitment to recruiting and appointing qualified faculty is operationalized through the Faculty Recruitment and Appointment Guide. The MPH program has four primary resources for faculty development: 1) university resources, 2) college resources, 3) departmental resources and 4) project funds.

Faculty competence and performance at SJSU are evaluated through the university's retention, tenure and promotion process. Tenure-track faculty members are reviewed annually by the department's Retention, Tenure and Promotion Committee, which is composed of faculty of equal or higher rank. Tenure is determined at the sixth-year review and awarded by the president. Tenured faculty members are reviewed every five years by a committee of their peers and the college dean. Part-time faculty members are reviewed annually by the department chair and the college dean. The evaluation requires a review of the Student Opinion of Teaching Effectiveness (SOTE) survey, at minimum. All courses taught by part-time faculty are also supported by an assigned full-time, tenure-track faculty member mentor.

Course and student evaluation processes are well developed, and these processes are taken seriously by students and faculty. Students, faculty and the program's Community Advisory Board told site visitors that faculty are open to input and are responsive to needs reported by students and public health

partners. At least two surveys are conducted in all MPH classes, and faculty indicated use of additional informal surveys and frequent “check ins” with students.

The teaching effectiveness of the faculty is evaluated through student course evaluations. The evaluation of teaching effectiveness follows policies established by the university and the MPH program. The instruments that are used to evaluate the teaching effectiveness by SJSU include the university-mandated SOTE and the department’s Curriculum Review Survey. The self-study noted that both surveys have been inconsistently administered to distance students in the past. Faculty said that in the next academic period, SOTEs will be administered online and the Curriculum Review Survey will be integrated into the online course management system (Canvas).

4.3 Student Recruitment and Admissions.

The program shall have 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.

This criterion is met. The program uses several strategies to recruit qualified applicants: websites, publicity through professional networks, posters on campus and information about admissions criteria to health science majors in the department. For the 2014 admissions cycle, the program has combined marketing efforts for the campus and online formats.

Applicants must apply to and be accepted by the Graduate Division of the university before they can be accepted to the MPH program. Applicants submit an online graduate admissions application, official transcripts from all college-level coursework and TOEFL scores and degrees certificates, if applicable. If they meet the university’s minimum requirements, they are cleared for consideration by the MPH program.

Application to the program occurs once per year and requires additional material: a statement of purpose, a resume, an online MPH program application, two letters of recommendations, GRE scores and the material submitted to Graduate Studies. Early admission is available for applicants meeting the deadline with a minimum 3.0 GPA, at least two years of experience, demonstrated commitment to public health and potential for making significant contributions to the field. The program attempts to fill all slots by mid-April; after that, qualified applicants are added to a waiting list and may be offered a space if there is still availability in the summer.

The program aims to enroll about 50 students (ie, about 25 in each format) each fall. The dean told site visitors that the current college business plan calls for expansion of the distance program to 30 students each year.

The program draws from an ample pool of applicants, although the pool has been smaller for the online format. More than 80% of accepted applicants enroll. The program uses three measures of the quality of applicants and enrollees, including submission of a statement of purpose consistent with a career in community health education, a GPA of 3.0 in the final 60 semester units attempted and a minimum of two years of health or community-based work and/or volunteer experience. Most measures have been met in the last three years. Prior work experience in a relevant field has decreased year to year (from 90% to 76% to 71%) but these students still appear to be well qualified when the application is taken into account in its entirety.

4.4 Advising and Career Counseling.

There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

This criterion is met. The program has an accessible academic advising system and readily available career counseling for MPH students. Primary faculty members provide academic advising and are responsible for signing documents and verifying completion of the culminating experience. All faculty involved with the program are available for individual and group advising by appointment.

Campus students are encouraged to have an individual meeting with an advisor during the first three weeks of the fall semester. During the site visit, students noted that this meeting was helpful in setting their academic course. Both students and recent alumni said that faculty are/were readily available. Faculty indicated that they have begun using more group advising sessions to assist with heavy workloads. In addition to the faculty, practicum preceptors are expected to provide career advice and help students to brainstorm about future possibilities and directions.

The program, department and university manage a variety of electronic messaging systems related to academic advising and career counseling. In addition, the program has developed separate handbooks for the campus and distance programs, and the MPH Student Association has organized a peer mentor program. The program hosts an orientation for newly matriculated students during the spring prior to commencing study, and the MPH Student Association hosts a day-long orientation at the beginning of the semester. The program also organizes informational meetings at the beginning of each semester.

Distance students must come to campus for a week-long orientation during their first year. The program also hosts town hall sessions for distance-based students through the learning management system. Each distance cohort has two class leaders who attend monthly faculty meetings to express class concerns and needs.

The program provides job announcements electronically. The university has a career counseling center, but it is not a primary resource for MPH students. The practicum experience is developed as a professional development opportunity. Students who met with site visitors agreed that the practicum is a critical career counseling opportunity.

The program administers periodic surveys of new and continuing students to measure satisfaction with advising and career counseling. The results of a 2013 survey indicated that less than two thirds of respondents were satisfied with career counseling resources. In response, the program has added a linked public health career resource document to its website. During the site visit, a student indicated that this resource was useful, and other students recognized that the program is making efforts to improve career counseling services.

Student grievances can be formally resolved at the university level through the Ombudsman Office. The university has clear policies about the process for filing and resolving such complaints. Students are encouraged to first seek resolution at the program level. No complaints or grievances were filed in the last three years.

Agenda

COUNCIL ON EDUCATION FOR PUBLIC HEALTH ACCREDITATION SITE VISIT

San José State University Public Health Program

May 15-16, 2014

Thursday, May 15, 2014

- 8:30 am Request for Additional Documents
Edward Mamary
- 9:15 am Meeting with Program Leadership
Edward Mamary
Daniel Perales
Anne Demers
Valerie Rose
- 9:45 am Meeting with Department and College Leadership
Jack Wall
Charles Bullock
- 10:30 am Break
- 10:45 am Meeting with Faculty Related to Curriculum
Anne Demers
Edward Mamary
Daniel Perales
Lisa Chavarria
Jane Pham
- 11:45 am Break
- 12:00 pm Lunch with Students
Alyssa Roy
Keri Simmons
Pam Conelly
Erica Eilenberg
Maziel Giron
Johnny O'Brien
Paola Luna
Alexis Fields
Laura Melgarejo
Jeff Chang
Courtney Davis
Fred Smith
Jake Hanson
- 1:30 pm Break
- 1:45 pm Meeting with Faculty Related to Research, Service, Workforce Development, Faculty Issues
Anne Demers
Edward Mamary
Daniel Perales
Jane Pham
Kathleen Roe
Van Ta Park
Miranda Worthen
- 2:30 pm Break
- 2:45 pm Executive Session

4:00 pm Meeting with Alumni, Community Representatives, Preceptors
April Allgrove
Mary Casagrande
John Collins, II
Kyle Ekberg
Alice Gandelman
Raj Gill
Jeffrey Goodman
Wendy Hussey
Jacqueline McCright
Tracy Nakamura
Rho Olaisen
Alvan Quamina
Amor Santiago
Kimberlee Homer Vagadori

5:00 pm Adjourn

Friday, May 16, 2014

8:30 am Meeting with University Leadership
Dennis Jaehne
David Bruck
Ruth Huard
Sutee Sujitparapitaya

9:15 am Break

9:30 am Executive Session

12:30 pm Exit Interview